

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

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



Submitted on August 2017 by:



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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.

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## **1.0 OVERVIEW AND HISTORY**

The YMCA of South Florida contracted with the 21<sup>st</sup> 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: Colonial Drive, Frederick Douglass, Morningside, and Pine Lake.

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 Colonial was 38, Frederick Douglass was 38, Morningside was 53, and Pinelake was 37. The number of regularly participating students for each site was, Colonial was 36, Frederick Douglass was 31, Morningside was 51, and Pinelake was 37. The total enrolled, attending at least one day for all sites was 166, and the number of regularly participating students for all sites was 155.

**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
Colonial	0	38	0	38	0	36	0	36
Frederick Douglass	0	38	0	38	0	31	0	31
Morningside	0	53	0	53	0	51	0	51
Pine Lake	0	37	0	37	0	37	0	37
Total	0	166	0	166	0	155	0	155

**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 22nd 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 “Black or African American,”

(114 students), with 40 students identifying as “Hispanic or Latino,” 6 as “American Indian/Alaska Native,” 4 as “Unknown,” 1 as “White or Caucasian American,” and 1 as “Asian/Pacific Islander” (see Table 5). Students were served in grades PreK through 5<sup>th</sup> grade in the current program (see Table 7 for number of students served per grade, by site). The majority of students receiving services through the 22nd 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).

**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*	
Colonial	17	21	0	4-11	17	19	0	4-11
Frederick Douglass	20	18	0	5-11	16	15	0	5-10
Morningside	35	18	0	5-11	34	17	0	5-11
Pine Lake	15	22	0	4-11	15	22	0	4-11
Total	87	79	0	4-11	82	73	0	4-11

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

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Colonial	0	38	0	0	38	0
Frederick Douglass	1	37	0	5	33	0
Morningside	0	53	0	0	53	0
Pine Lake	1	36	0	4	33	0
Total	2	164	0	9	157	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*
Colonial	0	36	0	0	36	0
Frederick Douglass	1	30	0	5	26	0
Morningside	0	51	0	0	51	0
Pine Lake	1	36	0	4	33	0
Total	2	153	0	9	146	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
Colonial	0	0	20	18	0	0	0	0	18	18	0	0
Frederick Douglass	6	0	28	5	0	0	6	0	22	4	0	0
Morningside	0	1	38	10	1	2	0	1	37	10	1	2
Pine Lake	0	0	28	7	0	2	0	0	28	7	0	2
Total	6	1	114	40	1	4	6	1	105	39	1	4

\* 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*													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Colonial	1	5	8	6	10	8	0	0	0	0	0	0	0	38
Frederick Douglass	12	10	6	7	3	0	0	0	0	0	0	0	0	38
Morningside	7	4	12	8	11	11	0	0	0	0	0	0	0	53
Pine Lake	3	6	6	10	6	6	0	0	0	0	0	0	0	37
Total	23	25	32	31	30	25	0	0	0	0	0	0	0	166

*\* 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*													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Colonial	1	4	8	6	10	7	0	0	0	0	0	0	0	36
Frederick Douglass	10	9	6	5	1	0	0	0	0	0	0	0	0	31
Morningside	7	4	11	8	10	11	0	0	0	0	0	0	0	51
Pine Lake	3	6	6	10	6	6	0	0	0	0	0	0	0	37
Total	21	23	31	29	27	24	0	0	0	0	0	0	0	155

*\* 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*
Colonial	13	25	0
Frederick Douglass	37	1	0
Morningside	48	1	4
Pine Lake	33	3	1
Total	131	30	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*
Colonial	11	25	0
Frederick Douglass	30	1	0
Morningside	46	1	4
Pine Lake	33	3	1
Total	120	30	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 <b>hours per week</b> THIS site was open on		
			<b>WEEKDAYS</b>	<b>WEEKDAY EVENINGS</b>	<b>WEEKENDS</b>
Colonial	0	0	0	0	0
Frederick Douglass	0	0	0	0	0
Morningside	0	0	0	0	0
Pine Lake	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
Colonial	39	180	5	0	0	4.17	0	0	0	180	0
Frederick Douglass	39	180	5	0	0	4.17	0	0	0	180	0
Morningside	39	180	5	0	0	4.17	0	0	0	180	0
Pine Lake	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. Regular Staff by Paid and Volunteer Status.**

