

21st Century Community Learning Centers

Summative Evaluation Report:

Academic Achievers

City of Hialeah

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City of Hialeah Academic Achievers

Project Award Number: 13B-2446B-6CCC2

Summative Report – Year 2 – 2015-2016

1.0 Project Overview and History

Introduction

The City of Hialeah, Education and Community Service (ECS) Department, Academic Achievers (AA) Program funded through the 21st Century Community Learning Center Program, Florida Department of Education completed its second year. The Program was offered at two sites: Hialeah Educational Academy (HEA) and José Martí MAST Academy (JMMA). The goal of the Project was to provide academic enrichment opportunities for middle and high school students during afterschool and summer camp. The Program offered activities that complement regular academic programs for participating students as well as services for families to support their children's academic success and personal growth.

Reporting Period

This summative evaluation report covers the second year of the five-year funding cycle of the AA Program offered during summer camp 2015 and afterschool 2015-2016. The reporting period is from August 1, 2015 through July 31, 2016.

Overview and History

The City of Hialeah has a history of providing excellent afterschool and summer camps f

or its young residents, including the Young Leaders with Character Program funded by 21st CCLC from 2009 to 2014. The goal of the programs has been to serve areas with high concentrations of low-income, single parent families and/or subsidized housing. The City of Hialeah Education and Community Services Department, that houses AA, is highly committed to promoting lifelong learning, an informed citizenry, literacy, an enhanced quality of life, and broadened horizons for all residents.

Description of the Project Sites

During this second year, AA was held at two sites located in the City of Hialeah. The sites were the HEA and JMMA. HEA is a Miami-Dade County Public Charter School currently serving students in 6th through 12th grades. At HEA, the student population is comprised of 97% minorities and 89% qualify for free/reduced lunch. JMMA is a Title I middle/high school from grades 6 to 12 in Miami-Dade County Public School (M-DCPS) District. At JMMA, 95% of the students are from minority backgrounds and 77% receive free/reduced lunch. Middle and high school students from other surrounding private schools were also encouraged to enroll.

Overview of Project Design

The AA Project design incorporates academic activities as well as personal enrichment activities. Activities to promote adult family member involvement are offered to support student growth in academic, physical, and personal development. Students and their families are encouraged to become confident, productive lifelong learners through their participation in the program.

2.0 Student Characteristics

2.1 Total Student Enrollment and Attendance

Total and Regularly Participating Students for Summer 2015 and Academic School Year 2015-2016. Enrollment and attendance records were maintained for all participating students for summer 2015 and academic year 2015-2016. Regularly participating students are defined as those who attended the program for more than 30 days.

Total and Regularly Participating Student Enrollment. During its second year, the AA Project offered summer camp and afterschool activities to students in middle and high school who at two school sites in Hialeah. In total 252 students participated in the program at one of the two sites for at least one day during this reporting period; 210 students were identified as “regular participants” since they attended the program at least 30 days. Therefore, 83% of all participants were identified as “regularly attending.”

Enrollment by Service. The AA Program operated during summer 2015 and afterschool 2015-2016.

Table 1

Student Enrollment: Total and Regularly Participating Students for Summer 2015 and Academic Year 2015-2016

Site	Total Enrollment (At least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer 2015 Only	Academic Year 2015- 2016 Only	Both Summer/ Academic Year Total		Summer 2015 Only	Academic Year 2015- 2016 Only	Both Summer/ Academi c Year Total	
HEA	26	69	30	125	15	60	30	105
JMMA	24	75	28	127	10	67	28	105
Total	50	144	58	252	25	127	58	210

Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND Academic Year. Only Summer + Only Academic Year + Summer AND Academic Year = Total.

Last year AA did not meet the target number of participants due to the late start of the program. However, this year the target number was exceeded. During afterschool at HEA, the target number projected was 40 and there were on average 67 regularly participating students yielding 167% rate of attendance. At JMMA the target number projected was 70 regularly participating students and there were on average 75 yielding an attendance rate of 107%.

2.2 Student Demographics

Gender. Gender demographics are presented in Table 2. These data indicate that the majority of the students in the program were males. For all students, 60% were males whereas for those who were regularly participating students 61% were males. At HEA, the total participating students' ages ranged from 10 to 16 years old and at JMMA the age range was 10 – 15 years old.

Table 2

Student Gender Demographics for Total Participating Students (All Students Served) and Regularly Participating Students

Site Name	Total participating students			Regularly participating students		
	Gender		Age Range	Gender		Age range
	Male	Female		Male	Female	
HEA	80	45	10 - 16 years old	68	37	10 – 15 years old
JMMA	70	57	10 – 15 years old	60	45	10 – 15 years old
Totals	150	102		128	82	

At-risk characteristics. The data regarding at-risk characteristics are collected from participants’ parents, guardians, or other family members who register the students in the afterschool program. Few (11%) of the regularly participating students from both sites were identified as limited English proficient. It should be noted that the majority of the participants at the two sites are of Hispanic heritage and in many cases, are the first in their families to speak English as their primary language. Many of these bilingual students are growing up in environments with few resources to support the development of their academic language that is so critical to their success in school. While these individuals may be “proficient” in English and able to converse fluently in everyday situations, they may lack the “competence” required for rigorous academic study to be able use language effectively in context-reduced settings as they acquire knowledge in the various disciplines throughout the school day. This is especially important for students in the middle and high schools, such as the participants in this program, where the curriculum is more discipline-focused than in the elementary school setting and students are introduced to and required to use the academic and

disciplinary language of many fields and areas of study on a daily basis in order to master the content of the curriculum. Hence, while not necessarily identified as being at risk as an “ELL,” the majority of the students participating in the AA program require additional opportunities to listen, speak, read, and write in English about academic subjects and topics outside of those provided in the regular classroom in order to have the necessary foundation to perform well in the middle and high classrooms.

Information on students with disabilities was provided by parents/guardians at the time of registration. Types of disabilities identified were ADD, ADHD, dyslexia, autism, and emotional behavior disorders as well as other health impairments such as food allergies, asthma, and diabetes. Students with disabilities were included in all activities where possible.

Table 3 presents the data on all students with at-risk characteristics by site and characteristic and

Table 4 presents the same data for regularly attending students. In some cases, more than one at-risk characteristic may be associated with a student.

Table 3

Students with Special Needs: Total Participating Students

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
HEA	27	98		3	122	
JMMA	5	120		4	123	

* *Don't know*

Table 4

Students with Special Needs: Regularly Participating Students

Site	Limited English Proficient			Identified with Disability		
Name	Yes	No	DK*	Yes	No	DK*
HEA	20	85		3	102	
JMMA	3	102		4	101	

* Don't know

Free or reduced price meals. An at risk family characteristic was eligibility for free or reduced meal program for which approximately 78% of all students and 73% of regularly participating students reported receiving this assistance.

Table 5

Free/reduced Lunch Status of Total Participating Students

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
HEA	100	25	
JMMA	93	34	
Total	193	59	

* DK = Don't know

Table 6

Free/reduced Lunch Status of Regularly Participating Students

Site	Free or Reduced-Price Lunch		
Name	Yes	No	DK
HEA	81	24	
JMMA	73	32	
Total	154	56	

* DK = Don't know

Race/ethnicity identification of students. As depicted in Table 7, the majority of all students and the majority of regularly participating students were identified as Hispanic. Instructions for ethnic/racial identification allowed for individuals to mark all the categories that applied. For several students, their parents/guardians selected more than one race/ethnic designation to describe the child and some students did not have an ethnic designation; therefore, the total numbers in the “Reported Race /Ethnicity” columns in Table 7 may differ from the total number of all students and the total number of regularly participating students. The reported race/ethnic identification data indicate, then, that 88% of all students and 87% of regularly participating students identified themselves as Hispanic.

Table 7

Student Race and Ethnicity: Total and Regularly Participating Students

Site Name	Total participating students						Regularly participating students					
	American Indian / Alaska Native	Asian / Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown **	American Indian / Alaska Native	Asian / Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown **
HEA			1	120	4				1	101	3	
JMMA		1	19	101	7		1	16	82	7		

* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.

** Unknown = Racial/ethnic group is unknown or cannot be verified.

Grade in school. Grade levels for each program site are presented in Table 8 and

Table 9. During the 2015-2016 program year students eligible to participate were in middle or high school. At HEA and JMMA total participants were 6th through 11th graders. Approximately 35% of all program participants were in 6th grade during the reporting period, 23% were in the 7th grade, and 17% were in 8th grade. Middle school participants comprised 79% of all participants across both sites, as is depicted in Table 8. The percentage of participants in each of the four high school grades comprised 21% of all participants with the highest number in 9th grade. No students in 12th grade enrolled in the program.

