

**Summative Evaluation Report for the
YMCA of Greater Miami
21st Century Community Learning Centers
Afterschool Program**

***For the Operational Period of
August 2016 to June 2017***



Submitted on August 2017 by:



***This work is funded through a contract with the Florida
Department of Education [13K-2446B-6PCC1]***

The evaluation described in this report was conducted by EvalNetwork.

EvalNetwork is a for-profit organization providing program evaluation and research services to education, health, and human services entities.

EvalNetwork
8772 SW 61st Avenue
Miami, FL 33143
inquiry@evalnetwork.com

Table of Contents

1.0 OVERVIEW AND HISTORY.....	4
2.0 STUDENT CHARACTERISTICS.....	4
2.1 TOTAL STUDENT ENROLLMENT AND ATTENDANCE	4
2.2 STUDENT DEMOGRAPHICS	5
3.0 PROGRAM OPERATIONS.....	9
3.1 SUMMER OPERATION	9
3.2 SCHOOL YEAR OPERATION	10
4.0 STAFF CHARACTERISTICS.....	10
4.1 STAFF DEMOGRAPHICS	10
4.2 STUDENT-TO-STAFF RATIO	12
4.3 STAFF TRAINING	14
5.0 OBJECTIVES AND OUTCOMES	19
5.1 OBJECTIVE ASSESSMENT.....	19
5.2 OTHER FINDINGS.....	53
5.3 STUDENT SUCCESS SNAPSHOT	67
5.4 OVERALL FINDINGS FOR EACH OBJECTIVE	68
6.0 PROGRESS TOWARDS SUSTAINABILITY	69
6.1 PARTNERSHIPS	69
6.2 PARTNER CONTRIBUTIONS	71
7.0 LESSONS LEARNED AND RECOMMENDATIONS	72

1.0 OVERVIEW AND HISTORY

The YMCA of South Florida contracted with the 21st Century Community Learning Centers (CCLC) Program to provide high quality afterschool services for children in grades K-5 at 4 sites in Miami-Dade County. Specifically, the afterschool program was implemented at the following elementary schools: Campbell Drive, Florida City, Laura C. Saunders, and West Homestead.

The YMCA afterschool program is based on best practice models that focus on child development through literacy, math and science activities, health and nutrition education, physical fitness, homework assistance, character development, expressive arts and experiential learning for youth in high need areas of Miami-Dade. The schools are located in low-income areas in Miami-Dade County with populations demonstrating the greatest need, areas with high child density and a high concentration of single parent families.

The external program evaluator for the project is EvalNetwork, which contracted directly with the YMCA. This summative evaluation report examines data that was obtained to determine if the program objectives were met and provides a description of the program, its participants, and staff. Moreover, other required program information is included.

2.0 STUDENT CHARACTERISTICS

2.1 Total Student Enrollment and Attendance

Information about the students served is provided below (see Table 1). For the purposes of this report, “regularly participating students” includes those students attending the program for at least 30 days. Data is presented separately for all of the students (students who attended for at least 1 day) and the regularly participating

students. The total enrolled, attending at least one day, for Campbell was 49, Florida City was 52, Laura C. Saunders was 40, and West Homestead was 37. The number of regularly participating students for each site was, Campbell = 45, Florida City = 49, Laura C. Saunders = 38, and West Homestead = 35. The total enrolled, attending at least one day for all sites was 178, and the number of regularly participating students for all sites was 167.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2016 and School Year 2016-2017.

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Campbell	0	49	0	49	0	45	0	45
Florida City	0	52	0	52	0	49	0	49
Laura C. Saunders	0	40	0	40	0	38	0	38
West Homestead	0	37	0	37	0	35	0	35
Total	0	178	0	178	0	167	0	167

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

2.2 Student Demographics

Detailed information regarding students served in the 21st CCLC program is reported below (see Tables 2 through 9). The program served a total of 178 students (96 male, 82 female) during the 2016-2017 school year. Thirty-two of the total students were reported to have Limited English Proficiency, and 17 students were identified with a disability. The majority of students were identified as “Hispanic or Latino,” (94 students) with 84 students identifying as “Black or African American,” 3 students identifying as

“White or Caucasian American,” 3 as “Unknown,” 3 as “American Indian/Alaska Native” and 1 student as “Asian/Pacific Islander” (see Table 5). Students were served in grades K through 5th grade in the current program (see Table 6 for total number of students served per grade, by site, and Table 7 for regularly participating students served per grade, by site). The majority of students receiving services through the 21st CCLC program were reported to receive Free or Reduced Price Lunch (see Table 8).

Distributions were similar for regularly participating students (students attending at least 30 days), when compared to total students (students attending at least one day; see Table 9).

Table 2. Student 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	DK*		Male	Female	DK*	
Campbell	32	17	0	5-19	29	16	0	5-19
Florida City	22	30	0	4-10	20	29	0	4-10
Laura C. Saunders	18	22	0	5-7	18	20	0	5-7
West Homestead	24	13	0	5-11	23	12	0	5-11
Total	96	82	0	4-19	90	77	0	4-19

Table 3. Students with Special Needs: Total Participating Students.

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Campbell	11	38	0	7	42	0
Florida City	4	48	0	3	49	0
Laura C. Saunders	3	37	0	4	36	0

West Homestead	14	23	0	3	34	0
Total	32	146	0	17	161	0

*DK = Don't Know.

Table 4. Students with Special Needs: Regularly Participating Students.

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Campbell	11	34	0	6	39	0
Florida City	4	45	0	3	46	0
Laura C. Saunders	3	35	0	4	34	0
West Homestead	14	21	0	3	32	0
Total	32	135	0	16	151	0

*DK = Don't Know.

Table 5. 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
Campbell	0	0	6	43	0	0	0	0	6	39	0	0
Florida City	3	0	40	13	3	1	2	0	38	13	3	1
Laura C. Saunders	0	1	31	11	0	0	0	1	29	11	0	0
West Homestead	0	0	7	27	0	2	0	0	5	27	0	2
Total	3	1	84	94	3	3	2	1	78	90	3	3

* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.
 ** Unknown = Racial/ethnic group is unknown or cannot be verified.

Table 6. Student Grade for Total Participating Students.

Site Name	Grade In School*													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Campbell	6	11	6	11	8	7	0	0	0	0	0	0	0	49
Florida City	11	7	11	9	8	6	0	0	0	0	0	0	0	52
Laura C. Saunders	17	23	0	0	0	0	0	0	0	0	0	0	0	40
West Homestead	6	10	3	10	7	1	0	0	0	0	0	0	0	37
Total	40	51	20	30	23	14	0	0	0	0	0	0	0	178

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

Table 7. Student Grade for Regularly Participating Students.

Site Name	Grade In School*													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Campbell	6	10	6	11	8	4	0	0	0	0	0	0	0	45
Florida City	10	7	10	8	8	6	0	0	0	0	0	0	0	49
Laura C. Saunders	15	23	0	0	0	0	0	0	0	0	0	0	0	38
West Homestead	5	10	3	9	7	1	0	0	0	0	0	0	0	35
Total	36	50	19	28	23	11	0	0	0	0	0	0	0	167

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

Table 8. Free/Reduced Lunch Status of Total Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
Campbell	44	2	3
Florida City	49	1	2
Laura C. Saunders	38	2	0

West Homestead	37	0	0
Total	168	5	5

*DK = Don't Know.

Table 9. Free/Reduced Lunch Status of Regularly Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
Campbell	40	2	3
Florida City	46	1	2
Laura C. Saunders	36	2	0
West Homestead	35	0	0
Total	157	5	5

*DK = Don't Know.

3.0 PROGRAM OPERATIONS

The operational data for each site is presented below in Tables 10 and 11. All sites have the same operational data and all sites provided only afterschool services.

3.1 Summer Operation

Table 10. Summer 2016 Operation.

Site Name	Total number of <u>weeks</u> THIS site was open	Typical number of <u>days</u> per week THIS site was open	Typical number of hours per week THIS site was open on		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Campbell Drive	0	0	0	0	0
Florida City	0	0	0	0	0
Laura Saunders	0	0	0	0	0
West Homestead	0	0	0	0	0

3.2 School Year Operation

Table 11. School Year 2016-2017 Operation.

Site Name	Total # weeks THIS site was open	Total # days 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
Campbell Drive	39	180	5	0	0	4.17	0	0	0	180	0
Florida City	39	180	5	0	0	4.17	0	0	0	180	0
Laura Saunders	39	180	5	0	0	4.17	0	0	0	180	0
West Homestead	39	180	5	0	0	4.17	0	0	0	180	0

4.0 STAFF CHARACTERISTICS

4.1 Staff Demographics

The composition of site staff is presented in this section of the summative evaluation report. Only regular staff are included in this section of the report. Regular staff is defined as staff who worked: (a) according to a defined schedule, (b) on an ongoing basis, and (c) with a defined function or role to perform. Those working only at special, non-recurring, or episodic events were not included. Data related to the primary responsibilities of staff during the regular day and pay status are presented by site in Tables 12a through 12d.

Table 12a. Campbell Drive Regular Staff by Paid and Volunteer Status.

Staff Type	Campbell Drive			
	Summer of 2016		2016-2017 School Year	
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)			1	0
Center Administrators and Coordinators			1	0
Other Non-Teaching School Day Staff			0	0
Parents			0	0
College students			0	0
High school students			0	0
Community Members			0	0
Subcontracted Staff			0	0
Other**			3	0

**These categories represent the regular responsibilities of program staff during the regular school day.
**Use this category if data do not fit in specific categories provided.*

Table 12b. Laura C. Saunders Regular Staff by Paid and Volunteer Status.

Staff Type	Laura C. Saunders			
	Summer of 2016		2016-2017 School Year	
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)			1	0
Center Administrators and Coordinators			1	0
Other Non-Teaching School Day Staff			0	0
Parents			0	0
College students			0	0
High school students			0	0
Community Members			0	0
Subcontracted Staff			0	0
Other**			2	0

**These categories represent the regular responsibilities of program staff during the regular school day.
**Use this category if data do not fit in specific categories provided.*

Table 12c. West Homestead Regular Staff by Paid and Volunteer Status.

Staff Type	West Homestead			
	Summer of 2016		2016-2017 School Year	
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)			1	0
Center Administrators and Coordinators			1	0
Other Non-Teaching School Day Staff			0	0
Parents			0	0

College students			0	0
High school students			0	0
Community Members			0	0
Subcontracted Staff			0	0
Other**			2	0
<i>*These categories represent the regular responsibilities of program staff during the regular school day.</i>				
<i>**Use this category if data do not fit in specific categories provided.</i>				

Table 12d. Florida City Regular Staff by Paid and Volunteer Status.

Staff Type	Florida City			
	Summer of 2016		2016-2017 School Year	
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)			2	0
Center Administrators and Coordinators			1	0
Other Non-Teaching School Day Staff			0	0
Parents			0	0
College students			0	0
High school students			0	0
Community Members			0	0
Subcontracted Staff			0	0
Other**			3	0
<i>*These categories represent the regular responsibilities of program staff during the regular school day.</i>				
<i>**Use this category if data do not fit in specific categories provided.</i>				

4.2 Student-to-Staff Ratio

The staff to student ratio of each site is listed in Table 13 using all staff (staff funded in full by 21st CCLC). The number of regularly participating students (attendance of 30 days or more) was utilized to calculate the ratio. The average ratio was 1:14.11.

Table 13. Student to Staff Ratio by Site

Site	Regular Students	Staff Only Paid for by 21st CCLC	
		Staff	Staff to Student Ratio
Florida City	39	3	1 to 9.75
Campbell Dr.	41	3	1 to 13.67
Laura C. Saunders	45	3	1 to 15
West Homestead	54	3	1 to 18
All Sites	179	12	1 to 14.11

The proposed staff-to-student ratios for the program activities are indicated below in Table 14. In addition, the staff to student ratios achieved during program activities is listed in Table 15. All of the achieved ratios were within an acceptable range based on what is typically required for each of the respective activities.