Staff Type	Pine Lake			
	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			1	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 12b. Regular Staff by Paid and Volunteer Status.**

Staff Type	Colonial			
	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			1	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. Regular Staff by Paid and Volunteer Status.**

Staff Type	Morningside			
	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 12d. Regular Staff by Paid and Volunteer Status.**

Staff Type	Frederick Douglass			
	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			1	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.				

#### 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 21<sup>st</sup> CCLC). The number of regularly participating students (attendance of 30 days or more) was utilized to calculate the ratio. The average ratio was 1:13.25.

**Table 13. Student to Staff Ratio by Site**

Site	Regular Students	Staff Only Paid for by 21st CCLC	
		Staff	Staff to Student Ratio
Colonial	35	3	1 to 11.67
Douglass	32	3	1 to 10.67
Morningside	47	3	1 to 15.67
Pine Lake	45	3	1 to 15
All Sites	159	12	1 to 13.25

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 21<sup>st</sup> 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 16 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 Risk Management	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 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.	3	Within first 30 days of employment.
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:	4	Offered twice annually.



School Age Director	<p>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.</p> <p>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.</p>	16	Offered Annually
Administering YMCA Early Childhood and Afterschool Programs	<p>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.</p>	16	Offered Annually
Managing Multisite Child Care Programs	<p>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.</p>	8	Offered Annually
KIDZLIT/ KIDZMATH	<p>Training designed to guide staff on how to implement this literature and mathematics enhancement curriculum.</p>	6/2	Offered annually
SIPPS	<p>Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words – training based on the SIPPS training method.</p>	4	Offered annually
Science Explorer	<p>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.</p>	1	Offered Annually
Technical Advisory Training Group Work	<p>The training focuses on experiencing and practicing skills needs for advising these programs toward quality improvement.</p> <p>YMCA of the USA Management module designed to teach the nature of the YMCA and how to work with members,</p>	4	Offered annually
		16	On career development track

	volunteers, and coworkers. Participants learn to apply the group process theory and develop an understanding of shared leadership, leadership styles, and member-leader functions.		– Within first 1-3 years
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	YMCA of the USA Management module based on how to solve problems and make decisions.	16	On career development track – Within first 1-3 years
Program Management	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).

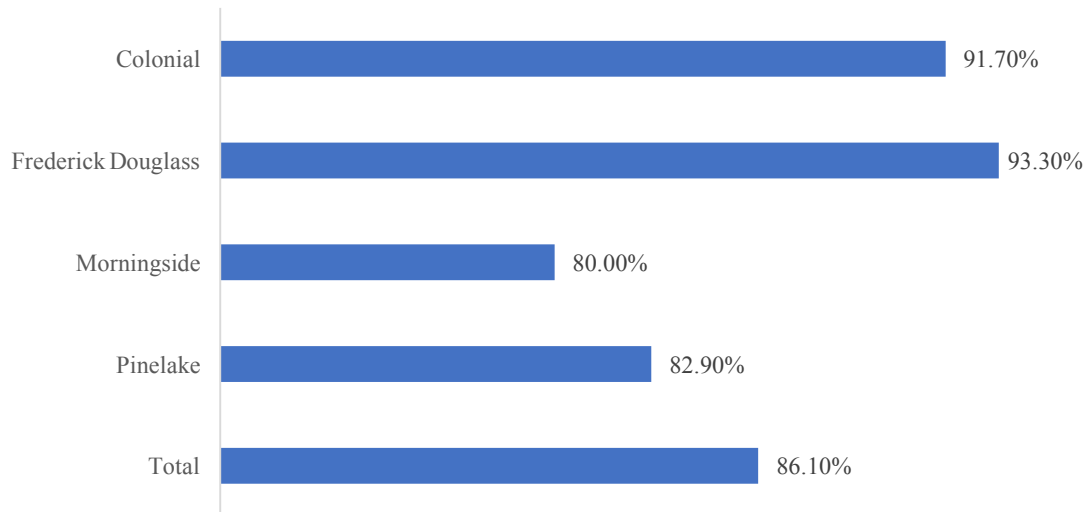
Total Number of Participants Measured: 151