Table 8

<i>Student Grade Levels by Site for Total Participating Students</i>								
Site	Grade in School							Total Participating Students
	(N = 252 Students)							
	6 th	7 th	8 th	9 th	10 th	11 th	12 th	
HEA	42	24	28	24	6	1	0	125
JMMA	47	35	24	18	3	0	0	127
Totals	89	59	52	42	9	1	0	252

A similar pattern is evident with regards to regularly participating students. Middle school students comprised 80% of all regularly participating students, with 36% in 6th grade, 25% in 7th grade, and 20% of all regularly participating students in 8th grade. Only 20% of the regularly participating students were in high school. Of these 35 students were in 9th grade and 8 in 10th grade. There were no regularly participating students in grades 11 to 12.

Table 9

Student Grade Levels by Site for Regularly Participating Students

Site	Grade in School (N = 210 Students)							Total Regularly Participating Students
	6 th	7 th	8 th	9 th	10 th	11 th	12 th	
HEA	34	21	23	22	5	0	0	105
JMMA	42	30	17	13	3	0	0	105
Totals	76	51	40	35	8	0	0	210

3.0 Program Operations

The two sites provided activities during the summer 2015 and 2015-2016 academic year; no sites were open or operated before school, during school, or on the weekends. The first day of programming for summer 2015 for each site is listed in Table 10. Start and end dates for the afterschool program are in Table 11. Except for July 4, 2015, all sites were closed on legal holidays, teacher planning days, and during holiday breaks observed by M-DCPS.

3.1 Summer 2015 Operation

Table 10

<i>Start Date and End Date for Each Site for this Reporting Period</i>		
Site	Summer 2015	
	Start Date	End Date
HEA	June 8, 2015	August 21, 2015
JMMA		

3.2 Academic Year 2015-2016 Operation

Table 11

<i>Start Date and End Date for Each Site for this Reporting Period</i>		
Site	Academic Year 2015-2016	
	Start Date	End Date
HEA	August 24, 2015	June 9, 2016
JMMA	August 24, 2015	June 9, 2016

Each site took full advantage of the planned hours, days, and weeks of operation. Table 12 provides information on summer 2015 operations. As depicted in Table 13,

each site typically operated five days a week during after school. The schedule for days and weeks of operation followed the public school calendar.

Table 12

Summer 2015 Operation

Site Name	Total # weeks THIS Site was Open:	Typical # days per week THIS site was open:	Typical number of hours per week this site was open on		
			Weekdays	Weekday Evenings	Weekends
HEA	11	5	55		
JMMA					

Table 13

School Year 2015-2016 Operation

Site Name	Total # weeks THIS Site was Open:	Typical # days per week THIS site was open:	Typical # hours per week THIS site was open				Total # days THIS site operated			
			Before school	During school	After school	Weekends / Holidays	Before school	During school	After school	Weekends / Holidays
HEA	38	5			17.5				180	
JMMA	38	5			17.5				180	

4.0 Staff Characteristics

Information on the composition of the staff at each site is provided in this section.

4.1 Staff Demographics

Regular staff by pay status and primary responsibility during the day. All regular staff are paid; there were no volunteers who assisted during this reporting period.

The primary responsibilities of each position at HEA during the regular day and the numbers of individuals in those positions are displayed in Table 14.

Table 14

Regular staff by paid and volunteer status: HEA

Staff type	HEA			
	Summer 2015		2015-2016 School Year	
	Paid	Volunteer	Paid	Volunteer
School day teachers (former and substitute)	5		4	
Center administrators and coordinators				
Other non-teaching school day staff				
Parents				
College students	8		10	
High school students				
Community members	1			
Subcontracted staff				
Other*	7			

These categories represent the regular responsibilities of program staff during the regular school day.

**Category used if data do not fit in specific categories provided.*

The primary responsibilities of each position at JMMA during the regular day and the numbers of individuals in those positions are displayed in Table 15.

Table 15

Regular Staff by Paid and Volunteer Status: JMMA

Staff type	JMMA			
	Summer 2015		2015-2016 School Year	
	Paid	Volunteer	Paid	Volunteer
School day teachers (former and substitute)	3		3	
Center administrators and coordinators				
Other non-teaching school day staff				
Parents				
College students	9		7	
High school students			1	
Community members				
Subcontracted staff				
Other*	1		1	

These categories represent the regular responsibilities of program staff during the regular school day.

**Category used if data do not fit in specific categories provided.*

4.2 Overall Staffing

Data on the staff identified by gender and highest level of education are presented in this following section.

Staff by gender. Data on the gender of the Program staff are presented in the table below.

Table 16

Staff Positions by Gender by Site for the Summer 2015 and After-School Year 2015-2016

Position	HEA		JMMA	
	Male	Female	Male	Female
Center Director		1		
Director		1		1
Administrator				
Counselor	1	1		3
Tutor	1		1	1
Recreation Leader	2	8	3	2
Teacher	1	3	1	1
Master Teacher		1		
Master Inclusion Teacher		1		1
Inclusion Aide	1	1		
Custodian	1			

Staff by highest level of education. Quality of services is ensured by employing individuals well-suited to and qualified for the position they hold at each site. Data on the highest level of education for staff at each site are presented below.

Table 17

Regular Staff by Highest Level of Education by Site

Level of Education	Site		Totals
	HEA	JMMA	
Elementary			
Middle School			
High School		8	
Diploma/GED	4		12
Technical Degree	2		2
Associates Degree	8	3	11
Bachelor's Degree	4	2	6
Professional Degree	1		1
Master's Degree	5	1	6
Doctorate			
Other/ unknown			

4.3 Student-to-Staff Ratio

In general, each site had a 15:1 student-to-staff ratio. Personal enrichment ratios were no more than 20:1. During teacher-led academic activities a 10:1 ratio was maintained. Children with disabilities or emotional and behavioral issues received services at a 3:1 student-to-staff ratio with support provided by inclusion aides, although less intensive 5:1 or 15:1 ratios were implemented depending on each student's unique needs.

4.4 Staff Training

The staff at both HEA and JMMA participated in numerous training opportunities to ensure the quality of the services offered through AA. Staff training was offered in accordance with the needs of the Program and the participants.

Several training sessions focused on administrative elements of the program including topics such as a New Staff Orientation Session for all new AA hires on 21st CCLC Overview and Policies. Numerous staff participated in training on 21st CCLC documentation, data entry, program procedures including equipment inventory, and rules and regulations as well as program site evaluation and reviews.

Safety issues were addressed in the online DCF training on identifying child abuse and neglect as well as the CPR trainings. The M-DCPS Snack Procedures session and Summer Lunch Training offered strategies and procedures for safe handling, distributing, and storing snacks. HOST Trainings included building support, assessing site, creating an action plan, exploring resources, and learning about healthy eating.

The participation in the staff training is presented in Table 18.

Table 18

AA 2015-2016 Number of Staff Participating in Training

	Program Director/ Center Director	Site Coordinator	Tutor/ Counselor	Program Leader	Master Inclusion Teacher/ Teacher
21 st CCLC Annual Conference	2				1
Staff Orientation	2	2	9	6	8
Identifying child abuse and neglect	2	2	9	5	7
Discovering inclusion	1	2	5	5	
CPR Certification				3	
Summer Lunch Training	1	1	3	2	
HOST #1 – Building Support	2	2			
HOST #2 – Assessing site	2	2			
HOST #3 – Creating action plan	2	2			
HOST #4 – Exploring resources	2	2			
HOST #5 – Learning about healthy eating	2	2	5	3	2

4.5 Staff Turnover

Data regarding staff who were paid through sources other than the 21st CCLC grant funds and staff whose positions were vacated and replaced are summarized in Table 19. In summer 2015, ten paid regular staff were reassigned. No staff member was replaced by a new employee. During the afterschool program, eight regular staff were reassigned and seven regular staff were replaced with new staff members. Most of the turnover during this reporting period was due to budget constraints. The Program Director was diligent with regards to replacing staff that left the Program with a qualified person to fulfill the duties and responsibilities the position requires. Although there were changes in Program personnel, all of the services proposed were offered and students were appropriately supervised and safe. Neither the quality nor quantity of services was affected.