Table 14. Proposed Staff to Student Ratio for Program Activities by Site

Activity	Ratio
Enrichments/Reading	1:15.0
Remedial Education (Math/Science)	1:15.0
Tutoring Services	None proposed
Physical Education	1:20.0
Nutrition Education	1:15.0
Drop out Prevention	None proposed
Service Learning	1:15.0
Additional Personal Enrichments (ESOL)	None proposed

Table 15. Student to Staff Ratio Achieved

Activity	Ratio
Enrichments/Reading	1:15.0
Remedial Education (Math/Science)	1:15.0
Tutoring Services	1:5.0
Physical Education	1:20.0
Nutrition Education	1:15.0
Drop out Prevention	None
Service Learning	1:15.0
Additional Personal Enrichments (ESOL)	1:15.0

4.3 Staff Training

Staff training begins with the YMCA Orientation, a four-hour course informing employees of the YMCA's history, mission and organizational structure at the international, national and local level. Below is a description of YMCA trainings offered within the School Age Services Branch and guidelines for when trainings must be completed (see Tables 16 and 17).

The 21st CCLC staff and volunteers are expected to attend an annual training and are also required to attend additional trainings on KidzLit, Kidz Math, SIPPS and Science Explorer. Moreover, YMCA School Age staff is also given the opportunity to attend local trainings provided by other agencies. Each year the YMCA sends staff to School Age trainings provided by The Children's Trust.

Table 16. Staff Training Requirements

Training	Hours	Branch VP	Curriculum and Training Director	Regional Director	Teachers/Paraprofessional	Certified Teachers	Site Directors, Asst. Site Directors	Counselors
Orientation	4	M	M	M	M	M	M	M
Child Abuse Prevention/Safety and Risk	3	M	M	M	M	M	M	M
YMCA Afterschool	6	M	M	M	M	M	M	M
YMCA School Age Policies and Procedures	2	M	M	M	M	M	M	M
40 HOURS	40	M	M	M	M	E	M	M
Oral Reading Fluency	2	M	M	M	G	G	G	G
Leap Track	2	E	M	M	G	E	G	G
First Aid	4	E	E	M	E	E	M	M
CPR	2	E	E	M	E	E	M	M
Florida Children's Forum	5	M	M	M	E	E	E	N
SPARK	6	M	M	M	M	N	M	M
Technical Advisory Training	4	M	M	M	E	E	E	N
Character Development	2	M	M	M	E	G	G	G
Principles of Child Care	4	M	M	M	E	E	E	E
Working with Up to Age 5	4	M	M	E	E	E	E	E

Working with 5 - 12 Year Olds	4	M	M	M	E	E	E	E
School Age Director	16	M	M	M	E	E	E	N
Camp Director	16	M	M	M	E	E	E	N
Administration of Child Care	16	M	M	M	E	E	E	N
Managing Multi-Site Childcare Programs	8	M	M	M	N	N	E	N
KidzMath	2	E	M	E	E	M	G	G
Kidzlit	6	E	M	E	E	M	G	G
SIPPS	4							
Science Explorer	1	E	M	E	E	M	G	G
Group Work	16	M	M	M	N	N	N	N
Volunteerism	16	M	M	M				
Fiscal Management and Budgeting	16	M	M	M	N	N	N	N
Problem Solving and Decision Making	16	M	M	M	N	N	N	N
Financial Development	16	M	M	M	N	N	N	N
Program Management	16	M	M	M	N	N	N	N
Supervision	16	M	M	M	N	N	E	N
Introduction to Leading Others	16	M	M	M	N	N	N	N
Hurricane Preparedness	2	M	M	M	M	M	M	M

Note. M = Mandatory, E = Encouraged, G = Children's Trust sites, United Way, 21st CCLC sites, N = Not required

Table 17 reflects the training that is conducted with all staff at its sites. Some are universal and others depend on role (e.g., supervisor).

Table 17. Staff Training Information

Name of Training	Description of Training	Training Hours	Completion Date
YMCA Afterschool Training	Six hour training with different tracks – one for Site Directors and one for other site staff. The training consists of classes on arts and crafts, outdoor games and education, homework assistance, behavior management, professionalism, and supervisory skills.	6	Prior to the start of the school year.
YMCA Orientation	Four hour course informing employees of the YMCA's history, mission, and organizational structure at the international, national, and local level.	4	Within first 30 days of employment.
YMCA Child Abuse Prevention and	Three- hour course designed by the YMCA of the USA. During this session employees understand the definition of each type of abuse and neglect, learn how	3	Within first 30 days of employment.

Risk Management	to identify signs of abuse and neglect, understand their responsibility as a mandated reporter, and learn strategies to minimize the potential for abuse or accusations. Universal precautions, sexual harassment and incident/accident reports are reviewed.		
YMCA Childcare Policies & Procedures.	Two-hour training on the policies set forth by the YMCA of Greater Miami in regards to communication, safety guidelines and expectations for child care employees.	2	Within first 30 days of employment (with supervisor).
Department of Children and Families 40 Hour Child Care	The State delivered training for child care staff that includes 40 hours or basic training for child care workers.	40	90 days to register and one year to complete.
Florida Children's Forum Training	An afterschool training designed to offer participants a choice of workshops including quality assessment, enhancement, staff development, inclusion, program design, etc.	5	Offered once per year
SPARK	SPARK workshops are FUN, "hands-on," and specially designed to meet the fitness activity needs of the after-school Program. Participants learn by doing, and become motivated by a dynamic staff of educators. SPARK uses a variety of advanced pedagogical skills to move physical education/activity programs and their teachers forward with a unique, "obesity prevention approach" to instruction.	6	Offered every six months or more.
Oral Reading Fluency Assessment	Training designed to teach YMCA staff how to assess the literacy rate of the children in our programs. Funded and developed by the Children's Trust and Project RISE.	2	Offered continuously throughout the year.
Leap Track	Training designed to train staff how to use the Leap Track and Leapfrog literacy materials to enhance the child's literacy skills.	2	Offered as needed throughout the year.
First Aid	Basic first aid training.	4	Offered continuously
CPR	Basic CPR training.	2	Offered continuously
Character Development	Training designed around how to implement the Character Counts curriculum which teaches children about the six pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship)	2	Offered twice annually.

Principles of YMCA Child Care	Introduction and basic orientation to YMCA goals, objectives, and the unique components of YMCA child care programs.	4	Offered twice annually.
Working With Up to Age 5	Provides information on the characteristics and development of children up to age 5; emphasizing age appropriate programming. Other topics include character development, motivation and behavior.	4	Offered twice annually
Working With 5 – 12 Year Olds	Training focused on the characteristics and developmental benchmarks of this age group. , competencies developed include: developing positive relationships with youth, respecting and honoring cultural and human diversity; involving and empowering youth; working with youth in ways that support asset building; and keeping kids safe.	4	Offered twice annually.
School Age Director	Designed for School Age program Site Directors, Lead Counselors and other relevant site staff. It covers the unique aspects of YMCA programs for elementary school age children. Setting up developmentally appropriate environments, scheduling, curriculum, space design, relationships and program standards are all included.	16	Offered Annually
Administering YMCA Early Childhood and Afterschool Programs	This course focuses on all the professional and administrative aspects of early childhood and afterschool programs. Topics include professionalism, recruiting and retention of staff, fiscal development and control, risk management, promotion and marketing, quality improvement, family centered programming, and maximizing the YMCA's potential to positively impact children and families.	16	Offered Annually
Managing Multisite Child Care Programs	This course covers the unique aspects of offering multisite programs. Topics include, strategic planning, supervision systems, getting staff buy-in and creating a team, time management, juggling multiple priorities and communication.	8	Offered Annually
KIDZLIT/ KIDZMATH	Training designed to guide staff on how to implement this literature and mathematics enhancement curriculum.	6/2	Offered annually
SIPPS	Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words – training based on the SIPPS training method.	4	Offered annually

Science Explorer	Training designed to guide staff on how to implement the Science Explorer curriculum. The Science Explorer curriculum is a collection of Experiments that blend academic content with curiosity building activities. It was developed by the San Francisco Exploratorium.	1	Offered Annually
Technical Advisory Training Group Work	The training focuses on experiencing and practicing skills needs for advising these programs toward quality improvement. YMCA of the USA Management module designed to teach the nature of the YMCA and how to work with members, volunteers, and coworkers. Participants learn to apply the group process theory and develop an understanding of shared leadership, leadership styles, and member-leader functions.	4	Offered annually
Volunteerism	YMCA of the USA Management module designed to teach staff how to work with volunteers.	16	On career development track – Within first 1-3 years
Financial Development	YMCA of the USA Management module designed to teach participants the techniques of financial development.	16	On career development track – Within first 1-3 years
Fiscal Management and Budgeting	YMCA of the USA Management module designed to teach participants how and when to make management decisions based on financial information.	16	On career development track – Within first 1-3 years
Problem Solving and Decision Making Program	YMCA of the USA Management module based on how to solve problems and make decisions. YMCA of the USA Management module designed to teach participants how to manage YMCA programs.	16	On career development track – Within first 1-3 years
Supervision	YMCA Of the USA Management module designed to teach participants how to be effective supervisors by providing supervisory skill training.	16	On career development track – Within first 1-3 years
Introduction to Leading Others	YMCA of the USA Management module designed to teach supervisors how to be successful leaders	16	On career development track – Within first 1-3 years
Hurricane Preparedness	Internal YMCA staff training where staff goes over YMCA hurricane procedures for facilities and programs.	2	Every year in May.

5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment

All objective assessment results are presented by objective in this section of the summative report. It is important to note that only students who attended 30 or more days during the academic year were included in the analyses.

80% of regularly participating students will improve their literacy as measured by report card grades.

Content Area: Reading and literacy

Benchmark: 80%

Measure: Reading grades

Standard of Success: Improve quarterly grade or maintain a quarterly grade of a C (or higher).

Data Collection Timeframe: Grades were obtained directly from school staff after each grade period (nine weeks in length; 4 grade periods per year).

Total Number of Participants Measured: 153

Total Number of Participants Meeting Standard of Success: 120

Percent of Participants Meeting Standard of Success: Across all schools, 78.4% of the children either improved or maintained their performance between the first and the last periods and 21.6% of the children decreased (Table 18 and Figure 1). West Homestead demonstrated a statistically significant decrease ($p < .05$); however, the effect size was small (Table 19).

Table 18. Goal Progress on Reading Grades

Site	Site	Site	Site
Campbell	Campbell %	Campbell 17.5%	Campbell 82.5%
Florida City	Florida City %	Florida City 20.0%	Florida City 80.0%
Laura C. Saunders	Laura C. Saunders %	Laura C. Saunders 25.7%	Laura C. Saunders 74.3%
West Homestead	West Homestead %	West Homestead 24.2%	West Homestead 75.8%
Total	Total %	Total 21.6%	Total 78.4%

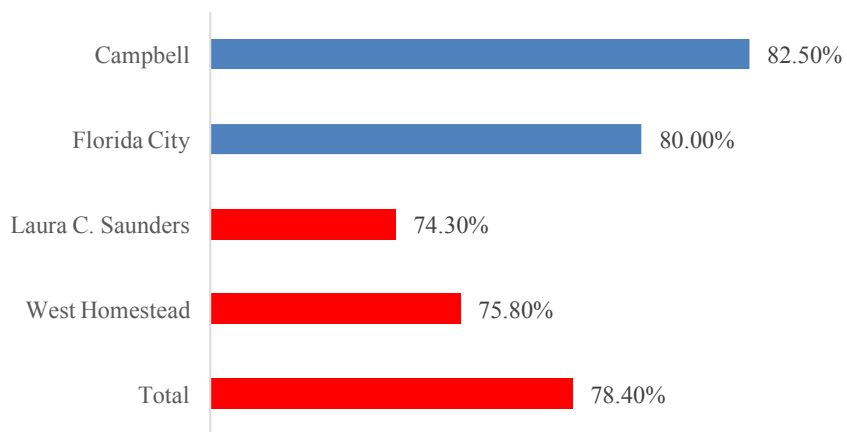
Figure 1. Percentage Meeting Goal on Reading Grades.