Total Number of Participants Meeting Standard of Success: 130

Percent of Participants Meeting Standard of Success: Across all schools, 86.1% of the children either improved or maintained their performance between the first and the last periods and 13.9% of the children decreased (Table 18 and Figure 1). Though not statistically significant, Douglass and Pine Lake evidenced improvement, and Colonial and Morningside demonstrated a small decrease (Table 19).

**Table 18. Goal Progress on Reading Grades**

Site		Not Met	Goal Met
Colonial	<i>N</i>	3	33
	%	8.3%	<b>91.7%</b>
Frederick Douglass	<i>N</i>	2	28
	%	6.7%	<b>93.3%</b>
Morningside	<i>N</i>	10	40
	%	20.0%	<b>80.0%</b>
Pine Lake	<i>N</i>	6	29
	%	17.1%	<b>82.9%</b>
Total	<i>N</i>	21	130
	%	13.9%	<b>86.1%</b>

**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>
Colonial	Pre	36	3.81	0.89	-0.18	1.36	0.09
	Post	36	3.64	0.93			
Frederick Douglass	Pre	30	3.67	0.96	0.28	-1.16	0.13
	Post	30	3.93	0.94			
Morningside	Pre	50	3.34	1.08	-0.07	0.57	0.28
	Post	50	3.26	1.14			
Pine Lake	Pre	35	3.34	1.00	0.14	-1.09	0.14
	Post	35	3.49	1.07			
Total	Pre	151	3.52	1.01	0.02	-0.26	0.40
	Post	151	3.54	1.06			

Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective met 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 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: 141

Total Number of Participants Meeting Standard of Success: 133

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.

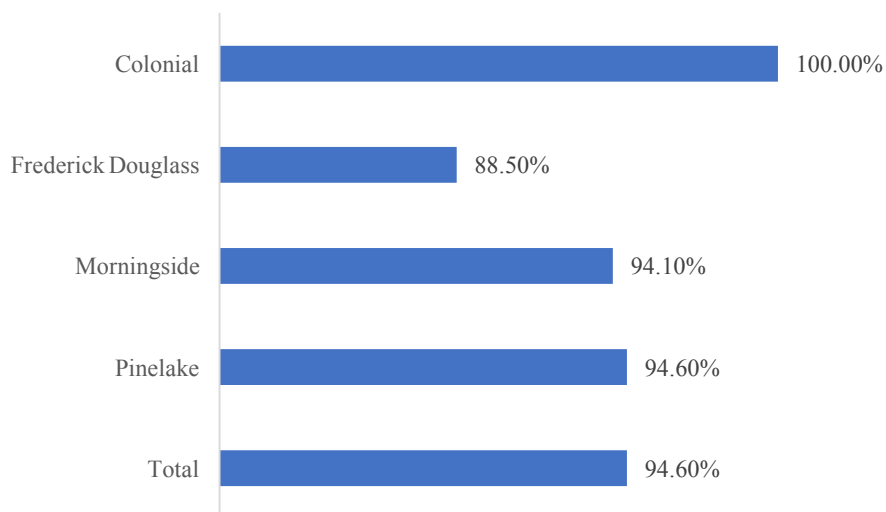
Overall, 94.6% of the participants and all sites met this outcome.

**Table 20. Percent of Participants Meeting Rubric Objectives**

Site		Outcome Met
Colonial	%	<b>100.0%</b>
	<i>N</i>	35
Frederick Douglass	%	<b>88.5%</b>
	<i>N</i>	23

Morningside	%	<b>94.1%</b>
	<i>N</i>	48
Pine Lake	%	<b>94.6%</b>
	<i>N</i>	35
Total	%	<b>94.6%</b>
	<i>N</i>	141

**Figure 2. Percentage Meeting Goal on Rubric Objectives**



Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was exceeded across all sites. It appears the additional intervention implemented by the lead teacher in this area was effective in bolstering student performance on this objective.