Table 19

Staff Turnover

Staff Turnover	Summer 2015	Academic Year 2015-2016
Number of paid regular staff who were not funded by the 21 st CCLC grant	0	0
Number of paid regular staff during the reporting period that reassigned	10	8
Number of paid regular staff during the reporting period who were replaced with a new staff member	0	7

4.6 Certified Teachers

All AA Project teachers hold State of Florida Educator Teacher Certificates and provide instruction to participants in the academic components for which they are certified. Seven certified teachers worked during summer 2015 and six certified teachers during the afterschool program. Teacher certification credentials and the site at which each certified teacher provides services are summarized in Table 20 below.

Table 20

Teacher Certification Credentials and Location

Teacher Name	Certification	Site (HEA, JMMA, Both)
Almeida, Oreali	K-6; English gr. 5-9; ESOL endorsed	HEA
Barreda, Orlando	Math gr. 6-12; ESE K-12	HEA
Basallo, Miriam	English gr. 5-9; Specific disabilities K-12; ESOL endorsed	Both
Frye, Barbara	Middle school integrated curriculum gr. 5-9; Media specialist PK-12; ESE K-12	JMMA
Goitia, Kristine	K-6; ESE K-12; reading endorsed; ESOL endorsed	Both
Gross, Maria	Adult Ed; Temporary instructor	Both – Special Program Instructor
Montenotte, Leonor	K-6; Math gr. 5-9; Middle school integrated curriculum gr. 5-9; Spanish K-12; ESE K-12	HEA
Parrondo, Zunilda	ESE K-12; PreK-Grade 3	Both
Vazquez, Roberto	Spanish K-12; ESOL K-12; Reading endorsed	JMMA

5.0 Objectives and Outcomes

5.1 Objectives and Activities

Active participation in the AA Program will positively impact the lives of youth in academic, physical, and personal areas. Family involvement activities will support and enhance student learning and development. All of the data and information regarding the objectives represent results for regularly participating students in middle and high school. Table 21 presents the objectives, activities, and data measures as approved by FDOE.

Table 21

Program Objectives, Activities, and Measures

Domain	Program Objectives	Activities	Specific Measures /Data Sources
Academics English Language Arts/Writing	<p>Objective 1.1: English Language Arts/Writing</p> <p>70% of regularly participating students in middle and high school will improve to a satisfactory English language arts grade of above, or maintain a high grade across program year as measured by report card grades</p>	<p>PCS Edventures and PBL Activities</p> <p>Homework Assistance</p>	Report card grades
	<p>Objective 2.1</p> <p>TBD% of regularly participating students in middle and high school will improve to satisfactory level or above on English language arts/writing or maintain an above satisfactory level of performance as measured by state assessment (e.g., FSA).</p>		Florida Standards Assessments
Academics Mathematics	<p>Objective 1.2: Mathematics Skills</p> <p>70% of regularly participating students in middle and high school will improve to a satisfactory mathematics grade or above, or maintain a high grade across program year as measured by report card grades.</p>	<p>PCS Edventures and PBL Activities</p> <p>Homework Assistance</p>	Report card grades
	<p>Objective 2.2: Mathematics Skills</p> <p>TBD% of regularly participating students in middle and high school will improve to satisfactory level in mathematics or above on or maintain an above satisfactory level performance as measured by state assessment (e.g., FSA).</p>		Florida Standards Assessments

Domain	Program Objectives	Activities	Specific Measures /Data Sources
Academics Science	<p>Objective 1.3: Science Skills</p> <p>70% of regularly participating students in middle and high school will improve to a satisfactory science grade or above, or maintain a high grade across program year as measured by report card grades.</p>	PCS Edventures and Activities	Report card grades
	<p>Objective 2.3</p> <p>TBD% of regularly participating students in middle and high school will improve to satisfactory level in science or above on or maintain an above satisfactory level performance as measured by state assessment (e.g., FSA).</p>	Homework Assistance	Florida Assessment Standards
Personal Enrichment- Health and Nutrition	<p>Objective 3: Personal Enrichment</p> <p>80% of regularly participating students in middle and high school will maintain high performance or improve their fitness as measured by pre/post assessments.</p>	SPARK Enrichment activities	PACER Pre/Mid/Post assessments
Dropout Prevention & College/Career Readiness	<p>Objective 4: Dropout Prevention College/Career Readiness</p> <p>80% of regularly attending participants in middle and high school will maintain high performance or improve their post-secondary interest as measured by pre-post assessment.</p>	College prep workshops	Pre/Post assessments
Adult Family Member Performance	<p>Objective 5: Adult Family Member Performance</p> <p>80% of participating adult family members will maintain high performance or improve their knowledge (in a specified area) as measured by pre-post assessment.</p>	Educational Workshops	Pre-post assessments

Objectives 1 & 2 - Academics: English Language Arts/Writing, Mathematics, Science: Report Card Grades and State Assessments.

Academic Activities. A description the activities provided to improve or maintain high levels of performance are provided here.

PCS Edventures PBL lessons and activities. Reading and fluency skills were targeted via project based learning activities from the PCS Edventures program. Grade specific mathematic skills including computation, problem-solving, and geometry were targeted via project based learning activities from the PCS Edventures program. Science skills were developed via project based learning activities from the PCS Edventures program.

Homework assistance. Thirty minutes of homework assistance, provided by tutors and certified teachers, was offered daily.

Mind Lab. Mind Lab activities engage students in strategic board games to develop and train thinking abilities and life skills. The games contribute to the improvement of cognitive skills and to creating an awareness of thinking processes. They also help the learner to better cope with emotional and social situations.

Objective 3 – Health and Nutrition.

SPARK. The Sports, Play & Active Recreation for Kids! (SPARK) Program was implemented. This research-based out-of-school physical activity program includes a physical activities curriculum, on-site training, and lifetime follow-up support. Through physical activity, it is anticipated that children will develop positive lifelong healthy habits.

Summer camp enrichment activities. During summer camp students participated in enrichment activities which developed their health and fitness. Depending on the students' age and interest, they signed up for swimming, guarding, or life guarding classes.

Students with beginning level swimming skills participated in swimming classes. Those who were strong swimmers, but under 16 years of age, could participate in guard start classes in preparation of lifeguarding classes. Those students at least 16 years old could take lifeguarding classes as well as a swim fitness class to get their swimming up to par so that when the time came for them to test in the lifeguard classes they would be able to pass the physical swimming test required during the summer.

Lifeguarding classes were offered during summer camp 2015. Participants had to be at least 15 years of age and pass the three swimming fitness tests: underwater swim, treading water for 2-minutes, and swimming 300 yards. The four certification areas are First Aid and Head, Neck, and Back Injury; Recognition and Response; CPR for the Professional Rescuer; and AED for the Professional Rescuer.

Furthermore, music classes were offered during summer camp. Students had an opportunity to enroll in dance, guitar, and piano lessons as well as tennis, chess., Mind Lab, and STEM classes

Common Threads Group Nutrition and Cooking Classes. Common Threads provided the professional, curriculum-based, cooking instruction for wholesome, healthy meals with hands-on lessons that integrate science, math, social studies, and language arts. Participants developed culinary skills, healthier food choices, and a taste for nutritious foods from different countries.

Objective 4 – Dropout Prevention & College / Career Readiness.

College Prep Workshops – Students participated in a series of college prep workshops focusing on knowledge and skills necessary to be successful in post-secondary educational settings. Topics presented were:

- College entrance exams;
- Different ways to pay for college;
- Mapping your future;
- Sparking the future;
- What are your strengths and interests;
- You are the employer;
- Customer service;
- Writing a good resume;
- Studying is a team sport; and
- Workplace etiquette.

Objective 5 – Adult Family Members Performance.

Educational Workshops – Adult family members participated in a series of educational workshops designed to assist them in supporting their children’s academic success. Topics presented were:

- Effective communication between parents and teachers;
- The benefits of exercising;
- College and career choices, requirements and financial aid application;

- M-DCPS Parent portal;
- The Green Family Foundation – Neighborhood HELP; and
- Technology and the modern family.

5.2 Data Collection Methods

Data collection methods were implemented to gather information on the progress of students.

5.2.1 Measures and data collected: Report card grades and state assessment results were collected to assess academic performance. The Program administered the Oral Reading Fluency (ORF) Test to assess reading performance. Additionally, students were assessed on Mind Lab performance. Health and nutrition data were collected from performance on the Progressive Aerobic Cardiovascular Endurance Run (PACER) and the nutrition assessment developed by Common Threads. Performance on Dropout Prevention and College / Career Readiness was measured by pre-post tests for each workshop. Adult family member performance was measured by pre-post tests for each educational workshop.