Table 19. Reading Grade Means

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	40	3.20	1.36	0.14	-1.55	0.06
	Post	40	3.38	1.21			
Florida City	Pre	45	3.20	0.97	-0.06	0.50	0.31
	Post	45	3.13	1.12			
Laura C. Saunders	Pre	35	3.23	1.33	0.04	-0.33	0.37
	Post	35	3.29	1.49			
West Homestead	Pre	33	3.61	1.06	-0.25	2.15	0.02
	Post	33	3.30	1.33			
Total	Pre	153	3.29	1.19	-0.02	0.37	0.36
	Post	153	3.27	1.27			

Programmatic Changes and Rationale: Program will continue with the current curriculum, since it is expected that performance will continue to improve on this objective by further implementation of the formative modifications consisting of the following: bi-weekly packets prepared and provided to students to reinforce basic skills and tailored to each grade level.

Data Collection/Evaluation Changes and Rationale: No changes are needed in the area of data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

80% of regularly participating students will improve their literacy as measured by authentic assessment.

Content Area: Reading and literacy

Benchmark: 80%

Measure: Project based learning (PBL) unit rubric

Standard of Success: Obtain a score of 3 or 4 on a majority of rubric areas for each related PBL unit

Data Collection Timeframe: PBL rubrics are collected at the end of the academic year.

Total Number of Participants Measured: 164

Total Number of Participants Meeting Standard of Success: 161

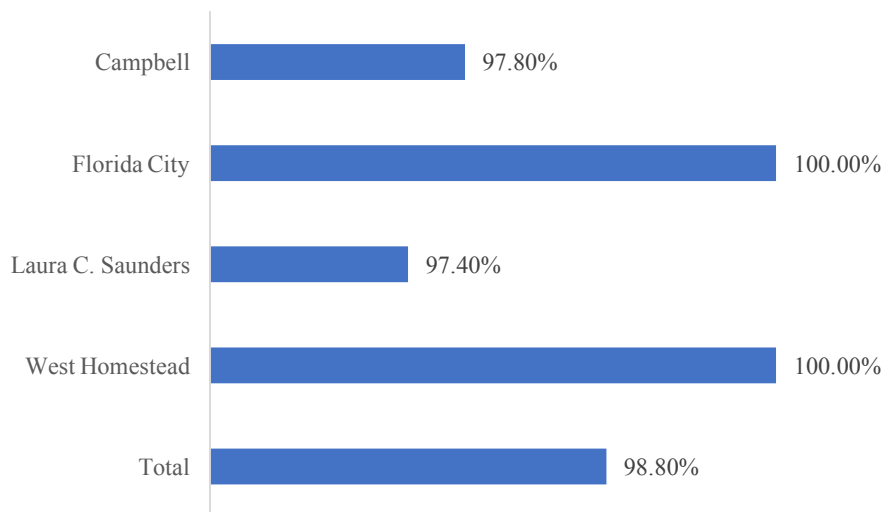
Percent of Participants Meeting Standard of Success: The percent of participants who met the reading rubric objective is reflected in Table 20 and Figure 2 overall and by site.

Overall, 98.8% of the participants and all sites met this objective.

Table 20. Percent of Participants Meeting Rubric Objectives

Site	Outcome Met	
Campbell	%	97.8%
	<i>N</i>	44
Florida City	%	100.0%
	<i>N</i>	48
Laura Saunders	%	97.4%
	<i>N</i>	37
West Homestead	%	100.0%
	<i>N</i>	35
Total	%	98.8%
	<i>N</i>	164

Figure 2. Percentage Meeting Goal on Rubric Objectives



Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

80% of regularly participating students will improve their oral reading fluency as measured by pre-post assessment.

Content Area: Reading fluency

Benchmark: 80%

Measure: The Oral Reading Fluency (ORF) measure is a grade specific instrument that assesses the number of letters or words read correctly by a child in 1 minute. Performance on this measure is associated with reading comprehension; however, the ORF is quickly administered versus more lengthy reading comprehension measures. This measure was utilized in a manner that was consistent with the project proposal.

Standard of Success: Increase of at least 1 point on the Oral Reading Fluency instrument.

Data Collection Timeframe: Data were typically collected as follows: pretest during September 2016, mid-test during December 2016, and posttest during April 2017.

Total Number of Participants Measured: 161

Total Number of Participants Meeting Standard of Success: 152

Percent of Participants Meeting Standard of Success: Across all schools, 94.4% of the children achieved an increase of at least 1 point on the Oral Reading Fluency instrument from pretest to posttest (see Table 21 and Figure 3). Florida City, Laura C. Saunders, and West Homestead met the standard for success on the objective assessment (i.e., 80% or greater); however, Campbell Drive fell slightly below the standard for success (79.5%). The *t*-test results (Table 22) show the average number of words correct from the ORF test along with the probability values and Cohen's *d* effect sizes from the analyses. As seen in the table, across all schools there was a statistically significant improvement in ORF scores ($p < .01$), the magnitude of which ranged from a small effect size at Campbell Drive ($d = .11$) to a very large effect size at Laura C. Saunders ($d = 1.78$).

Table 21. Goal Progress on ORF Words

Site		Not Met	Goal Met
Campbell	<i>N</i>	9	35
	%	20.5%	79.5%
Florida City	<i>N</i>	0	45
	%	0.0%	100.0%
Laura C. Saunders	<i>N</i>	0	37
	%	0.0%	100.0%
West Homestead	<i>N</i>	0	35
	%	0.0%	100.0%
Total	<i>N</i>	9	152
	%	5.6%	94.4%

Figure 3. Percentage Meeting Goal on ORF Letters or Words Correct.**Table 22. ORF Words Means**

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	44	154.30	108.84	0.11	-5.04	0.00
	Post	44	166.20	98.82			
Florida City	Pre	45	68.58	47.94	0.74	-10.45	0.00
	Post	45	108.89	61.22			
Laura C. Saunders	Pre	37	29.81	26.10	1.78	-9.01	0.00
	Post	37	88.49	39.79			
West Homestead	Pre	35	54.17	39.66	0.85	-7.68	0.00
	Post	35	91.89	49.49			
Total	Pre	161	79.96	81.16	0.47	-14.06	0.00
	Post	161	116.17	74.44			

Programmatic Changes and Rationale: Florida City, Laura C. Saunders, and West Homestead will continue with the current curriculum, since the objective was exceeded by the program. Additional intervention will be implemented at Campbell Drive.

Data Collection/Evaluation Changes and Rationale: No data collection changes are proposed, since there were no issues with data collection.

80% of regularly participating students will improve their mathematics as measured by report card grades.

Content Area: Math skills

Benchmark: 80%

Measure: Math grades

Standard of Success: Improve quarterly grade or maintain a quarterly grade of a C (or higher).

Data Collection Timeframe: Grades were obtained directly from school staff after each grade period (nine weeks in length; 4 grade periods per year).

Total Number of Participants Measured: 155

Total Number of Participants Meeting Standard of Success: 134

Percent of Participants Meeting Standard of Success: Across all schools, 86.5% of the children either improved or maintained their performance between the first and the last periods and 13.5% of the children decreased (Table 23 and Figure 4). Laura C. Saunders was the only school that did not meet this outcome (77.1%). Campbell Drive and West Homestead demonstrated a statistically significant improvement ($p < .05$); however, effect sizes ranged from small at Campbell Drive ($d = .21$) to medium at West Homestead ($d = .69$; Table 24).

Table 23. Goal Progress on Math Grades

Site		Not Met	Goal Met
Campbell	<i>N</i>	7	35
	%	16.7%	83.3%
Florida City	<i>N</i>	5	40
	%	11.1%	88.9%
Laura C. Saunders	<i>N</i>	8	27
	%	22.9%	77.1%
West Homestead	<i>N</i>	1	32
	%	3.0%	97.0%
Total	<i>N</i>	21	134
	%	13.5%	86.5%

Figure 4. Percentage Meeting Goal on Math Grades.

Table 24. Math Grade Means

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	42	3.24	1.27	0.21	-1.92	0.03
	Post	42	3.50	1.27			
Florida City	Pre	45	3.22	1.15	0.11	-0.74	0.23
	Post	45	3.33	0.95			
Laura C. Saunders	Pre	35	3.31	1.32	0.04	-0.31	0.38
	Post	35	3.37	1.46			
West Homestead	Pre	33	3.15	1.25	0.69	-4.59	0.00
	Post	33	3.88	0.86			

Programmatic Changes and Rationale: Campbell Drive, Florida City, and West

Homestead will continue with the current curriculum, since the objective was exceeded by the program. Additional intervention will be implemented at Laura C. Saunders.

Data Collection/Evaluation Changes and Rationale: No data collection changes are proposed, since there were no issues with data collection.

80% of regularly participating students will improve their mathematics as measured by authentic assessment.

Content Area: Mathematics

Benchmark: 80%

Measure: Project based learning (PBL) unit rubric

Standard of Success: Obtain a score of 3 or 4 on a majority of rubric areas for each related PBL unit

Data Collection Timeframe: PBL rubrics are collected at the end of the year.

Total Number of Participants Measured: 164

Total Number of Participants Meeting Standard of Success: 162

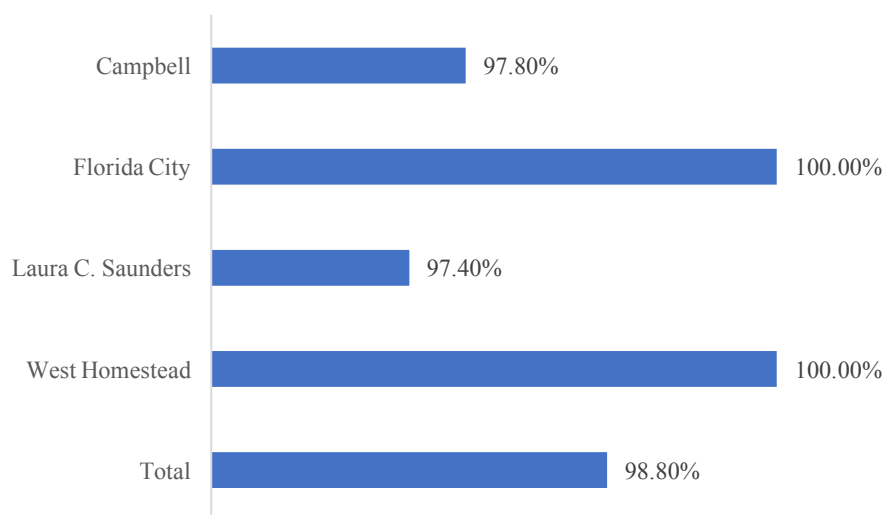
Percent of Participants Meeting Standard of Success: The percent of participants who met the math rubric objective is reflected in Table 25 and Figure 5 overall and by site.

Overall, 98.8% of the participants and all sites met this objective.

Table 25. Math Rubric Success

Site		Goal Met
Campbell	%	97.80%
	<i>N</i>	44
Florida City	%	100.0%
	<i>N</i>	48
Laura Saunders	%	97.40%
	<i>N</i>	37
West Homestead	%	100.0%
	<i>N</i>	35
Total	%	98.80%
	<i>N</i>	164

Figure 5. Percentage Meeting Goal on Math Rubric Success.



Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

80% of regularly participating students will improve their science as measured by report card grades.

Content Area: Science

Benchmark: 80%

Measure: Science grades

Standard of Success: Improve quarterly grade or maintain a quarterly grade of a C (or higher).

Data Collection Timeframe: Grades were obtained directly from school staff after each grade period (nine weeks in length; 4 grade periods per year).

Total Number of Participants Measured: 147

Total Number of Participants Meeting Standard of Success: 139

Percent of Participants Meeting Standard of Success: Across all schools, 94.6% of the children either improved or maintained their performance between the first and the last periods and 5.4% of the children decreased (Table 26 and Figure 6). All sites met the outcome, and West Homestead demonstrated a statistically significant improvement ($p < .01$), with a medium effect size ($d = .56$; Table 27). Florida City and Laura C. Saunders demonstrated a slight decrease in average grades from the first to fourth quarter.