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.

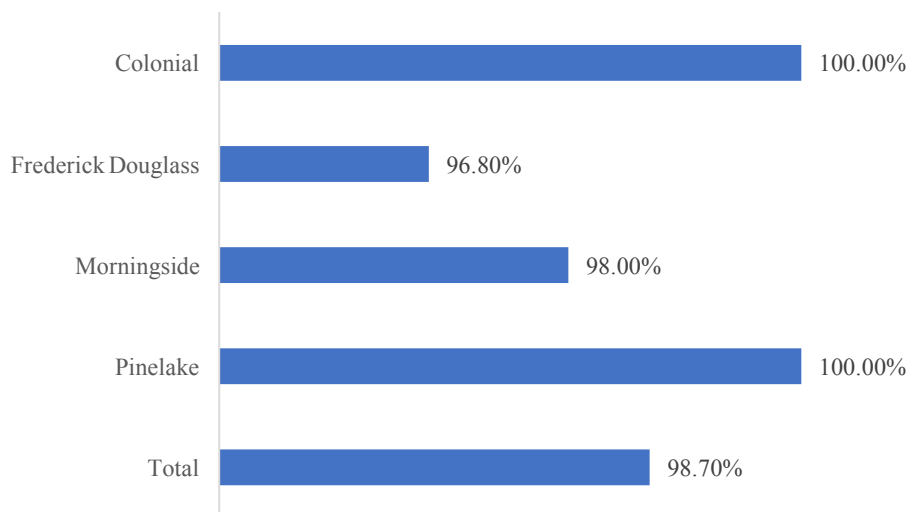
Total Number of Participants Measured: 152

Total Number of Participants Meeting Standard of Success: 150

Percent of Participants Meeting Standard of Success: Across all schools, 98.7% of the children achieved an increase of at least 1 point on the Oral Reading Fluency instrument from pretest to posttest (Table 21), and all sites met the standard for success on the objective assessment (i.e., 80% or greater). 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. The pretest and posttest averages are also shown in bar graph form in Figure 3. As seen in the table, across all schools there was a statistically significant improvement in ORF scores ( $p < .01$ ), the magnitude of which is consistent with medium to large effect sizes.

**Table 21. Goal Progress on ORF Words**

<b>Site</b>		<b>Not Met</b>	<b>Goal Met</b>
Colonial	<i>N</i>	0	35
	%	0.0%	<b>100.0%</b>
Frederick Douglass	<i>N</i>	1	30
	%	3.2%	<b>96.8%</b>
Morningside	<i>N</i>	1	49
	%	2.0%	<b>98.0%</b>
Pine Lake	<i>N</i>	0	36
	%	0.0%	<b>100.0%</b>
Total	<i>N</i>	2	150
	%	1.3%	<b>98.7%</b>

**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>
Colonial	Pre	35	92.49	41.24	0.70	-8.74	0.00
	Post	35	120.69	38.94			
Frederick Douglass	Pre	31	50.52	38.20	1.01	-5.97	0.00
	Post	31	99.81	58.93			
Morningside	Pre	50	113.34	55.92	0.61	-10.23	0.00
	Post	50	146.36	53.20			
Pine Lake	Pre	36	68.39	44.25	1.26	-12.90	0.00
	Post	36	133.50	59.07			
Total	Pre	152	85.08	52.25	0.80	-15.97	0.00
	Post	152	127.91	55.25			

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

Data Collection/Evaluation Changes and Rationale: No data collection changes are proposed, since there were no issues with data collection. Program staff will continue to collect data on an ongoing basis.