5.2.2 Data collection timeline: Report card grades were collected at the end of each nine-week marking period. State assessment results were collected at the end of the academic school year. ORF and PACER testing took place at the beginning of the academic year or when the student first enrolled in the Program; at the midpoint; and at the end of the academic year. Results on Common Threads nutrition and other enrichment activities are only available for students who participated in the classes during the summer. Data for Drop Prevention and College / Career Readiness as well as Adult Family Performance were collected at prior to and at the end of each class.

5.2.3 Continuous assessment: Participants were assessed periodically during the reporting period. Data were collected in a timely manner as indicated in the proposal.

5.2.4 Data Quality: Data that are collected directly at the site can be considered accurate and reliable as they are collected by either certified teachers or the trained staff who administered the assessments or oversaw and monitored students' computer-based work through which the assessment data were gathered. Relating school report card grades to after school activities is problematic in that a direct correlation between the afterschool activities and the report card grades cannot be made because of too many confounding variables.

5.2.5 Student Inclusion: All students who participated in Program activities were included in the assessment process. Incomplete data collection occurred with students who left the Program early.

5.3 Data Analysis and Results: Progress Toward and Achievement of Objectives

5.3.1 Objective 1 - Report Card Grades: Academic Outcomes – English Language Arts/Writing, Mathematics, and Science. Objective results for the academic outcomes are summarized in Table 22. The results are presented by domain and objective and indicate the number of regularly attending students for whom results were obtained and the percentage of those who met the project benchmarks.

Report card grades. Report card grades were obtained for 87% of the regularly participating middle school students and 86% of the high school students. In English language arts/writing, only 51% of the middle school students met or exceeded the 70% benchmark; whereas 78% of the high school students met or exceed the 70% benchmark. In mathematics, 47% of the middle school students met or exceeded the 70% benchmark;

and 68% of the high school students met or exceeded the benchmark. In science, 66% of the middle school students and 76% of the high school students met or exceeded the 70% benchmark.

5.3.2 Objective 2 - State Assessments: Academic Outcomes – English Language Arts/Writing, Mathematics, and Science.

Florida state assessments. This year data from Florida State Assessments were collected although no benchmarks were established. Scores for over 80% of the middle and high school students were collected for FSA English and math. Fewer science scores (14% for middle school students and 28% for high school students) were collected for both middle and high school students since science assessments were administered according to the students' grade and area of study within the field of science.

Florida State Assessments are scored on a 5-point scale representing levels of performance. Level 3 and above indicates at or above grade level. Seventy percent of the middle school students and 68% of the high school students scored at or above a Level 3 on the English language arts/writing assessment. In math, 75% of middle school students and 50% of high school students scored at Level 3 or above. Science assessment scores at or above Level 3 for middle school students and high school students were 52% and 75% respectively.

Oral Reading Fluency (ORF) pre- and post-assessments. Students were administered the ORF assessment at the beginning of the program and again at the end of the academic year. For those regularly participating students with complete data sets, 98% at HEA and 95% at JMMA improved their scores.

Mind Lab. Students participated in Mind Lab activities during summer camp and in the afterschool program. In summer, 19 students had matched pre-post test scores and all showed in improvement.

Table 22

English Language Arts/Writing,, Mathematics, Science Objective Assessment Data

Objective		Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark
Language Arts / Writing	1.1– Report Card Grades - Middle school	70%	146	75	51%
	1.1 Report Card Grades – High school	70%	37	29	78%
	2.1 – State Assessments – Middle school	TBD	143	100	70%
	2.1 – State Assessments – High school	TBD	37	25	68%
Math	1.2 – Report Card Grades - Middle school	70%	146	68	47%
	1.2 – Report Card Grades – High school	70%	37	25	68%
	2.2 – State Assessments – Middle school	TBD	140	105	75%
	2.2 – State Assessments – High school	TBD	36	18	50%
Science	1.3 – Report Card Grades – Middle school	70%	146	97	66%
	1.3 – Report Card Grades – High school	70%	37	28	76%
	2.3 – State Assessments – Middle school	TBD	23	12	52%

Objective	Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark
2.3 – State Assessments – High school	TBD	12	9	75%

5.3.3 Objective 3 - Personal Enrichment: Health and Nutrition Personal

Enrichment Outcomes. Personal Enrichment outcomes summary data are presented in Table 23 for students who met the project benchmarks.

PACER assessments. Data were collected for the regularly participating students in middle and high school. All of these students improved their physical fitness scores from the pre-test to the post-test.

Table 23

Fitness and Nutrition Objective Assessment Data

Objective	Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark	
Personal Enrichment	3 – PACER Assessments – Middle school	80%	143	143	100%
	3 – PACER Assessments – High school	80%	36	36	100%

Summer enrichment assessments. Students were allowed to select among the summer enrichment activities. The results for those participants are as follows. Twenty-six students enrolled in swimming classes and passed the pre-course test. They, then, participated in the six levels of classes. Of these 26, 19 passed the Level 1 test; 17 passed the Level 2 test; 11 passed the Level 3 test; 12 passed the Level 4 test; 10 passed the Level 5 test; and 9 passed the Level 6 test. Five students passed all six levels.

Twenty-seven students enrolled in the guard classes that are the pre-requisite to the life guarding classes. Twelve topics were presented during the guard classes. On average 16 students successfully passed the test for each of the 12 topics. The topic that most students were successful on was helping yourself, on your own, and floating in your clothes. Six students were eligible and enrolled in the life guarding classes. However, none were able to successfully complete the rigorous training and earn their life guarding certification.

Additionally, students chose among different music electives during summer camp. Twenty-three students completed the dance classes and had pre-post test scores. All (100%) improved or maintained the highest score possible on the dance test. Sixteen students completed the guitar classes and had pre-post test scores. Of these, 100% improved or maintained the highest scores possible on the guitar test. All of the 19 students who completed the piano classes and had pre-post test scores improved or maintained the highest score possible on the piano test.

Twenty-three students selected chess during summer 2015. Of these, fourteen completed the classes and showed improvement in their chess playing skills as assessed by the pre-post chess test.

Common Thread staff administered their test to assess student progress in knowledge of and attitudes toward healthy eating. Over seventy students enrolled in the nutrition and cooking classes. Of these 45 completed the pre-post test. Of these 93% agreed or strongly agreed that the class was exciting and they would be interested in taking another nutrition class. The culminating experience was a Family Night during which the students prepared a full course dinner for their families. Students also shared the work they had completed on nutrition and healthy life choices through displays that evidenced the knowledge and skills gained by participating in the Project.

5.3.4 - Objective 4 – Dropout Prevention & College / Career Readiness.

College preparation course. Data were collected from pre/post-tests that were administered to the middle and high school students who participated in the workshop series. Ninety-one percent of the middle school students and 100% of the high school students met or exceeded the 80% benchmark.

Table 24

College and Career Readiness Objective Assessment Data

Objective	Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark
College /Career Readiness	4 – College Prep Workshops – Middle school	124	113	91%
	4 – College Prep Workshops – High school	28	28	100%

5.3.5 - Objective 5 – Adult Family Member Performance. Family Involvement outcomes summary data are presented in

Table 25. The results indicate the number of middle and high school family members for whom results were obtained and the percentage of those adult family members who met the project benchmarks.

Adult family performance in educational workshops. For the adult family members of middle school students who participated in educational workshops, 99% met the standard of success. All (100%) of the adult family members of high school students who participated in the educational workshops met the standard of success.

Table 25

<i>Adult Family Performance Objective Assessment Data</i>					
Objective		Benchmark	Total Number of Adult Family Completers	Number of Participating/ Improved Individuals	% who Met Benchmark
Adult Family Member Performance	Pre-Post Assessment Middle School	80%	145	144	99%
	Pre-Post Assessment High School	80%	26	26	100%

5.4 Other Findings

An examination of the results of the 21st CCLC satisfaction surveys for students, parents, and teachers yielded additional findings on the Academic Achievers Program. Highlights of the findings are summarized here.