Table 26. Goal Progress on Science Grades

Site		Not Met	Goal Met
Campbell	<i>N</i>	1	37
	%	2.6%	97.4%
Florida City	<i>N</i>	5	40
	%	11.1%	88.9%
Laura C. Saunders	<i>N</i>	2	33
	%	5.7%	94.3%
West Homestead	<i>N</i>	0	29
	%	0.0%	100.0%
Total	<i>N</i>	8	139
	%	5.4%	94.6%

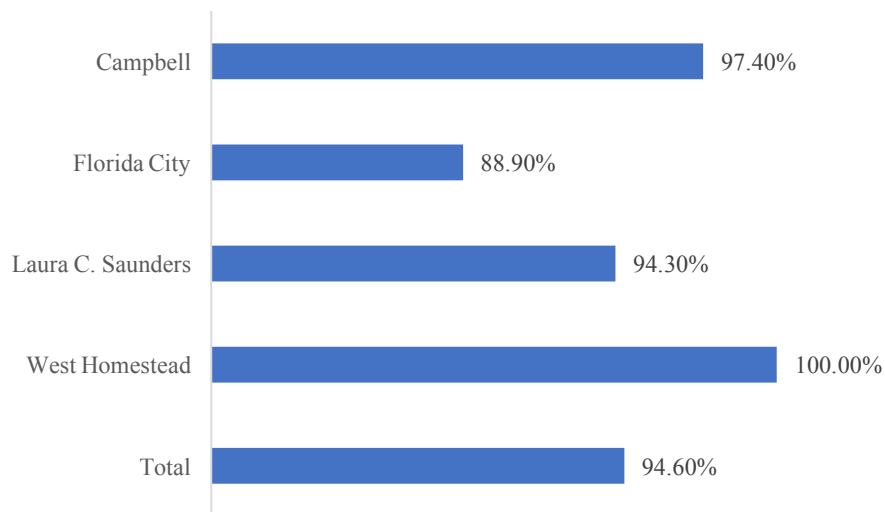
Figure 6. Percentage Meeting Goal on Science Grades.

Table 27. Science Grade Means

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	38	3.87	0.91	0.00	0.00	0.50
	Post	38	3.87	0.91			
Florida City	Pre	45	3.76	0.88	-0.15	0.97	0.17
	Post	45	3.62	0.94			
Laura C. Saunders	Pre	35	4.09	0.92	-0.08	0.53	0.30
	Post	35	4.00	1.11			
West Homestead	Pre	29	3.86	0.99	0.56	-3.14	0.00
	Post	29	4.34	0.72			
Total	Pre	147	3.88	0.92	0.04	-0.47	0.32
	Post	147	3.92	0.96			

Programmatic Changes and Rationale: All sites will continue with current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

80% of regularly participating students will improve their science as measured by authentic assessment.

Content Area: Science

Benchmark: 80%

Measure: Project based learning (PBL) unit rubric

Standard of Success: Obtain a score of 3 or 4 on a majority of rubric areas for each related PBL unit

Data Collection Timeframe: PBL rubrics are collected at the end of the year.

Total Number of Participants Measured: 164

Total Number of Participants Meeting Standard of Success: 162

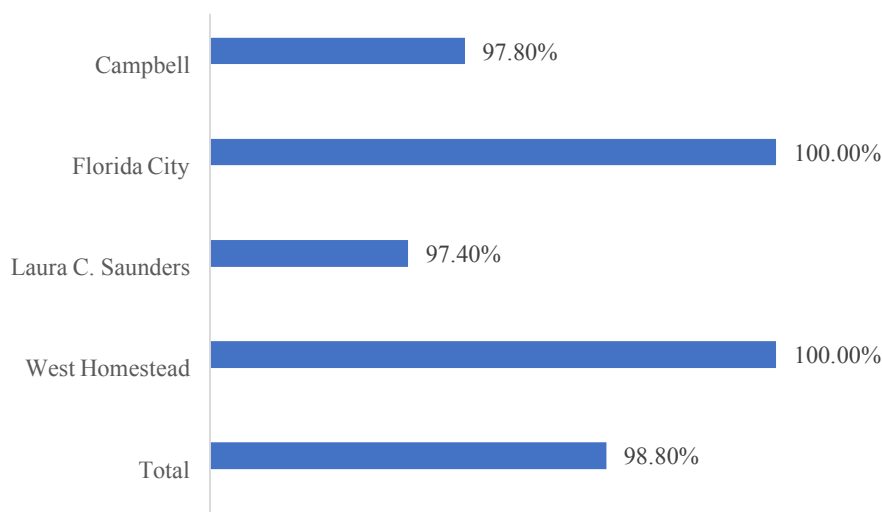
Percent of Participants Meeting Standard of Success: The percent of participants who met the science rubric objective is reflected in Table 28 and Figure 7 overall and by site.

Overall, 98.8% of the participants and all sites met this objective.

Table 28. Science Rubric Success

Site		Outcome Met
Campbell	%	97.80%
	<i>N</i>	44
Florida City	%	100.0%
	<i>N</i>	48
Laura Saunders	%	97.40%
	<i>N</i>	37
West Homestead	%	100.0%
	<i>N</i>	35
Total	%	98.80%
	<i>N</i>	164

Figure 7. Percentage Meeting Goal on Science Rubric Success.



Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

80% of regularly participating students will improve their physical fitness as measured by pre-post assessment.

Content Area: Physical fitness

Benchmark: 80%

Measure: The PACER is an instrument that measures aerobic capacity, which operationalizes the construct of physical fitness. The PACER is a modified shuttle run that progressively increases in difficulty. Project staff administered this instrument directly with children. This measure was utilized in a manner that was consistent with the project proposal.

Standard of Success: Increase of at least one point on the PACER instrument as measured by pre/post assessment

Data Collection Timeframe: Data were typically collected as follows: pretest during September 2016, mid-test during December 2016, and posttest during April 2017.

Total Number of Participants Measured: 161

Total Number of Participants Meeting Standard of Success: 159

Percent of Participants Meeting Standard of Success: Overall, 98.8% of the participants and all sites met the objective (Table 29 and Figure 8). All sites demonstrated statistically significant improvements from pretest to posttest ($p < .01$), with Campbell Drive, Laura

C. Saunders, and Florida City demonstrating large effect sizes. West Homestead evidenced a medium effect size (Table 30).

Table 29. Goal Progress on PACER

Site		Not Met	Goal Met
Campbell	<i>N</i>	0	44
	%	0.00%	100.0%
Florida City	<i>N</i>	0	45
	%	0.00%	100.0%
Laura C. Saunders	<i>N</i>	0	37
	%	0.00%	100.0%
West Homestead	<i>N</i>	2	33
	%	5.70%	94.30%
Total	<i>N</i>	2	159
	%	1.20%	98.80%

Figure 8. Percentage Meeting Goal on PACER Goal.

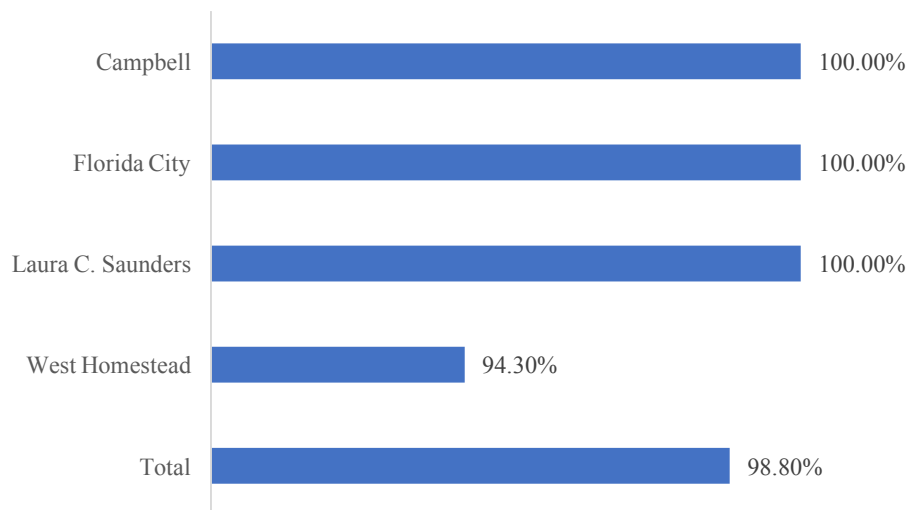


Table 30. Pacer Test Means

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	44	9.86	3.97	2.13	-11.76	0.00
	Post	44	22.14	7.57			
Florida City	Pre	45	9.38	4.44	1.53	-7.82	0.00
	Post	45	26.31	17.70			
Laura C. Saunders	Pre	37	11.78	3.51	2.00	-7.55	0.00
	Post	37	30.92	15.60			
West Homestead	Pre	35	16.20	6.86	0.67	-4.64	0.00
	Post	35	20.60	6.21			
Total	Pre	161	11.55	5.41	1.43	-13.48	0.00
	Post	161	24.99	13.40			

Programmatic Changes and Rationale: All sites will continue with current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

80% of regularly participating students will improve their healthy eating habits as measured by authentic assessment.

Content Area: Nutrition and physical activity knowledge

Benchmark: 80%

Measure: Nutrition and Physical Activity Knowledge Scale

Standard of Success: Increase Nutrition and Physical Activity Knowledge Scale score by at least one point or maintain at least an 80% score

Data Collection Timeframe: Data were typically collected as follows: pretest during September 2016, mid-test during December 2016, and posttest during April 2017.

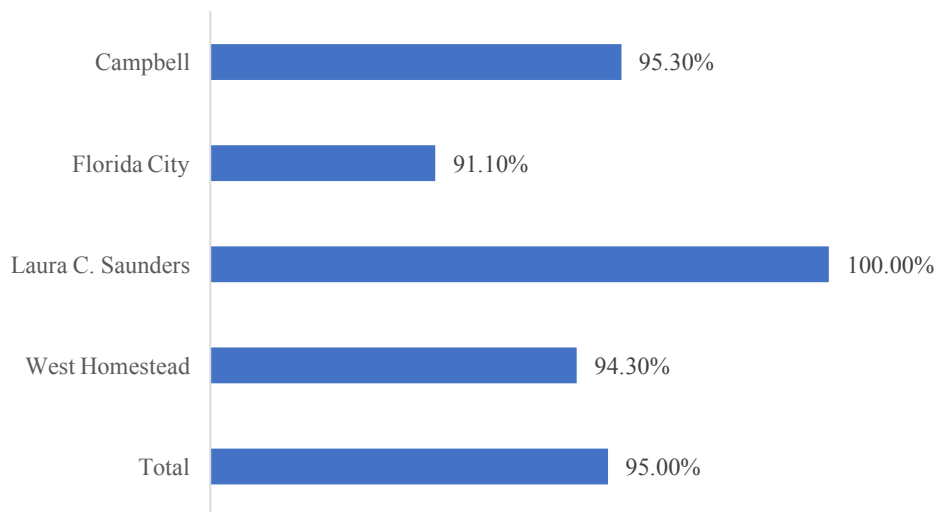
Total Number of Participants Measured: 160

Total Number of Participants Meeting Standard of Success: 152

Percent of Participants Meeting Standard of Success: Overall, 95% of the participants met this objective, which exceeded the 80% goal (Table 31 and Figure 9). All sites met this objective and demonstrated statistically significant improvements from pretest to posttest with effect sizes in the very large range (Table 32).

Table 31. Goal Progress on Nutrition Knowledge

Site		Not Met	Goal Met
Campbell	<i>N</i>	2	41
	%	4.70%	95.30%
Florida City	<i>N</i>	4	41
	%	8.90%	91.10%
Laura C. Saunders	<i>N</i>	0	37
	%	0.0%	100.0%
West Homestead	<i>N</i>	2	33
	%	5.70%	94.30%
Total	<i>N</i>	8	152
	%	5.00%	95.00%

Figure 9. Percentage Meeting Goal on Nutrition Knowledge Assessment.**Table 32. Nutrition Knowledge Means**

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	43	50.00	19.88	2.90	-13.96	0.00
	Post	43	93.26	9.93			
Florida City	Pre	45	48.22	16.00	1.71	-10.20	0.00
	Post	45	76.67	17.32			
Laura C. Saunders	Pre	37	51.35	17.66	2.27	-11.58	0.00
	Post	37	85.68	12.59			
West Homestead	Pre	35	50.29	17.06	2.29	-10.85	0.00
	Post	35	82.29	10.87			
Total	Pre	160	49.88	17.59	2.16	-22.51	0.00
	Post	160	84.44	14.48			

Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

80% of regularly participating students will improve their decision-making behaviors as measured by pre-post assessment.