***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).

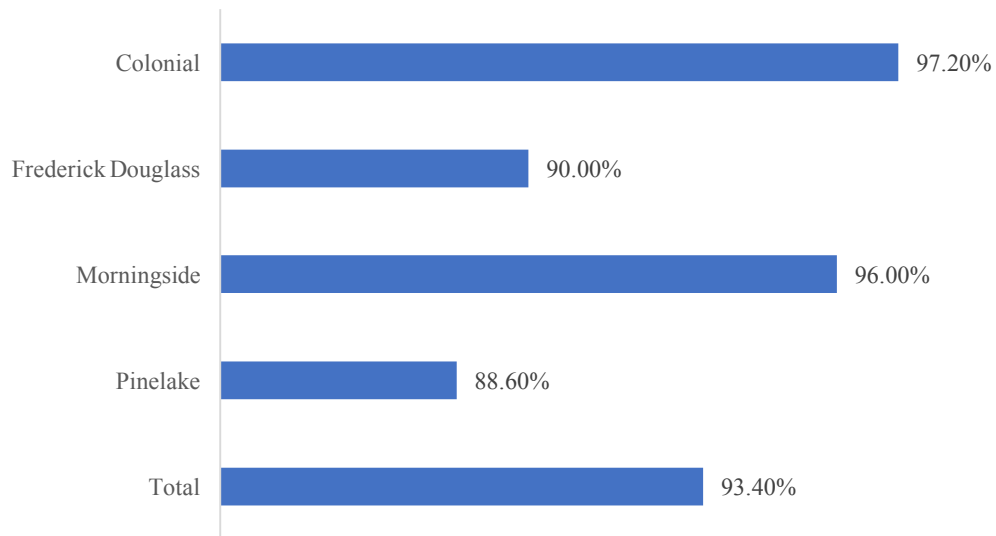
Total Number of Participants Measured: 151

Total Number of Participants Meeting Standard of Success: 141

Percent of Participants Meeting Standard of Success: Across all schools, 93.4% of the children either improved or maintained their performance between the first and the last periods and 6.6% of the children decreased (Table 23 and Figure 4). All sites met this outcome. Frederick Douglass and Pine Lake demonstrated a statistically significant improvement ( $p < .01$ ), with effect sizes ranging from small to medium (Table 24).

**Table 23. Goal Progress on Math Grades**

Site		Not Met	Goal Met
Colonial	<i>N</i>	1	35
	%	2.8%	<b>97.2%</b>
Frederick Douglass	<i>N</i>	3	27
	%	10.0%	<b>90.0%</b>
Morningside	<i>N</i>	2	48
	%	4.0%	<b>96.0%</b>
Pine Lake	<i>N</i>	4	31
	%	11.4%	<b>88.6%</b>
Total	<i>N</i>	10	141
	%	6.6%	<b>93.4%</b>

**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>
Colonial	Pre	36	3.78	0.96	0.09	-0.77	0.22
	Post	36	3.86	0.90			
Frederick Douglass	Pre	30	3.57	0.94	0.47	-2.73	0.01
	Post	30	4.03	1.03			
Morningside	Pre	50	3.80	1.07	0.12	-1.23	0.11
	Post	50	3.92	0.99			
Pine Lake	Pre	35	3.17	1.27	0.34	-2.79	0.00
	Post	35	3.57	1.09			
Total	Pre	151	3.60	1.09	0.23	-3.85	0.00
	Post	151	3.85	1.00			

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

Data Collection/Evaluation Changes and Rationale: No data collection changes are proposed, since there were no issues with data collection. Program staff will continue to collect data on an ongoing basis.

***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: 141

Total Number of Participants Meeting Standard of Success: 133

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.