Student survey findings. One hundred fifty -seven students participating at HEA (n = 97) and JMMA (n = 60) completed the 21st CCLC student survey. Of these 57% were males and 42% were females. Student responses for Questions #3a to #3h ranged

from 1 = not at all; 2- = somewhat; and 3 = definitely. Overall, students reported high satisfaction with the program, as represented in Figure 1. Eighty-six percent of the student respondents indicated that they definitely felt safe at the afterschool program and 82% reported that they definitely believed the program had adults that cared about them. Further, 80% indicated that the program helped them understand that following rules is important. The majority of students (74%) also reported that the program definitely helped them to get along well with others and helped them solve problems in a positive way (71%). More than two-thirds of the respondents (70%) reported that the program definitely helped them with homework. Fifty-seven percent of respondents indicated that they definitely enjoyed the activities in the program and the same percentage reported that they felt the program helped them to improve their grades in school. A very few number of students reported that the above-mentioned program characteristics were not present or experienced; however, 16% reported that the program did not at all help them with homework and the same percentage reported that they did not feel the program helped them improve their grades.

In response to the questions regarding setting goals, making career choices, and recognizing that drugs and violence are wrong (questions 5a through 5d), 100% of the students indicated that they either definitely or somewhat agreed with each statement that asked whether the afterschool program helped them with these matters. There were no “Not at all” responses to these items.

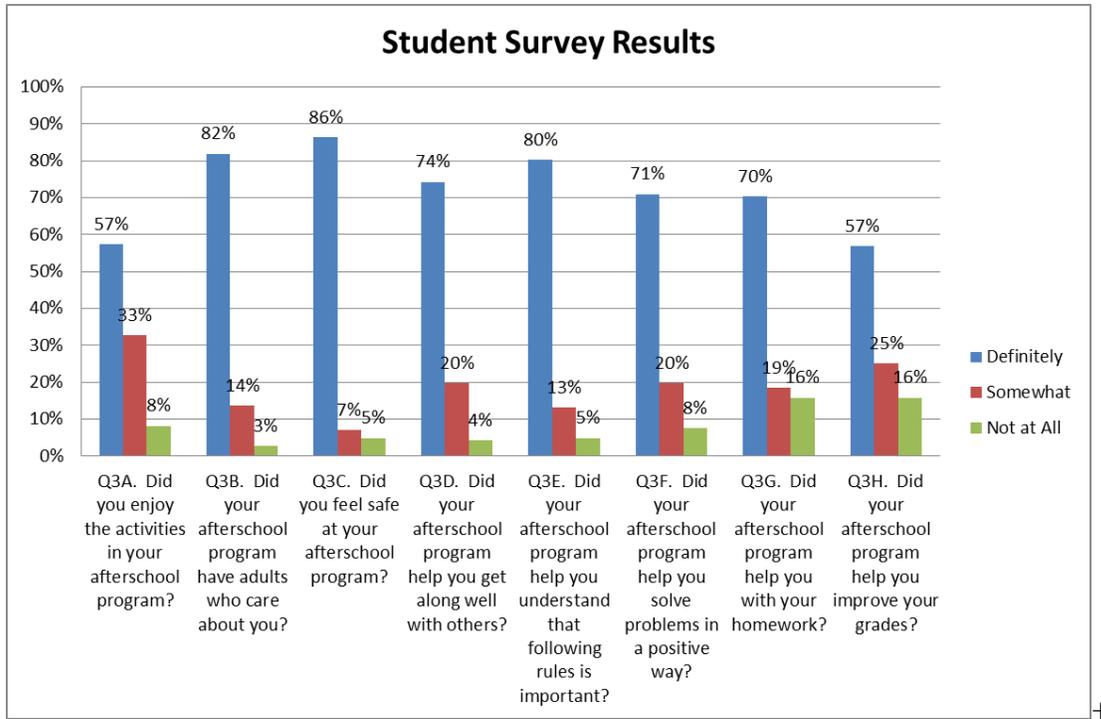


Figure 1. *Student satisfaction survey results.*

Additionally, students were asked who they would be with if they were not in the program. The most common answers were with an adult and with friends. When asked what they would be doing if not in the program, the most frequent responses were that they would be hanging out with friends, engaging in entertainment activities, or studying and doing homework.

Parent survey findings. One hundred and fifty-six parents from HEA (n= 79) and JMMA (n = 77) completed the 21st CCLC survey about the Program activities, staff interaction, environment, and academic and social impact on his/her child. The survey was available in both English and Spanish. Fifty-eight percent of the parent surveys were completed in English; 42% in Spanish. Parents rated their satisfaction using a 5-point Likert scale ranging from 1 = very satisfied to 5 = very unsatisfied. Survey items that

were not applicable were identified with a 6. Overwhelming parent responses (100%) ranged from very satisfied to satisfied with the program as a whole indicating that they were pleased with the Program. The parents were very satisfied or satisfied with the staff's warmth and friendliness (99%); ability to work with their child (98%); and ability to relate to the parent (98%).

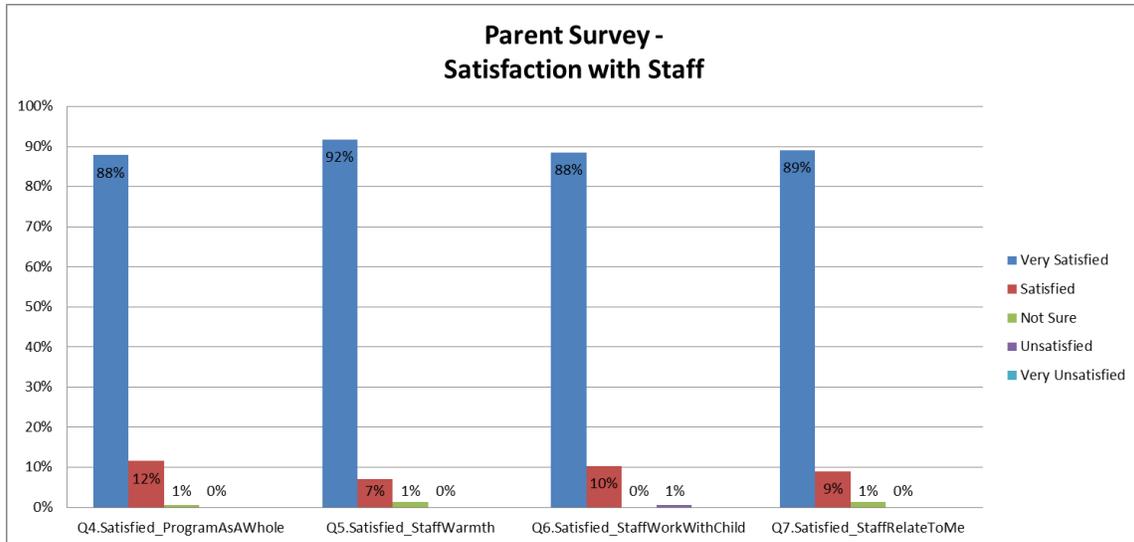


Figure 2. *Parent satisfaction survey results: Staff.*

the program provided to their children. Ninety-two percent indicated they were satisfied with the help their children received with homework. The parents were also very satisfied or satisfied with the meals provided to their children (93%) and program safety (99%).

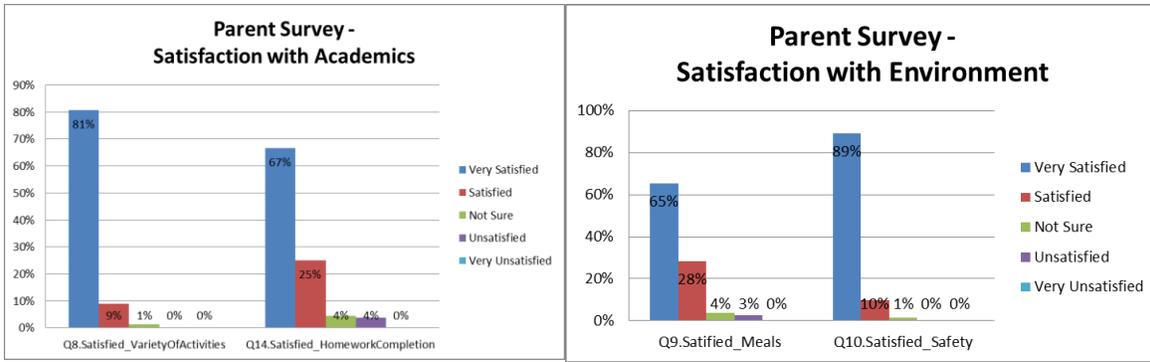


Figure 3. Parent satisfaction survey results: Academics. Figure 4. Parent satisfaction survey results: Environment.

parents and keeping them involved (95%). Parents also indicated that they were very satisfied or satisfied with their child’s improvement in getting along with others (99%); staying out of trouble (99%); and appreciating different people or cultures (99%).