Content Area: Prosocial behavior

Benchmark: 80%

Measure: The impact of the program on social skills was assessed by examining change on the Prosocial Behavior (PB) scale from the M1, which is a teacher report measure of student behavior developed by the Centers for Disease Control and Prevention. The M1 is scaled such that higher values reflect better social competency. This measure was utilized in a manner that was consistent with the project proposal.

Standard of Success: Increase Prosocial Behavior scale score by at least one point or maintain a scale score of 39

Data Collection Timeframe: Data were typically collected as follows: pretest during September 2016, mid-test during December 2016, and posttest during April 2017.

Total Number of Participants Measured: 160

Total Number of Participants Meeting Standard of Success: 159

Percent of Participants Meeting Standard of Success: Overall, the project met this objective as 99.4% of participants met the success criteria (Table 33 and Figure 10); specifically, all sites achieved this objective. Moreover, these findings were consistent with the statistically significant gains made by all sites, and large to very large effect sizes achieved (Table 34).

Table 33. Goal Progress on Prosocial Behavior

Site		Not Met	Goal Met
Campbell	<i>N</i>	1	43
	%	2.30%	97.70%
Florida City	<i>N</i>	0	45
	%	0.0%	100.0%
Laura C. Saunders	<i>N</i>	0	36
	%	0.0%	100.0%
West Homestead	<i>N</i>	0	35
	%	0.0%	100.0%
Total	<i>N</i>	1	159
	%	0.60%	99.40%

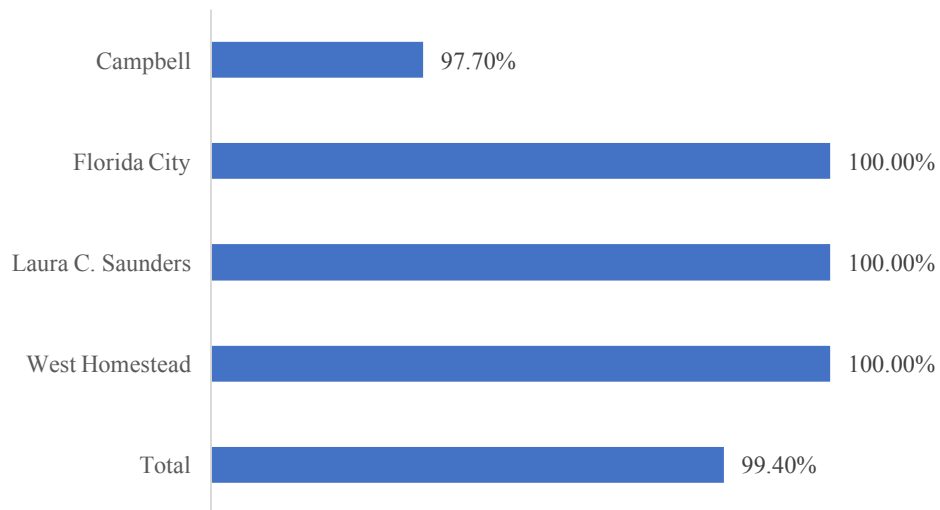
Figure 10. Percentage Meeting Goal on Prosocial Behavior Scale.

Table 34. Prosocial Behavior Means

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	44	22.07	6.35	3.46	-17.77	0.00
	Post	44	45.70	7.33			
Florida City	Pre	45	20.58	7.89	4.06	-19.39	0.00
	Post	45	43.91	3.60			
Laura C. Saunders	Pre	36	23.83	9.15	2.53	-13.72	0.00
	Post	36	45.17	7.74			
West Homestead	Pre	35	45.63	8.76	0.97	-4.67	0.00
	Post	35	51.83	4.03			
Total	Pre	160	27.20	12.65	2.00	-22.20	0.00
	Post	160	46.42	6.59			

Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

80% of regularly participating students will improve their social interactions as measured by pre-post assessment.

Content Area: Social skills

Benchmark: 80%

Measure: The impact of the program on social skills was assessed by examining change on the Emotional Regulation (ER) scale from the M1, which is a teacher report measure of student behavior developed by the Centers for Disease Control and Prevention. The M1 is scaled such that higher values reflect better social competency. This measure was utilized in a manner that was consistent with the project proposal.

Standard of Success: Increase Emotion Regulation scale score by at least one point or maintain a scale score of 27

Data Collection Timeframe: Data were typically collected as follows: pretest during September 2016, mid-test during December 2016, and posttest during April 2017.

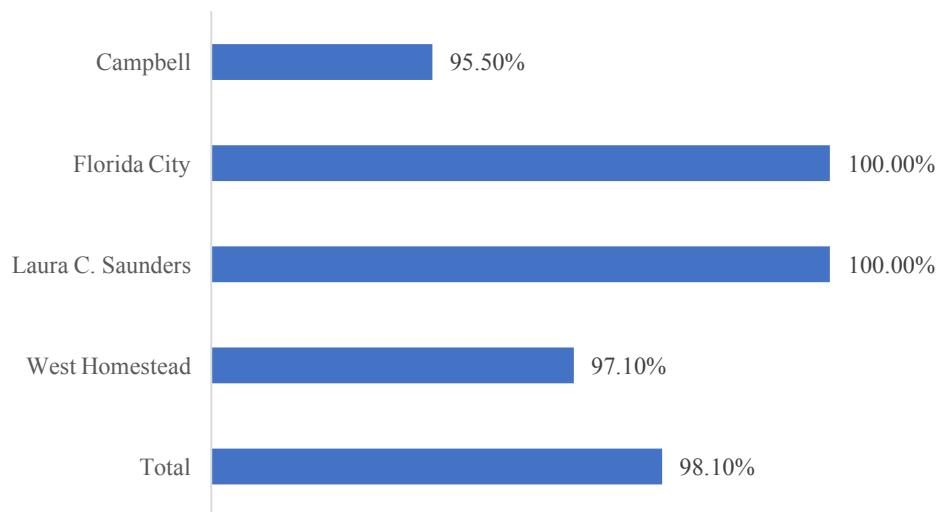
Total Number of Participants Measured: 160

Total Number of Participants Meeting Standard of Success: 157

Percent of Participants Meeting Standard of Success: Overall, the project met this objective as 98.1% of participants met the success criteria (Table 35 and Figure 11); specifically, all sites achieved this objective. Moreover, these findings were consistent with the statistically significant gains made by all sites and the large to very large effect sizes achieved (Table 36).

Table 35. Goal Progress on Emotional Regulation Behavior

Site		Not Met	Goal Met
Campbell	<i>N</i>	2	42
	%	4.50%	95.50%
Florida City	<i>N</i>	0	45
	%	0.0%	100.0%
Laura C. Saunders	<i>N</i>	0	36
	%	0.0%	100.0%
West Homestead	<i>N</i>	1	34
	%	2.90%	97.10%
Total	<i>N</i>	3	157
	%	1.90%	98.10%

Figure 11. Percentage Meeting Goal on Emotional Regulation Behavior.**Table 36. Emotional Regulation Behavior Means**

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	44	16.43	5.14	2.49	-14.68	0.00
	Post	44	30.66	6.27			
Florida City	Pre	45	14.53	5.93	4.33	-21.01	0.00
	Post	45	32.76	2.50			
Laura C. Saunders	Pre	36	16.94	7.18	2.12	-11.84	0.00
	Post	36	31.28	6.34			
West Homestead	Pre	35	30.00	10.81	0.92	-4.34	0.00
	Post	35	37.00	4.33			
Total	Pre	160	18.98	9.40	1.85	-21.24	0.00
	Post	160	32.78	5.56			

Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data on an ongoing basis.

70% of the adult family members of regularly participating students will demonstrate their literacy skills as measured by logs.

Content Area: Parent participation

Benchmark: 70%

Measure: Sign-in logs

Success Criterion: Attendance at 2 or more parent sessions as measured by sign-in logs during the current year

Data Collection Timeframe: Sign in sheets from parent workshops throughout the school year are collected at the end of the year

Total Number of Participants Measured: 167

Total Number of Participants Meeting Success Criterion: 108

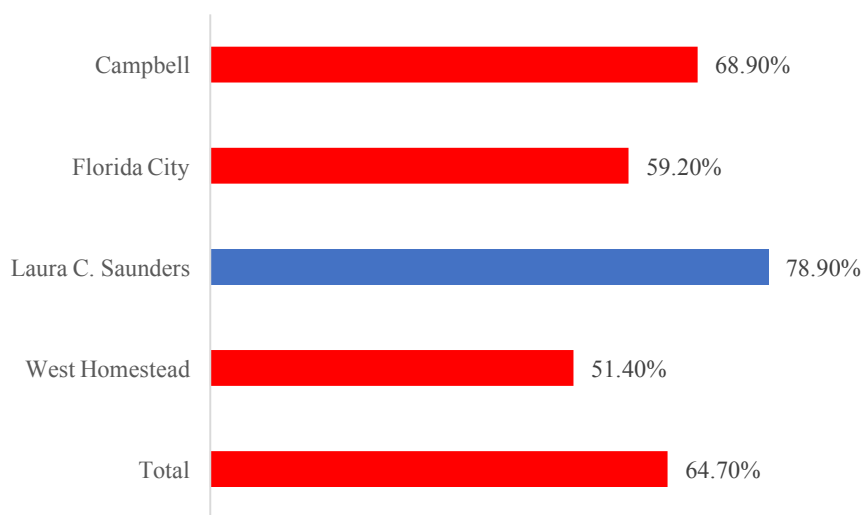
Percent of Participants Meeting Success Criterion: Overall, the outcome was not met as only 64.7% of parents attended 2 or more parent sessions. However, Laura Saunders did meet this outcome (Table 37 and Figure 12).

Table 37. Parent Attendance

Site		Less than 2	2 or More
		Campbell	N
	%	31.1%	68.9%
Florida City	N	20	29
	%	40.8%	59.2%

Laura Saunders	<i>N</i>	8	30
	%	21.1%	78.9%
West Homestead	<i>N</i>	17	18
	%	48.6%	51.4%
Total	<i>N</i>	59	108
	%	35.3%	64.7%

Figure 12. Percentage of Parent Attendance Goal Progress



Programmatic Changes and Rationale: This objective improved from 19% at mid-year to 65% at end-of-year; however, did not meet the objective of 70%. It is recommended that current efforts to bolster parent attendance be continued, particularly at the Campbell Drive, Florida City, and West Homestead sites. The Campbell Drive, Florida City, and West Homestead sites had 69%, 59%, and 51%, respectively, of their students meet this outcome, falling short of the 70% benchmark. Improved marketing efforts to parents will be used to bolster attendance at events.

Data Collection/Evaluation Changes and Rationale: Although data collection on this outcome has improved compared with last year, the program will ensure that all parents

sign in when attending workshops and that the sign-in sheets be reconciled with the parent pre/posttest forms, when appropriate. Child names also will be included on the parent sign-in forms. Sign-in sheets will be scanned and provided to the evaluator immediately after the workshops are completed for participating students.

80% of adult family members of regularly participating students will report their literacy skills as measured by perceptual survey (parent).

Content Area: Parent satisfaction with the program

Benchmark: 80%

Measure: Perceptual Survey

Standard of Success: Satisfaction scale which is a composite of the satisfaction items, is in the “satisfied” to “very satisfied” range

Data Collection Timeframe: Satisfaction survey was administered to parents at the end of the academic year.

Total Number of Participants Measured: 123

Total Number of Participants Meeting Standard of Success: 121

Percent of Participants Meeting Standard of Success: Overall, 98.4% of the parents met this objective as well as all sites (Table 38 and Figure 13). Descriptive statistics related to the individual items on the instrument as well as the satisfaction composite are indicated in Table 39.