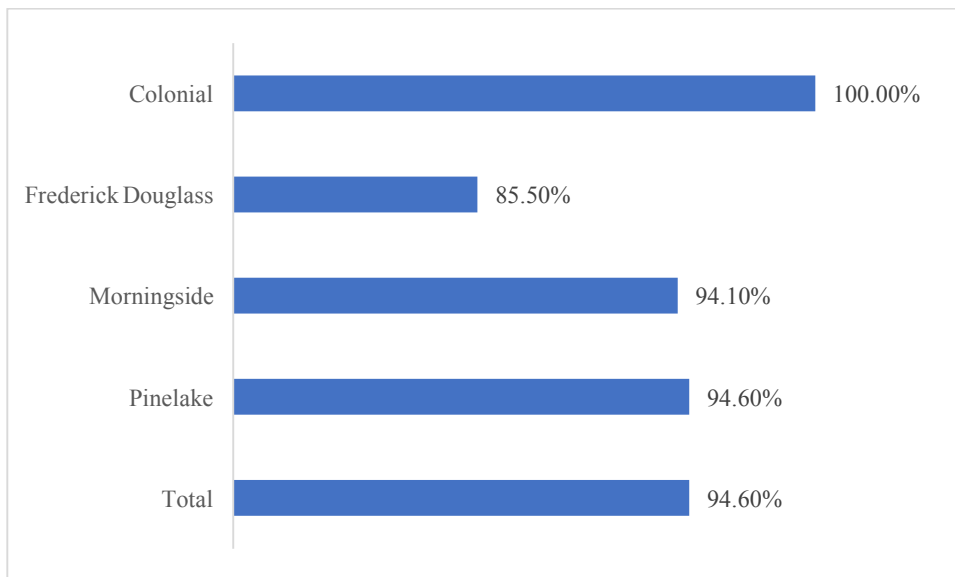
Overall, 94.6% of the participants and all sites met this objective.

**Table 25. Math Rubric Success**

Site		Goal Met
Colonial	%	<b>100.0%</b>
	<i>N</i>	35
Frederick Douglass	%	<b>85.50%</b>
	<i>N</i>	23
Morningside	%	<b>94.10%</b>
	<i>N</i>	48

Pinelake	%	<b>94.60%</b>
	<i>N</i>	35
Total	%	<b>94.60%</b>
	<i>N</i>	141

**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 exceeded across all sites. It appears the additional intervention implemented by the lead teacher in this area was effective in bolstering student performance on this objective.

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).

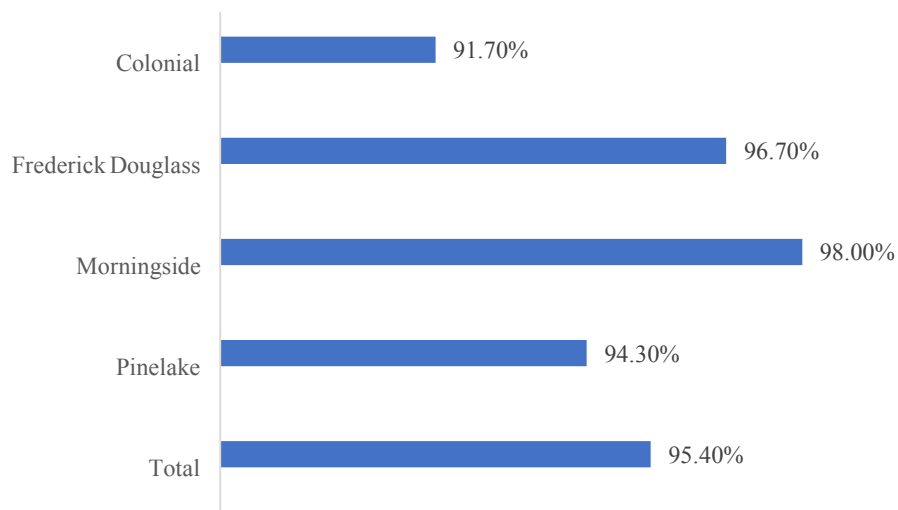
Total Number of Participants Measured:

Total Number of Participants Meeting Standard of Success:

Percent of Participants Meeting Standard of Success: Across all schools, 95.4% of the children either improved or maintained their performance between the first and the last periods and 4.6% of the children decreased (Table 26 and Figure 6). All sites met the outcome, and Pine Lake demonstrated a statistically significant improvement ( $p < .01$ ; Table 27).