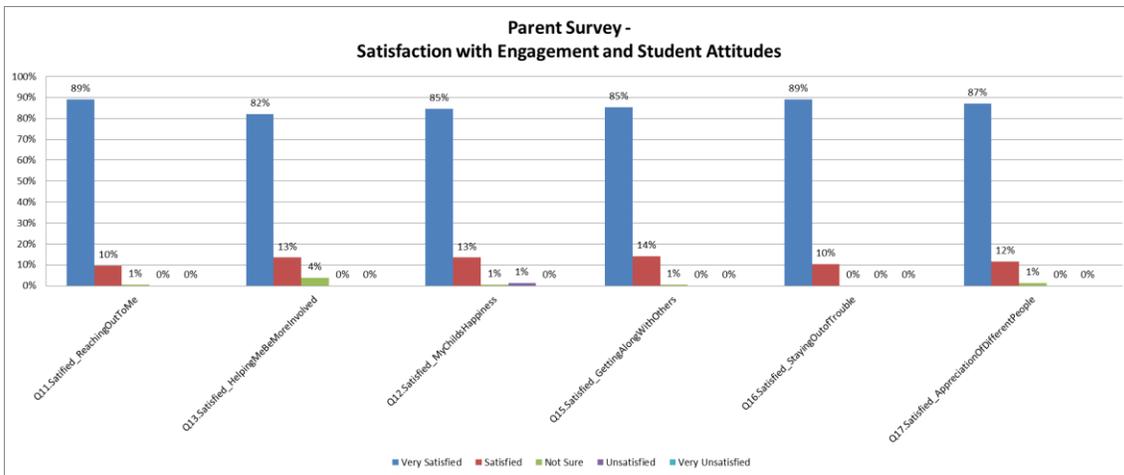


Figure 5. Parent satisfaction survey results: Engagement and student attitudes.

(92%) and the meals and snacks (93%). These responses were corroborated in the open-ended questions where the most frequent recommendations given were about a desire for increased time for homework and improving the quality of meals and snacks.

Ninety-eight percent of the parents responded that they would recommend the program to other parents. Furthermore, 97% of the parents indicated that they would enroll their child again in the program.

Teacher survey findings. Regular day classroom teachers completed surveys providing feedback on participants' academic and social performance in school. One seventy-nine surveys were returned. The teachers taught math or English at one of the two school sites, HEA or JMMA. In some cases the same classroom teacher completed the survey on two or more students depending on how many of the AA participants were in his/her class.

Teachers were asked twelve questions about their specific students. Their responses ranged from 4 = Did not need improvement to 1 = Declined. Survey items related to academics, student behavior, and student engagement, self-efficacy, and parent involvement. As depicted in Figure 6, overall, teachers rated students as improving on items related to academics. When disaggregating the results for each location, the percentage of teachers who reported improvement for questions Q5_1 and Q5_2 were very similar. Slightly more teachers (54%) reported improvement in academic performance (Q5_8) for students attending the program at JMMA than at HEA (37%).

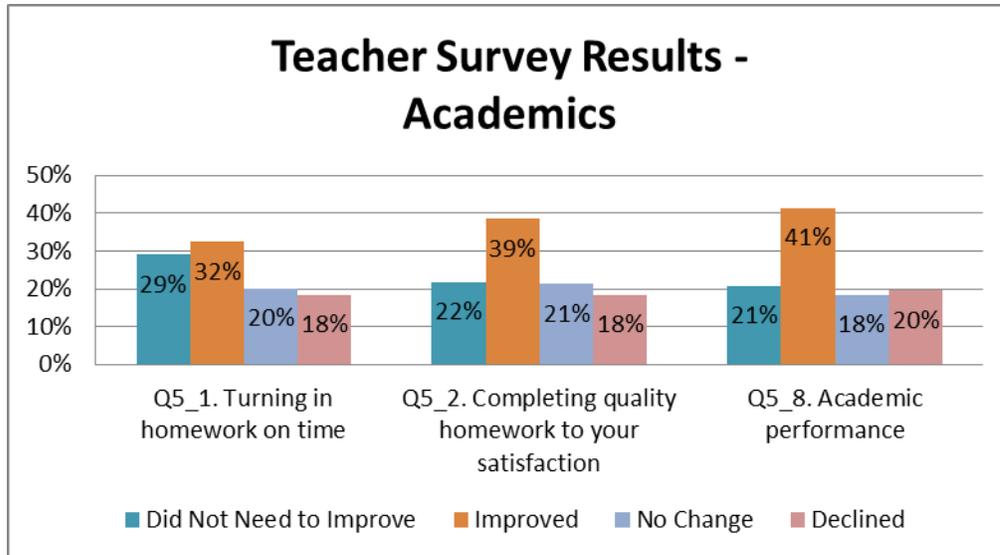


Figure 6. *Teacher survey results: Academics.*

In terms of behaviors exhibited in the classroom (e.g., paying attention (33%), being attentive in class (33%), and behaving in class (27%)), teachers reported improvements at both locations equally. Teachers also indicated there was a slight improvement in attending class regularly (21%), but also indicated there was not much need for improvement as most participants already attended class regularly.

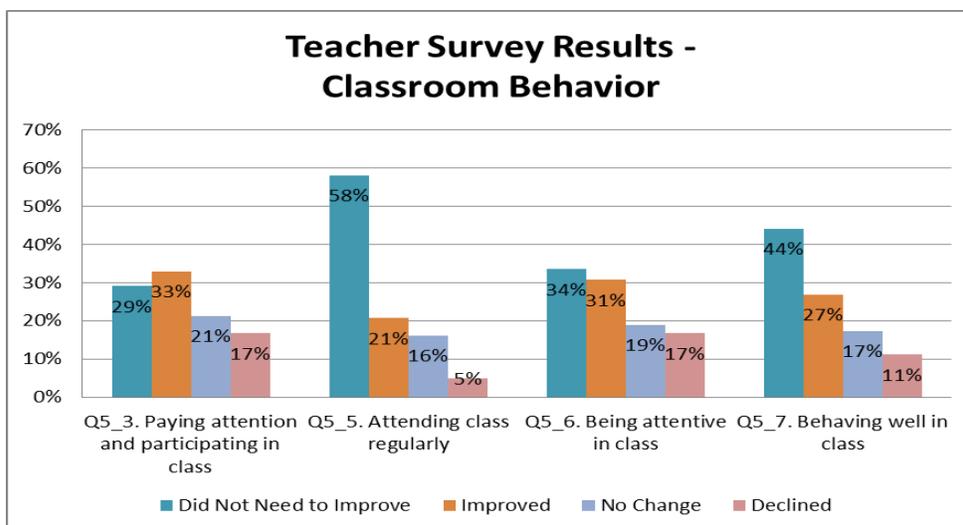


Figure 7. *Teacher survey results: Classroom behaviors.*

Finally, teachers rated their students on engagement in non-required activities (27%), coming to school motivated to learn (29%), getting along with others (22%) and self-efficacy (31%) in terms of improvements throughout the year. They also rated improvement in parents' interests and involvement in their child's schooling (17%) as 45% of the teachers felt the parents did not need to improve in their interest and involvement in their child's education.