Table 38. Goal Progress on Parent Satisfaction

Site		Not Met	Goal Met
Campbell	<i>N</i>	0	36
	%	0.0%	100.0%
Florida City	<i>N</i>	2	44
	%	4.3%	95.7%
Laura C. Saunders	<i>N</i>	0	26
	%	0.0%	100.0%
West Homestead	<i>N</i>	0	15
	%	0.0%	100.0%
Total	<i>N</i>	2	121
	%	1.6%	98.4%

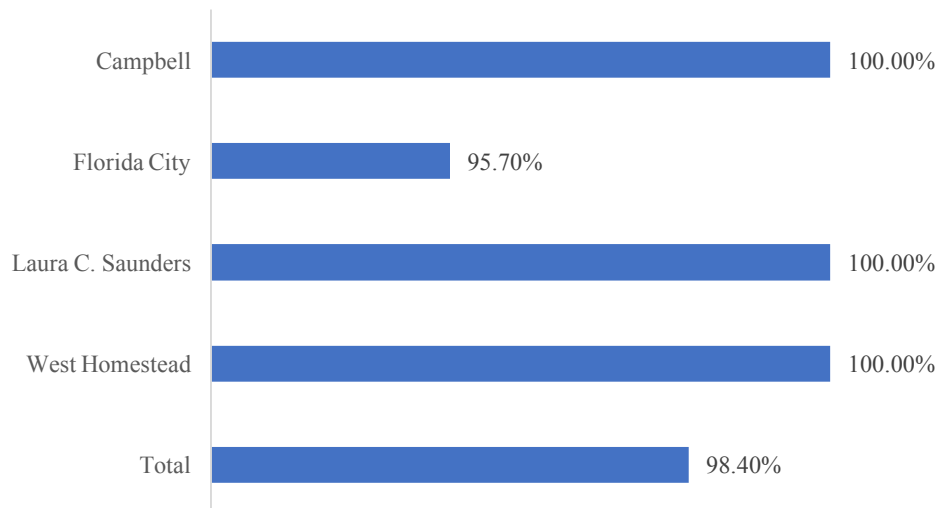
Figure 13. Goal Progress on Parent Satisfaction

Table 39. Descriptive Statistics for Parent Satisfaction

Item	Campbell		Florida City		Laura Saunders		West Homestead		Total	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Q1. This afterschool program as a whole	1.08	36	1.11	46	1.23	26	1.00	15	1.11	123
Q2. Staff's warmth and friendliness	1.08	36	1.15	46	1.15	26	1.00	15	1.11	123
Q3. Staff's ability to work with my child	1.17	36	1.26	46	1.15	26	1.07	15	1.19	123
Q4. Staff's ability to relate to me as a parent	1.14	36	1.11	46	1.15	26	1.20	15	1.14	123
Q5. Variety of activities offered to my child	1.19	36	1.26	46	1.23	26	1.13	15	1.22	123
Q6. Safety of the program environment	1.11	36	1.26	46	1.19	26	1.27	15	1.20	123
Q7. My child's happiness with the program	1.08	36	1.22	46	1.27	26	1.07	15	1.17	123
Q8. Helping me become more involved with my child's education	1.17	36	1.30	46	1.35	26	1.20	15	1.26	123
Q9. Homework completion	1.39	36	1.61	46	1.15	26	1.27	15	1.41	123
Q10. Academic performance	1.36	36	1.57	46	1.19	26	1.40	15	1.41	123
Q11. Getting along with others	1.42	36	1.24	46	1.35	26	1.27	15	1.32	123
Q12. Staying out of trouble	1.42	36	1.30	46	1.23	26	1.07	15	1.29	123

Note. For questions 1-12: 1 = Very Satisfied, 2 = Satisfied, 3 = Not Sure, 4 = Unsatisfied, 5 = Very Unsatisfied, 6 = Not Applicable.

Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was far exceeded across all sites.

Data Collection/Evaluation Changes and Rationale: No changes are needed in data collection/evaluation. Program staff will continue to collect data at the end of the year.

80% of the adult family members of regularly participating students will improve their knowledge (in a specified area) as measured by pre-post assessment.

Content Area: Nutrition and physical activity knowledge

Benchmark: 80%

Measure: Nutrition and Physical Activity Knowledge Scale

Standard of Success: Increase Nutrition and Physical Activity Knowledge Scale score by at least one point or maintain at least an 80% score

Data Collection Timeframe: Completed pretests/posttests were collected during workshops conducted in January 2017, February 2017, March 2017, and April 2017.

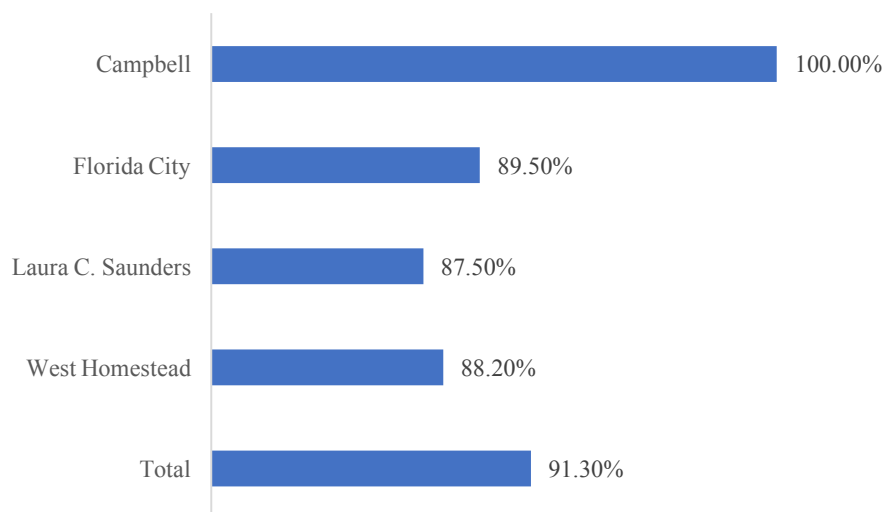
Total Number of Participants Measured: 69

Total Number of Participants Meeting Standard of Success: 63

Percent of Participants Meeting Success Criterion: Overall, the project met this objective as 91.3% of participants met the success criteria (Table 40 and Figure 14); specifically, all sites achieved this objective. Moreover, these findings were consistent with the statistically significant gains made by all sites and the very large effect sizes achieved (Table 41).

Table 40. Parent Nutritional Goal Progress

Site		Not Met	Goal Met
Campbell	<i>N</i>	0	17
	%	0.0%	100.0%
Florida City	<i>N</i>	2	17
	%	10.5%	89.5%
Laura C. Saunders	<i>N</i>	2	14
	%	12.5%	87.5%
West Homestead	<i>N</i>	2	15
	%	11.8%	88.2%
Total	<i>N</i>	6	63
	%	8.7%	91.3%

Figure 14. Parent Nutritional Goal Progress**Table 41. Parent Nutrition Means and Goal Status**

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	17	46.67	24.18	2.61	-6.88	0.00
	Post	17	93.33	11.55			
Florida City	Pre	19	47.02	31.07	1.60	-5.13	0.00
	Post	19	85.54	17.22			
Laura C. Saunders	Pre	16	42.88	27.79	2.13	-5.63	0.00
	Post	16	91.13	17.48			
West Homestead	Pre	17	47.65	22.07	1.75	-6.22	0.00
	Post	17	84.71	20.35			
Total	Pre	69	46.13	26.10	1.97	-11.79	0.00
	Post	69	88.55	16.98			

Programmatic Changes and Rationale: Continue with the current curriculum. Parents attending workshops across all sites demonstrated improved performance on a test of nutrition knowledge, exceeding the 80% benchmark.

Data Collection/Evaluation Changes and Rationale: Data is being collected within expected time frames; however, some forms only include parent names, which makes it difficult at times to match parents to participating students. Therefore, sites will continue to include child names on all parent assessment forms, to facilitate ease of matching with participating students.

80% of the adult family members of regularly participating students will improve their knowledge (in a specified area) as measured by pre-post assessment.

Content Area: Financial literacy

Benchmark: 80%

Measure: Financial Literacy Knowledge Scale

Success Criterion: Increase Financial Literacy Knowledge Scale score by at least one point or maintain at least an 80% score

Data Collection Timeframe: Completed pretests/posttests were collected during workshops conducted in March 2017, April 2017, and May 2017.

Total Number of Participants Measured: 61

Total Number of Participants Meeting Success Criterion: 52

Percent of Participants Meeting Success Criterion: The percent of participants meeting the objective was 85.2% (see Table 42 and Figure 15). All sites met this objective with the exception of Florida City (72.2%). Participant scores improved from pretest to posttest and the overall effect size was in the large range ($d = .93$; Table 43).

Table 42. Parent Financial Literacy Goal Progress

Site		Not Met	Goal Met
Campbell	<i>N</i>	1	11
	%	8.30%	91.70%
Florida City	<i>N</i>	5	13
	%	27.80%	72.20%
Laura C. Saunders	<i>N</i>	3	15
	%	16.70%	83.30%
West Homestead	<i>N</i>	0	13
	%	0.0%	100.0%
Total	<i>N</i>	9	52
	%	14.80%	85.20%

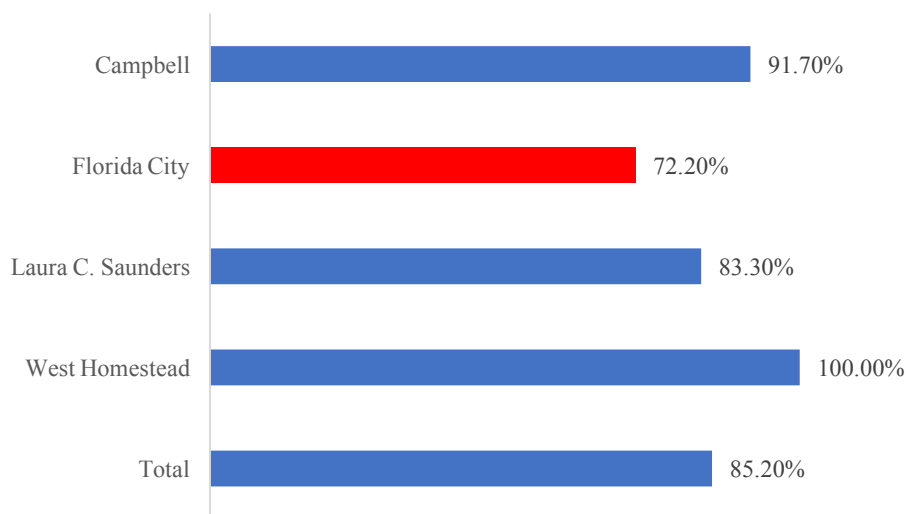
Figure 15. Percentage of Parent Financial Literacy Goal Progress.

Table 43. Parent Financial Literacy Means and Goals Status

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Campbell	Pre	12	59.17	15.51	1.09	-3.82	0.00
	Post	12	74.72	12.91			
Florida City	Pre	18	51.48	25.07	0.71	-3.86	0.00
	Post	18	68.52	22.73			
Laura C. Saunders	Pre	18	53.89	25.65	0.83	-4.06	0.00
	Post	18	71.48	16.93			
West Homestead	Pre	13	51.03	14.57	1.65	-10.39	0.00
	Post	13	72.82	11.77			
Total	Pre	61	53.61	21.45	0.93	-8.90	0.00
	Post	61	71.53	17.06			

Programmatic Changes and Rationale: Program will continue with the current curriculum, since the objective was exceeded by the program. The program's efforts at increasing number of financial parent trainings since mid-year were beneficial.

Data Collection/Evaluation Changes and Rationale: Data is being collected within expected time frames; however, some forms only include parent names, which makes it difficult at times to match parents to participating students. Therefore, sites will continue to include child names on all parent assessment forms, to facilitate ease of matching with participating students.

5.2 Other Findings

Teacher Survey

Teachers were administered a 12-item Survey of Student Improvement at the end of the 2016-2017 school year to assess their perceptions regarding any change in 13 specific behaviors for students who participated in the afterschool program. Results of

the survey are delineated in Table 44. According to the teachers, most of the students demonstrated moderate improvement on the areas assessed by the survey at the beginning of the academic year. Based on teachers' responses, students demonstrated the most significant improvement on Item 5: "Attending class regularly" (M=3.73), and Item 10: "Getting along well with other students (positive interactions)" (M=3.60). Teachers observed the least amount of student improvement on Item 8: "Improved academic performance" (M=3.25), and Item 12: "Parents are interested in and/or involved in their child's schooling" (M=3.29). Based on the results of the Teacher Survey of Student Improvement, sites should continue to encourage parent attendance and involvement in school activities and/or workshops.