**Table 26. Goal Progress on Science Grades**

Site		Not Met	Goal Met
Colonial	<i>N</i>	3	33
	%	8.3%	<b>91.7%</b>
Frederick Douglass	<i>N</i>	1	29
	%	3.3%	<b>96.7%</b>
Morningside	<i>N</i>	1	49
	%	2.0%	<b>98.0%</b>
Pinelake	<i>N</i>	2	33
	%	5.7%	<b>94.3%</b>
Total	<i>N</i>	7	144
	%	4.6%	<b>95.4%</b>

**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>
Colonial	Pre	36	4.06	0.83	-0.09	0.72	0.24
	Post	36	3.97	1.08			
Frederick Douglass	Pre	30	4.23	1.01	0.00	0.00	0.50
	Post	30	4.23	0.82			
Morningside	Pre	50	3.88	0.87	0.21	-1.84	0.04
	Post	50	4.06	0.87			
Pine Lake	Pre	35	3.37	1.14	0.45	-3.13	0.00
	Post	35	3.86	1.00			
Total	Pre	151	3.87	1.00	0.16	-2.15	0.02
	Post	151	4.03	0.94			

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: 141



Total Number of Participants Meeting Standard of Success: 133

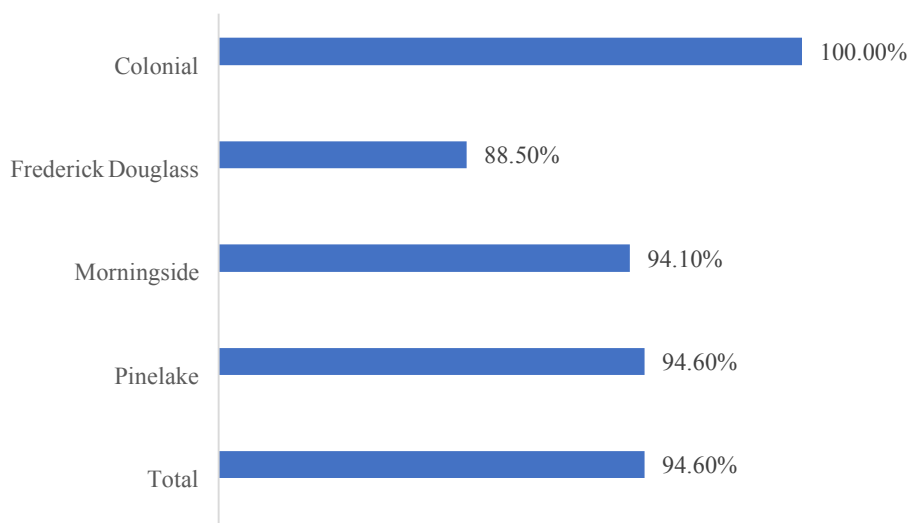
Percent of Participants Meeting Standard of Success: The percent of participants who met the science rubric objective is reflected in Table 28 and Figure 7 overall and by site.

Overall, 94.6% of the participants and all sites met this objective.

**Table 28. Science Rubric Success**

Site	Outcome Met	
	%	
Colonial	%	<b>100.0%</b>
	<i>N</i>	35
Frederick Douglass	%	<b>88.50%</b>
	<i>N</i>	23
Morningside	%	<b>94.10%</b>
	<i>N</i>	48
Pine Lake	%	<b>94.60%</b>
	<i>N</i>	35
Total	%	<b>94.60%</b>
	<i>N</i>	141

**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 exceeded across all sites. It appears the additional intervention implemented by the lead teacher in this area was effective in bolstering student performance on this objective.