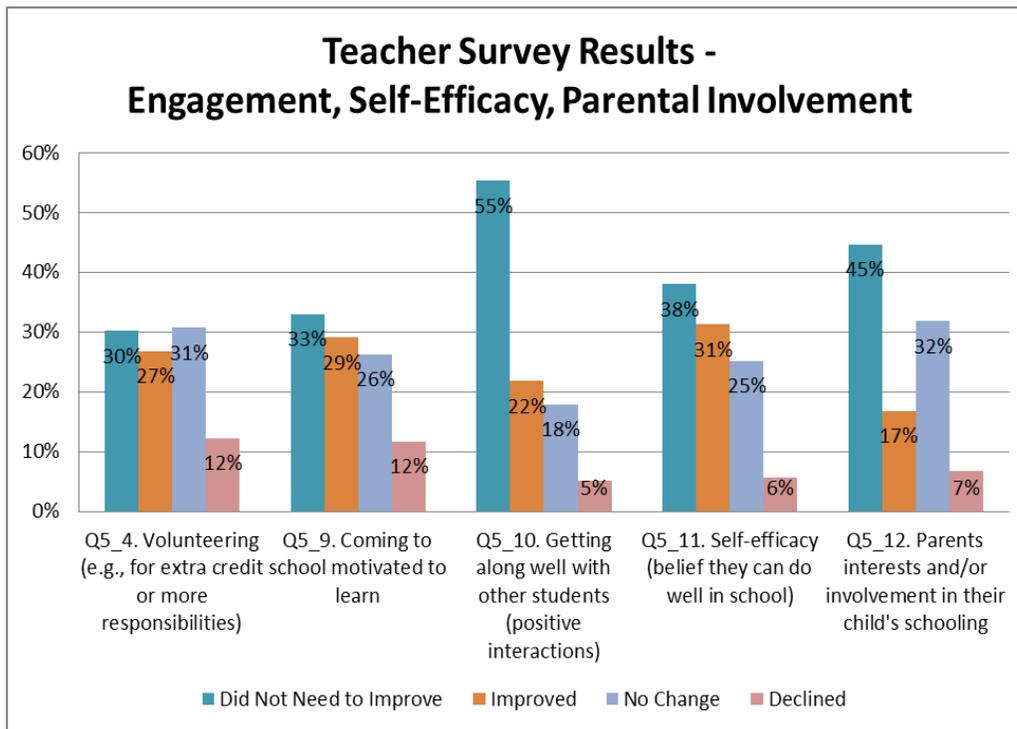


Figure 8. *Teacher survey results: Engagement, self-efficacy, and parental involvement.*

In sum, the findings from the 21st CCLC student, parent, and teacher surveys suggest that overall the Program stakeholders are very satisfied with the Program and they perceive a positive impact of the Program on the students and their families.

5.5 Student Success Snapshot

The student success snapshot is about a 6th grader from JMMA. This student has autism spectrum disorder and ADHD; consequently, he has an IEP and receives special education services during the regular school day. He initially began the AA Program during summer 2015 at HEA, then continued in the afterschool program at JMMA. The staff has observed significant improvement in his overall behavior. Responses from his JMMA classroom teacher indicated that he also improved in his academic as well as behavior during the regular school day. The teacher reported that he had improved in turning in his homework in a timely and satisfactory manner; participating in class and paying attention; behaving appropriately in class; getting along with classmates; in his academic performance, and motivation to learn. Furthermore, the teacher noted that his parents were more interested and involved in his progress. Overall, the teacher observed progress in his academic and social behavior in school.

When he first started in the program, he would get easily upset and had difficulty interacting with the other students. By participating in a variety of activities in the summer and afterschool, he has learned to deal better with challenging situations and seems to be much happier. Although his school grades do not adequately reflect his overall success, his social skills have dramatically improved. This has been observed by the Program staff as well as his classroom teacher. He is a good student, behaves very well, and is more social with the other students. The program has helped him to develop his social skills by engaging in a variety of enrichment activities as well as academic activities to solve real world problems and think critically.

5.6 Overall Findings for Each Objective

The status for each objective is presented in Table 26 according to the objectives as approved by the FDOE. Florida State Assessments have no star ratings since no benchmark was established for this objective.

Table 26

Objective Status and Star Ratings for Each Objective

Objective	Benchmark	% who Met Benchmark	Stars Achieved (Objective Status)
English / Language Arts	1.1 - Report Card Grades – Middle school	70%	51% ★★★
	2.1 - Florida State Assessments – Middle school	TBD	70% --
	1.1 - Report Card Grades – High school	70%	78% ★★★★★
	2.1 – Florida State Assessments – High school	TBD	68% --
Math	1.2 – Report Card Grades – Middle school	70%	47% ★★
	2.2 – Florida State Assessments – Middle school	TBD	75% --
	1.2 – Report Card Grades – High school	70%	68% ★★★★★
	2.2 – Florida State Assessments – High school	TBD	50% --
Science	1.3 – Report Card Grades – Middle school	70%	66% ★★★★★
	2.3 – Florida State Assessments – Middle school	TBD	52% --

Objective	Benchmark	% who Met Benchmark	Stars Achieved (Objective Status)
1.3 – Report Card Grades – High school	70%	76%	★★★★★
2.3 – Florida State Assessments - High school	TBD	75%	--
Personal Enrichment 3 – PACER Assessments – Middle school	80%	100%	★★★★★
	3 – PACER Assessments – High school	80%	100%
College Career Readiness 4 – College prep pre/post tests – Middle school	80%	91%	★★★★★
	4 – College prep pre/post tests – High school	80%	100%
Adult Fam Member Performance 5 - Pre-post assessment Middle School	80%	99%	★★★★★
	5 - Pre-Post Assessment High school	80%	100%

* Star Ratings

★★★ = Approaching Benchmark

★★★★ = Meaningful Progress

★★★★★ = Meets or Exceeds Benchmark

Academic Outcome Status

An analysis of the academic outcomes for AA regularly participating students indicated that overall high school students performed better than middle school students on report card grades. Middle school students received three stars in English language arts/writing, two stars in math, and four stars in science whereas high school students

received five stars in English language arts/writing, four stars in math, and five stars in science.

It is important to note that report card grades are a subjective measure of students' performance in the classroom during the regular day determined by the classroom teacher. The language arts report card grade may measure many skills and diverse areas of knowledge, in addition, possibly but not necessarily, to reading comprehension and reading fluency skills. Such a broad measure as a language arts report card grade is probably not the best measure, however, or an accurate measure of students' reading comprehension and fluency abilities. Similarly, the mathematics and science report card grades are the regular classroom teacher's assessment of the students' performance.

Furthermore, there is not a direct causal correlation between the scores on the Florida Standard Assessments and participation in the AA program because of many confounding variables.

These grades, however, may not accurately reflect the academic content that is addressed in the afterschool program. While skill development in the areas of literacy, mathematics, and science in the afterschool program may build skills and knowledge, and over time positively impact school performance, it is difficult to ascertain with confidence that this work has a direct and causal relationship on performance in the school classroom as reflected in report card grades and standardized tests. ***Measured academic objectives indicate that the objectives met or exceeded or made meaningful progress toward the benchmark except in middle school English language arts/writing and math.***

Personal Enrichment Outcome Status

The fitness objective measured by the Progressive Aerobic Cardiovascular Endurance Run (PACER), that provides data on participants' physical fitness pre, mid, and post-assessments, resulted in a five-star rating. Students' regular participation in the SPARKS physical fitness activities that are an integral part of the afterschool program.

All measured personal enrichment objectives indicate that the objectives met or exceeded the benchmark.

Dropout Prevention and College / Career Readiness Outcome Status

The Dropout Prevention and College / Career Readiness objective measured by pre-post tests for both middle and high school students indicated that the majority of the students had successfully met this objective. *All measured dropout prevention and*

college / career readiness objectives indicate that the objectives were met or exceeded that benchmark.

Adult Family Member Performance Outcome Status

Adult family members participated in educational workshops. Assessment of their knowledge and skills revealed that the majority of the adult participants for both middle and high school students met or exceeded the benchmark. *All measured adult*

family member performance measures indicate that the objectives were met or exceeded the benchmark.

6.0 Progress towards Sustainability

6.1 Partners

Table 27 provides the list of partnerships and subcontracts.

6.2 New Partners

During this reporting period, the AA Program entered in new partnership to provide services during summer 2015. These include Jessica Comillas and Gus Mayorga who taught music lessons. Furthermore, Luz Torres and Barbaro Caceres assisted youth with disabilities and facilitated their participation in program activities.

6.3 Partner Upkeep

AA directors and staff worked diligently to maintain existing partnerships with M-DCPS, HEA, the City of Hialeah, and the Village Youth Services, Inc. All of whom contribute significantly to the functioning of the Program.

6.4 Partner Contributions

The AA staff has been working in collaboration with numerous partners to establish strong collaborations that will enhance the quality of services and ensure the sustainability of the Project.

The AA Program counts on the support of the Miami-Dade County Public Schools through its contribution of the use of the facilities at JMMA. This contribution includes the use computers, maintenance staff, and office equipment as well as the classrooms to implement the Program. This contribution is valued at \$93,073.00. Furthermore, the school district provides snacks for participating students during the afterschool program. This contribution is valued at \$6,685.00.

AA has also partnered with Village Youth Services, Inc., to provide nutritious meals to participating students enrolled in the summer program. The meals are valued at \$21,712.00.

The AA Program is supported by the City of Hialeah through the use of the facilities at HEA. The site is used during afterschool and summer camp offerings. This support includes use of classrooms, computers, and office equipment. Maintenance staff help keep the facilities safe and clean. This contribution is valued at \$59,604.00.