Table 44. Descriptive Statistics for Teacher Survey Items

Item	Campbell		Florida City		Laura Saunders		West Homestead		Total	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Q1. Turning in homework on time	3.57	54	3.18	45	2.87	15	3.37	32	3.34	146
Q2. Completing quality homework to your satisfaction	3.46	54	3.31	45	3.07	15	3.34	32	3.35	146
Q3. Paying attention and participating in class	3.65	54	3.09	45	3.27	15	3.19	32	3.34	146
Q4. Volunteering (e.g., for extra credit or more responsibilities)	3.69	54	3.31	45	3.00	15	2.97	32	3.34	146
Q5. Attending class regularly	3.76	54	3.53	45	3.67	15	3.97	32	3.73	146
Q6. Being attentive in class	3.69	54	3.22	45	3.60	15	3.37	32	3.47	146
Q7. Behaving well in class	3.63	54	3.24	45	3.40	15	3.35	31	3.43	145
Q8. Improved academic performance	3.65	54	2.89	45	3.20	15	3.09	32	3.25	146
Q9. Coming to school motivated to learn	3.70	54	3.31	45	3.27	15	3.22	32	3.43	146
Q10. Getting along well with other students (positive interactions)	3.75	53	3.42	45	3.47	15	3.66	32	3.60	146

Q11. Improved self-efficacy (belief they can do well in school)	3.76	54	3.18	45	3.40	15	3.03	32	3.38	146
Q12. Parents are interested and/or involved in their child's schooling	3.71	52	2.67	45	2.67	15	3.78	32	3.29	146

Note: 1 = Declined, 2 = No Change, 3 = Improved, 4 = Did Not Need to Improve.

Student Survey

Students were administered a satisfaction survey at the end of their participation in the program to assess perceived benefits and overall satisfaction with their experiences.

Results of the survey are delineated in the table below (see Table 45). Each item was rated by the student with a score of 1 indicating “Not at all”, 2 indicating “Kind of,” and 3 denoting “Definitely.” The items that reflected the highest mean scores were items 3B “Did your afterschool program have adults that care about you?” (M=2.96, SD=0.20), item 3C Did you feel safe at your afterschool program? (M=2.94, SD=0.24), and item 3G “Did your afterschool program help you with your homework?” (M=2.94, SD=0.26).

The items reflecting the lowest mean scores were item 3D “Did your afterschool program help you get along well with others?” (M=2.81, SD=0.43), and 3H, “Did your afterschool program improve your grades?” (M=2.84, SD=0.38).

Table 45. Descriptive Statistics for Student Survey Items

Item	Campbell			Florida City			Laura Saunders			West Homestead			Total		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N
Q3A. Did you enjoy the activities in your afterschool program?	2.87	0.41	38	2.78	0.42	46	2.95	0.23	38	3.00	0.00	32	2.89	0.34	154
Q3B. Did your afterschool program have adults	3.00	0.00	38	2.91	0.29	46	2.97	0.16	38	2.97	0.18	31	2.96	0.20	153

who care about you?																
Q3C. Did you feel safe at your afterschool program?	2.95	0.23	38	2.93	0.25	46	2.92	0.27	38	2.97	0.18	32	2.94	0.24	154	
Q3D. Did your afterschool program help you get along well with others?	2.76	0.49	38	2.76	0.43	46	2.92	0.27	38	2.78	0.49	32	2.81	0.43	154	
Q3E. Did your afterschool program help you understand that following rules is important?	2.92	0.27	38	2.89	0.32	46	2.95	0.23	38	2.88	0.42	32	2.91	0.31	154	
Q3F. Did your afterschool program help you solve problems in a positive way?	2.84	0.44	38	2.76	0.43	46	2.95	0.23	38	2.94	0.25	32	2.86	0.36	154	
Q3G. Did your afterschool program help you with your homework?	2.95	0.23	38	2.93	0.25	46	2.92	0.36	38	2.97	0.18	32	2.94	0.26	154	
Q3H. Did your afterschool program help you improve your grades?	2.79	0.41	38	2.74	0.49	46	2.97	0.16	38	2.90	0.30	31	2.84	0.38	153	
<i>Note: 1 = Not at all, 2 = Somewhat, 3 = Definitely.</i>																

School Observations

During the months of March-May 2017, observations were conducted at Campbell, Florida City, Laura C. Saunders and West Homestead elementary schools, 21st Century Community Learning Centers (CCLC) Program sites.

Table 46. Gender and Grade of Students Observed

Gender and Grade of Students Observed						
Site	Male	M %	Female	F %	Total	Grades
Campbell	44	55.7%	35	44.3%	79	K, 1,2,3, 4, 5
FL City	45	47.9%	49	52.1%	94	K, 1, 2,3, 4,5
Laura C Saunders	34	51.5%	32	48.5%	66	K, 1
W. Homestead Elem.	50	63.3%	29	36.7%	79	K, 1, 2, 3, 4,5
TOTALS	173	54.4%	145	45.6%	318	

Observations were conducted at Campbell, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. A total of 318 students ranging from grades K-5 were observed among all of the sites. Of the 318 students observed, 54.4% were male and 45.6% were female. Florida City elementary was the site with the most students observed, 94, and Laura C. Saunders elementary was the site with the least students observed, 66.

Table 47. Staff Characteristics

Total Staff						
Site	High school student	College student or young adult	Certified teacher	Specialist or other professional	Other adult	Staff #
Campbell	0	7	2	2	0	11

FL City	0	8	2	0	0	10
Laura C Saunders	0	6	2	0	0	8
W. Homestead Elem.	0	5	2	0	0	7
TOTALS	0	26	8	2	0	36

Observations were conducted at Campbell, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. A total of 36 staff members, including Y Staff and/or certified teachers, were observed among all of the sites.

Table 48. Average Rating: Relationship Building, Youth

Average Rating: Relationship Building, Youth						
Site	Are friendly and relaxed with one another	Respect one another	Show positive affect to <u>staff</u>	Assist one another	Are collaborative	Composite Average
Campbell	5.0	5.0	5.4	1.0	1.4	3.6
FL City	5.0	5.0	5.1	1.7	1.7	3.7
Laura C Saunders	5.0	5.0	4.6	1.0	1.0	3.3
W. Homestead Elem.	5.0	5.0	5.0	1.0	1.0	3.4
AVERAGE	5.0	5.0	5.0	1.2	1.3	3.5

Relationship Building, Youth: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth

development and out of school program features known to contribute to positive youth outcomes. Relatively low scores were observed in “Assist One Another” and “Are Collaborative”. This is an area in need of improvement among all of the sites. High scores were observed in “Are Friendly and Relaxed with One Another”, “Respect One Another” and “Show Positive Affect to Staff” among all of the sites. Overall, it is evident that all of the sites demonstrate positive relationship building among youth.

Table 49. Average Rating: Participation, Youth

Average Rating: Participation, Youth						
Site	Are on task	Listen actively and attentively to peers and staff	Contribute opinions, ideas, and/or concerns	Have opportunities to make meaningful choices	Take leadership responsibility/roles	Composite Average
Campbell	5.4	5.0	2.6	2.0	1.0	3.2
FL City	4.9	4.8	2.4	1.7	1.2	3.1
Laura C Saunders	4.8	4.8	1.8	1.4	1.0	2.8
W. Homestead Elem.	4.6	4.2	1.4	1.4	1.2	2.6
AVERAGE	4.9	4.7	2.1	1.6	1.1	2.9

Participation, Youth: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. Low scores were observed in “Have opportunities to make meaningful choices” and “take leadership responsibilities/roles” among all of the sites. These are areas in need of improvement. It was evident that at all sites students remained on task and listened

actively and attentively to peers and staff. Overall, participation among youth at all of the sites requires improvement. Campbell Elementary and Florida City Elementary were the sites with marginally higher composite average among participation of youth. All sites should consider incorporating more peer led activities where leadership roles and opportunities to make meaningful choices are present and opinions, ideas and/or concerns could be shared.

Table 50. Average Rating: Relationship Building, Staff

Average Rating: Relationship Building, Staff								
Site	Use positive behavior management techniques	Encourage the participation of all	Show positive affect toward youth	Attentively listen to and/or observe youth	Encourage youth to share their ideas, opinions and concerns about the content of the activity	Engage personally with youth	Guide positive peer interactions	Composite Average
Campbell	5.0	5.0	5.0	5.0	1.6	1.0	1.0	3.4
FL City	5.0	4.9	5.0	4.9	2.1	1.2	1.0	3.4
Laura C Saunders	5.0	4.8	5.0	4.6	2.2	1.0	1.0	3.4
W. Homestead Elem.	5.0	5.0	5.0	5.0	1.6	1.0	1.0	3.4
AVERAGE	5.0	4.9	5.0	4.9	1.9	1.1	1.0	3.4

Relationship Building, Staff: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. Relatively high scores were observed in “Use positive behavior management techniques”, “Encourage the participation of all”, “Show positive affect toward youth” and “Attentively listen to and/or observe youth” at all of the sites. Low scores were observed in “Encourage youth to share their ideas, opinions and concerns about the content of the activity”, “Engage personally with youth” and “Guide positive peer interactions”. These are areas in need of improvement among all of the sites. All of the sites did not demonstrate or could use improvement to guide positive peer interactions. All of the sites demonstrated a positive relationship among staff to be present but could use improvement.

Table 51. Instructional Strategies, Staff

Site	Communicate goals, purpose, expectations	Verbally recognize youth's efforts and accomplishments	Assist youth without taking control	Ask youth to expand upon their answers and ideas	Challenge youth to move beyond their current level of competency	Employ varied teaching strategies	Plan for/ask youth to work together	Composite Average
Campbell	5.8	4.8	5.0	4.2	2.8	4.2	1.0	4.0
FL City	4.9	4.3	4.0	3.1	2.8	2.7	1.2	3.3
Laura C Saunders	4.6	3.8	4.2	2.2	2.0	2.2	1.0	2.9
W. Homestead Elem.	4.8	4.2	5.2	3.8	2.6	3.2	1.0	3.5
AVERAGE	5.0	4.3	4.6	3.3	2.6	3.1	1.1	3.4

Instructional Strategies, Staff: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. Higher scores were observed in “Communicate goals, purpose, expectations”, “Verbally recognize youth’s efforts and accomplishments” and “Assist youth without taking control.” Low scores were observed in “Plan for/ask youth to work together” among all of the sites. This is an area in need of improvement among all of the sites. Campbell was the site with the highest composite average for staff using instructional strategies. Laura C. Saunders was the site with the lowest composite average for staff using instructional strategies. Overall, all of the sites could improve their staff use of instructional strategies.

Table 52. Average Rating: Content and Structure, Activity

Average Rating: Content and Structure, Activity					
Site	Is well organized	Challenges students intellectually, creatively, developmentally and/or physically	Involves the practice/a progression of skills	Requires analytical thinking	Composite Average
Campbell	6.0	5.3	5.0	4.8	5.3
FL City	4.8	4.6	4.5	4.1	4.5
Laura C Saunders	4.5	4.8	4.8	4.5	4.7
W. Homestead Elem.	4.8	4.8	3.2	3.8	4.2
AVERAGE	5.0	4.9	4.4	4.3	4.6

Content and Structure, Activity: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. It is evident among all of the sites that the activities, content and structure were well organized, challenged students, involved the practice and/or progression of skills and required analytical thinking. Campbell elementary was the site with the highest composite average for content and structure.

Literacy Features							
Site	Work on original writing	Work on a reading workbook, worksheet or quiz	Read aloud to peers or staff	Read books independently	Work on understanding new words/word attack skills	Discuss the style or structure of literacy activities	Discuss interpretations, make predictions, or draw inferences from literacy activities
Campbell	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FL City	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Laura C Saunders	n/a	n/a	n/a	n/a	n/a	n/a	n/a
W. Homestead Elem.	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table 53. Literacy Features

Literacy Features: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development

and out of school program features known to contribute to positive youth outcomes. None of the sites featured a literacy-focused activities and/or lessons.

Table 54. Mathematics Features

Mathematics Features							
Site	Practice basic whole number math facts/operations	Work on a mathematics workbook, worksheet, or quiz	Work on problems using algebra, geometry/measurement, or data analysis	Use manipulative, mathematics charts, or other tools to solve problems	Explain the reasoning behind how a problem is solved	Make charts, tables or graphs	Complete open-ended math problems requiring youth to determine method
Campbell	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FL City	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Laura C Saunders	n/a	n/a	n/a	n/a	n/a	n/a	n/a
W. Homestead Elem.	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Mathematics Features: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. None of the sites featured a mathematics-focused activities and/or lessons.

Table 55. Use of Technology

Use of Technology							
Site	Internet search tools	Spreadsheet programs	Word processing program	Presentation software	Drill and practice software for reading	Calculators	Digital cameras or video recording/editing equipment
Campbell	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FL City	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Laura C Saunders	n/a	n/a	n/a	n/a	n/a	n/a	n/a
W. Homestead Elem.	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Use of Technology: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. None of the sites site used technology in activities and/or lessons.

Table 56. Environmental Context

Environmental Context			
Site	Is the level of adult supervision appropriate to activity and age group	Is the work space conducive to the activity	Are necessary materials available and in sufficient supply
Campbell	Y	Y	Y
FL City	Y	Y	Y
Laura C Saunders	Y	Y	Y

W. Homestead Elem.	Y	Y	Y
--------------------------	---	---	---

Environmental Context: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. All of the sites provided appropriate level of adult supervision, conducive workspace for activities and necessary materials in sufficient supply.

Table 57. Average Rating: Element

Average Rating: Element					
Site	Sequenced	Active	Personally Focused	Explicit	Composite Average
Campbell	5.0	5.2	5.2	5.0	5.1
FL City	4.7	4.8	5.0	5.0	4.9
Laura C Saunders	5.0	4.6	5.4	4.8	5.0
W. Homestead Elem.	4.0	4.6	5.0	5.0	4.7
AVERAGE	4.7	4.8	5.2	5.0	4.9

Element: Observations were conducted at Campbell Drive, Florida City, Laura C. Saunders and West Homestead elementary schools. The *Out-of-School Time Observation Instrument* was used to measure indicators of positive youth development and out of school program features known to contribute to positive youth outcomes. It is

evident among all of the sites that the activities are sequenced, active, personally focused and explicit. Campbell elementary was the site observed with a marginally higher composite average.

5.3 Student Success Snapshot

Student A attended the 21st CCLC program over the entire contracted period, demonstrating good attendance overall. He consistently maintained a grade of “A” or “B” across all subjects throughout the school year, and in the area of reading, he achieved an ORF Total Words score of 92 at pretest, a score of 99 at midtest, and 101 at posttest, reflecting improved oral reading fluency over the course of the school year. Student A completed the all project based learning units, which each addressed the areas of Reading, Math, and Science, and obtained the following mean scores on his PBL rubrics: Working with a team (M = 3.8); Oral presentation (M = 3); Standards (M = 3.2); and Artistic element (M = 3). All mean scores on project based learning rubrics fell within the “doing okay” range. With regard to nutrition and physical fitness, Student A’s scores on the PACER physical fitness test improved from pretest to posttest (i.e., pre = 8, mid = 20, post = 36), and he also demonstrated improvement on a test of nutrition knowledge (i.e., pre = 5, mid = 6, post = 10). In the area of social skills, Student A demonstrated improvement on both the Prosocial Behavior (PB) scale and Emotional Regulation (ER) scale from the M1. Specifically, on the Prosocial Behavior scale, he achieved the following scores at pretest, midtest and posttest: pre = 19, mid = 22, post = 43. On the Emotion Regulation, Student A obtained the following scores: pre = 15, mid = 18, post = 28. It is also important to note that Student A’s parent(s) attended 2 of the workshops offered over the course of the school year. It appears that Student A benefitted from

interventions received through his participation in the 21st CCLC programs, since he demonstrated improvements and/or good performance on all objective assessments. It is likely that his consistent attendance and strong parental involvement also contributed to his positive gains.

5.4 Overall Findings for Each Objective

Table 58. Report on the Status of Achieving Each Objective

Objective	Objective Status
80% of regularly participating students will improve their literacy as measured by report card grades.	Approaching Benchmark
80% of regularly participating students will improve their literacy as measured by authentic assessment.	Meets or Exceeds Benchmark
80% of regularly participating students will improve their oral reading fluency as measured by pre-post assessment.	Meets or Exceeds Benchmark
80% of regularly participating students will improve their mathematics as measured by report card grades.	Meets or Exceeds Benchmark
80% of regularly participating students will improve their mathematics as measured by authentic assessment.	Meets or Exceeds Benchmark
80% of regularly participating students will improve their science as measured by report card grades.	Meets or Exceeds Benchmark
80% of regularly participating students will improve their science as measured by authentic assessment.	Meets or Exceeds Benchmark
80% of regularly participating students will improve their physical fitness as measured by pre-post assessment.	Meets or Exceeds Benchmark
80% of regularly participating students will improve their healthy eating habits as measured by authentic assessment.	Meets or Exceeds Benchmark
80% of regularly participating students will improve their decision-making behaviors as measured by pre-post assessment.	Meets or Exceeds Benchmark

80% of regularly participating students will improve their social interactions as measured by pre-post assessment.	Meets or Exceeds Benchmark
70% of the adult family members of regularly participating students will demonstrate their literacy skills as measured by logs.	Approaching Benchmark
80% of adult family members of regularly participating students will report their literacy skills as measured by perceptual survey (parent).	Meets or Exceeds Benchmark
80% of the adult family members of regularly participating students will improve their knowledge (in a specified area) as measured by pre-post assessment.	Meets or Exceeds Benchmark
80% of the adult family members of regularly participating students will improve their knowledge (in a specified area) as measured by pre-post assessment.	Meets or Exceeds Benchmark

6.0 PROGRESS TOWARD SUSTAINABILITY

6.1 Partnerships

Table 59. Partnerships and Sub-contracts

Partnerships and Sub-contracts. Agency Name	Type of Organization/Partnership Categories	Subcontractor (Yes or No)
Miami-Dade County Public Schools	School District	No
Mind Lab of South Florida, Inc.	For Profit Organization	Yes
Nature Postings	For Profit Organization	Yes
TD Bank	For Profit Organization	No
EvalNetwork	For Profit Organization	Yes

The Y developed one new partnership, TD Bank, providing in-kind services leading workshops for parent's focusing on real-world concepts about banking. The Y will continue leveraging existing relationships with funders such as The United Way, The Children's Trust, and the Children Services Council and will also seek to raise new

sources of support through grants, private funders, and other entities. The Y will continue with partners who have provided in-Kind Support. Ongoing support from the YMCA’s executive leadership team is also crucial to the sustainability of the program. The executive team will be invited to visit the program, as well as presented with outcome achievement data to better understand the program’s significance and impact. The Y will utilize executive relations to fill any gaps in support needed to successfully deliver the program.

6.2 Partner Contributions

Table 60. Partner Contributions

Partnerships and Sub-Contracts. Agency Name	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Method of determining the monetary value of the contribution	Type of Service Provided
<i>Miami-Dade County Public Schools</i>	\$5,850	\$0	<i>Monetary value of contribution determined by calculating the number of participants in the program by \$1 per week by the number of weeks of programming.</i>	<i>Facility Access – Providing access to program space in public schools. Snack Program – Providing snacks through the USDA Food Program. Contract provided – in lieu of support</i>
<i>Mind Lab Florida</i>	\$6,400	\$6,400	<i>Monetary value of contribution determined by calculating rate of pay by time and effort dedicated to preparation and execution of providing programming by presenters. As well as cost of creating pre and post assessments.</i>	<i>Family Services – Offering nutrition education workshops for parents.</i>

<i>Nature Postings</i>	\$31,320	\$31,320	<i>Monetary value of contribution determined by calculating rate of pay by time and effort dedicated to preparation and execution of providing programming by presenters. As well as creating handouts for student participation.</i>	<i>STEM – Providing hands-on science-based activities for students.</i>
<i>TD Bank</i>	\$5,000	\$0	<i>Monetary value of contribution determined by calculating rate of pay by time and effort dedicated to preparation and execution of providing programming by presenters.</i>	<i>Family Services-providing parent's real-world concepts about banking workshops.</i>
<i>EvalNetwork</i>	\$14,859	\$14,859	<i>Monetary value of contribution determined by calculating rate of pay by time and effort dedicated to the data analysis and evaluation of the proposed program goals and objectives. As well as the preparation of evaluation reports will be developed to include all of the elements</i>	<i>Reporting – Providing data collection support/ analysis and Year End report.</i>

			<i>required by the FDOE.</i>	
--	--	--	------------------------------	--

7.0 LESSONS LEARNED AND RECOMMENDATIONS

The following section provides an overall assessment of program impact, as well as lessons learned and recommendations to enhance program quality.

- 1) Overall, it appears that the 21st CCLC program had positive academic, social-emotional, and nutritional (in terms of knowledge) effects on the students. All of the outcome objectives that are tracked and reported to 21st CCLC were met, with the exception of Reading Grades, which was found to be approaching the benchmark of 80% (78% of students met this outcome). The program should continue with the current curriculum, with further implementation of the formative modifications, consisting of bi-weekly packets prepared and provided to students to reinforce basic skills and tailored to each grade level. No changes are needed in the area of data collection/evaluation and program staff will continue to collect data on an ongoing basis.
- 2) Parent attendance at workshops was found to be an area, which could be improved (65% “Approaching Benchmark”). It is recommended that current efforts to bolster parent attendance be continued, particularly at the Campbell Drive, Florida City, and West Homestead sites. Improved marketing efforts to parents will be used to bolster attendance at events.
- 3) There were 178 Kindergarten to 5th grade students who attended at least one day of the program and 167 of these attended at least 30 days during the academic year. The students were very diverse demographically. About 47% were African-

American and 53% were Hispanic/Latino. About 46% were female.

Approximately 10% had a reported disability and 18% were designated as having limited English proficiency. About 94% were eligible for the free or reduced lunch program, which is suggestive of financial need.

- 4) Students performed consistently well on Project Based Learning (PBL) Units across all sites, and PBL rubrics indicated 98.8% of students met this outcome in the areas of math, reading and science.
- 5) The ORF assessments (94.4% of students met this outcome) suggest that students made positive strides during the course of the year in this area. Reading fluency, which is positively correlated with reading comprehension, is an area that appears to have progressed well during the course of the year for all of the schools.
- 6) On the math outcome objective, across all schools, 86.5% of the children either improved or maintained their performance between the first and the last periods. Laura C. Saunders was the only school that did not meet this outcome (77.1%). The quality of the math related components implemented at these this should be examined to determine if any improvements are warranted given these results.
- 7) For the entire sample, 94.6% demonstrated an improvement or maintained their science grades, meeting the science outcome objective. All of the individual sites also met this outcome. Florida City and Laura C. Saunders demonstrated a slight decrease in average grades from the first to fourth quarter.
- 8) The PACER outcome, measuring physical fitness, was also met this year as 98.8% of students improved their performance on this measure from pretest to posttest. Furthermore, all sites improved from pretest to posttest.

- 9) Nutrition knowledge improved across all sites during the academic year with 95% of all the students demonstrating an improvement.
- 10) Overall, the students met the social-emotional outcomes, improving with respect to their behavior as reported by the project staff (99.4 percent met the Prosocial Behavior Scale outcome and 98 percent met the Emotional Regulation Scale outcome).
- 11) Overall, parent satisfaction was excellent; specifically, about 98.4% of surveyed parents reported that they were very satisfied with the program.
- 12) Parent knowledge in the area of financial literacy increased for parents who attended the finance workshops. During the course of the year parents completed 61 matching pretests and posttests at the sessions and 52 demonstrated score improvements (85.2%), meeting the outcome objective. All sites met this objective with the exception of Florida City (72.2%). Parent knowledge in the area of nutrition increased for parents who attended the nutrition workshops as well. During the course of the year parents completed 69 matching pretests and posttests at the sessions and 63 demonstrated score improvements (91.3%), meeting the outcome objective. All sites met this objective. Although data collection on this outcome has improved compared with last year, the program will ensure that all parents sign in when attending workshops and that the sign-in sheets be reconciled with the parent pre/posttest forms, when appropriate. Child names also will be included on the parent sign-in forms. Sign-in sheets will be scanned and provided to the evaluator immediately after the workshops are completed for participating students.