The City of Hialeah provides facilities and the use of its Cultural Arts Theater for program special events and maintenance of pools for project participants. This contribution is valued at \$6,500.00. Furthermore, the commitment of the City of Hialeah is evident by the contributions of the Communications and Special Events Office to support the Program through publicity campaigns, website announcements, consumables, and office equipment use valued at \$3,000.00.

Subcontractors who support essential components of the program include the external evaluator, Dr. Oneyda Paneque. Academic curricular support is provided by Mind Lab whereas curricular support of health and fitness activities as well as staff training is provided by the Alliance of Healthier Generation – HOST Initiative. Other subcontractors assist in providing support for students with disabilities and music instruction during the summer program.

The AA Program of the City of Hialeah will continue its relationships with current partners while looking for venues to extend their contributions of goods and services. Additionally, they will seek partnerships with new community-based

organizations and additional providers. They will explore additional grants and other funding sources to enhance the programs for the youth of the City.

Table 27

Partners and Sub-Contractors

Agency Name	Type of organization	Sub-contractor (Yes/No)	Estimated value (\$) of contributions	Estimated value (\$) of sub-contract	Type of service provided
M-DCPS, JMMA	School district	No	\$93,073.00		Provide one site location for afterschool program, use of computers, maintenance staff, classrooms, and office equipment
HEA	Charter school	No	\$59,604.00		Provide one site location for afterschool and summer camp program, use of computers, maintenance staff, classrooms, and office equipment
M-DCPS Department of Food and Nutrition	School district	No	\$6,685.00		Provide healthy nutritional snacks to participating students
Hialeah Office of Communications and Special Events	CBO	No	\$3,000.00		Provide support of program, publicity, website, consumables and office equipment use
Hialeah, Parks and Recreation Dept.	PRD	No	\$6,500.00		Provide facilities for pools and Cultural Arts Theater for special events
Village Youth Services	CBO	No	\$21,712.00		Provide nutritious meals during summer program
Alliance for Healthier Generation	NPOO	No	\$1,500.00		Provide resources for health and fitness activities as well as staff trainings.

Agency Name	Type of organization	Sub-contractor (Yes/No)	Estimated value (\$) of contributions	Estimated value (\$) of sub-contract	Type of service provided
Oneyda Paneque	Other	Yes		\$7,489.00	Provide evaluation services to Program
Mind Lab South Florida LLC	Other	Yes		\$8,680.00	Provide educational enrichment classes and curriculum/class instructor/materials
Jessica Comillas	Other	Yes		\$1,900.00	Provide voice and piano instruction to summer program participants
Gus Mayorga	Other	Yes		\$1,900.00	Provide guitar instruction to summer participants
Luz Torres	Other	Yes		\$3,750.00	Assist youth with disabilities regarding mobility issues, learning/behavior modification, parent consultations
Barbaro Caceres	Other	Yes		\$3,750.00	Assist youth with disabilities regarding mobility issues, learning/behavior modification, parent consultations

7.0 Lessons Learned and Recommendations

Overall Assessment

The initial Oral Reading Fluency (ORF) scores provided a baseline upon which homework help and lesson plans could be grounded. The improvement in ORF scores, even in such a brief time, serves as a concrete measure of individual growth for students and reminder of the importance of silent and oral reading practice to continue to develop reading skills. Report card grades for each of the subject areas indicate improvement and may have been impacted by the encouragement and homework help received by Program students.

The PACER assessment results indicated that all regularly participating students met the benchmark for improving their physical fitness scores. Students enjoy the physical activity after school and benefit from the individual and team sports and activities to build skills, tone muscle, and engage in cardio workouts.

Results from student, parent, and teacher surveys indicate that the program is valued and contributes to students' well-being, academic success, and safety. Overall, the combination of homework help, academic skill reinforcement and development, and physical fitness activities in an afterschool program for middle and high school youth provides a productive and safe environment that contributes to students' academic success and safety.

Lessons Learned

The biggest challenge for the Program in this second year was making adjustments due to the budget cuts because the previous year's enrollment did not meet

the target number since the program began in November 2014. This second the AA Project staff worked diligently to recruit and retain students in the program while offering a high quality program.

A second challenge and lesson learned was the implementation of the College and Career Readiness (CCR) program components with relatively small numbers of high school students (as compared to the number of middle school students). Program staff and the evaluators are discussing ways to provide the CCR components to high school participants, even if there are only a few of these individuals at each site.

Recommended Changes

Recommended changes to objectives, programming, data collection and evaluation approaches are summarized in Table 28 below. Program staff determined that no significant programming changes are necessary as they move into Year 3.

Academic objective changes. No changes to programming are recommended by program staff. Although the focus of the 2015-2016 program year 21st CCLC RFA instructions emphasize the use of report card grades and FSA data, it is recommended that the Program continue to collect data from program-specific pre- and post-tests, the PBL rubric, and the ORF scores as part of the assessment of the program and student progress.

While the two 21st CCLC standardized academic assessments for the next reporting period are report card grades and FSA results, the program evaluators and Program staff agree and recommend the continuation of collection, analysis, and reporting of the Academic Achievers-specific data that can be directly related to the program curriculum. It is recommended that the pre-and post-tests be administered and

the data from these recorded and analyzed as these measures not only document student knowledge and skill development and growth, but also assist in ascertaining if and to what extent the Program curriculum is effective and/ or has an impact on student learning. Similarly, the PBL rubrics should be aligned to Florida Standards and have common elements for each PBL lesson. These rubrics should be used to assess individual and group products and performances, and not eliminated as a data source for Program evaluation. Finally, reading instruction and exposure to a variety of types of literature and reading material as part of the PBL lessons or skill practice, the ORF assessments should continue to be administered and analyzed. If that is the case, it would be beneficial for either students or program staff to at least informally record the amount of time students are engaged in individual or group reading activities.

Personal Enrichment objective changes. The Personal Enrichment outcomes focus on fitness and nutrition. Results on the PACER indicate that the students are meeting the 80% target. Additionally, enrichment activities that promote fitness engage the students in promoting a healthy lifestyle. One suggestion is to revise the assessment tool used by Common Threads to better reflect the content of the nutritional course to include knowledge, skills, and attitudes associated with a healthy eating and behaviors.

Adult family performance objective changes. Adult family performance outcomes refer to family member participation in educational workshops designed to assist families in supporting their child's academic and social development. This year's results indicate that adult family members are successfully learning about the different topics presented. One suggestion is to vary the topics to encourage more adult participation and maintain them engaged and motivated in activities.

Objective and data collection /evaluation changes as recommended by Program staff and reported in the Objective Assessment Data Collection and Reporting Tool: End of Year Data Collection tab are summarized in Table 28.

Table 28

Changes to Objectives and Data Collection

Domain	Objective	% who Met Benchmark	Stars Achieved (Objective Status)	Objective Changes	Data Collection /Evaluation Changes
English Language Arts / Writing	1.1 - Report Card Grades – Middle school	51%	★★★	None	None
	2.1 - Florida State Assessments – Middle school	78%	★★★★	None	None
	1.1 - Report Card Grades – High school	TBD	--	None	Establish benchmark.
	2.1 – Florida State Assessments – High school	TBD	--	None	Establish benchmark.
Math	1.2 – Report Card Grades – Middle school	47%	★★	None	None
	2.2 – Florida State Assessments – Middle school	68%	★★★★	None	None
	1.2 – Report Card Grades – High school	TBD	--	None	Establish benchmark.
	2.2 – Florida State Assessments – High school	TBD	--	None	Establish benchmark.

Domain	Objective	% who Met Benchmark	Stars Achieved (Objective Status)	Objective Changes	Data Collection /Evaluation Changes
Science	1.3 – Report Card Grades – Middle school	66%	★★★★	None	None
	2.3 – Florida State Assessments – Middle school	76%	★★★★★	None	None
	1.3 – Report Card Grades – High school	TBD	--	None	Establish benchmark.
	2.3 – Florida State Assessments - High school	TBD	--	None	Establish benchmark.
Personal Enrichment	3 – PACER Assessment – Middle school	100%	★★★★★	None	None
	3 – PACER Assessment – High school	100%	★★★★★	None	None
College /Career Readiness	4 – College prep pre/post tests – Middle school	91%	★★★★★	None	None
	4 – College prep pre/post tests – High school	100%	★★★★★	None	None
Adult Family Member Performance	5 - Pre-post assessment Middle School	99%	★★★★★	None	None
	5 - Pre-Post Assessment High school	100%	★★★★★	None	None