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: 152

Total Number of Participants Meeting Standard of Success: 145

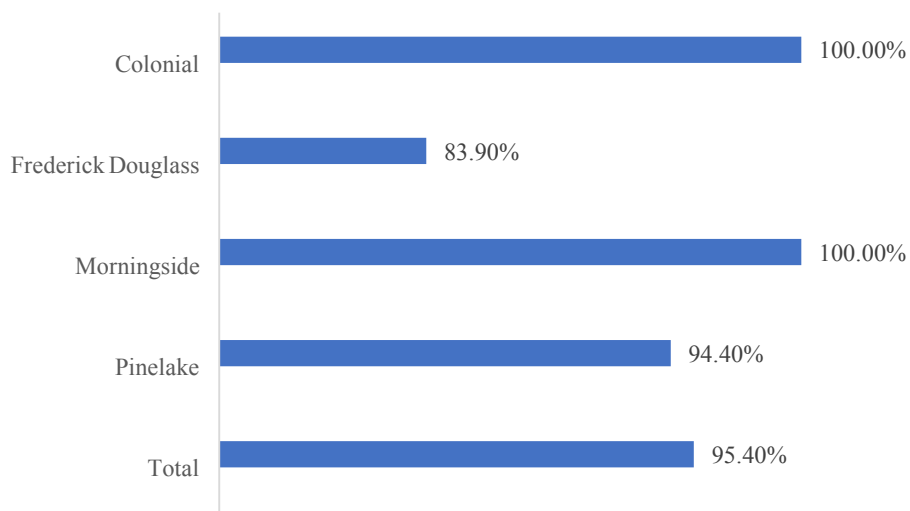
Percent of Participants Meeting Standard of Success: Overall, 95.4% of the participants met this objective and all sites met the objective (Table 29 and Figure 8). All sites

demonstrated statistically significant improvements from pretest to posttest ( $p < .01$ ), with effect sizes ranging from medium to large. Colonial evidenced a every large effect size ( $d = 2.30$ ; Table 30).

**Table 29. Goal Progress on PACER**

Site		Not Met	Goal Met
Colonial	<i>N</i>	0	35
	%	0.00%	<b>100.0%</b>
Frederick Douglass	<i>N</i>	5	26
	%	16.10%	<b>83.90%</b>
Morningside	<i>N</i>	0	50
	%	0.00%	<b>100.0%</b>
Pine Lake	<i>N</i>	2	34
	%	5.60%	<b>94.40%</b>
Total	<i>N</i>	7	145
	%	4.60%	<b>95.40%</b>

**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>
Colonial	Pre	35	4.60	1.87	2.30	-13.78	0.00
	Post	35	9.57	2.47			
Frederick Douglass	Pre	31	11.26	5.88	0.77	-4.92	0.00
	Post	31	15.65	5.54			
Morningside	Pre	50	9.82	7.20	0.92	-17.32	0.00
	Post	50	16.10	6.44			
Pine Lake	Pre	36	10.44	7.42	0.61	-11.16	0.00
	Post	36	14.78	6.92			
Total	Pre	152	9.06	6.59	0.80	-19.98	0.00
	Post	152	14.19	6.22			

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

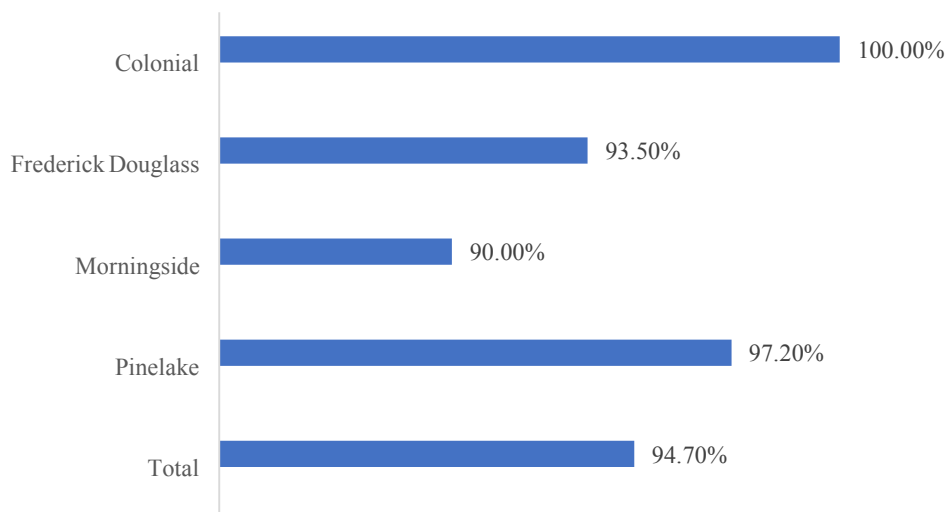
Total Number of Participants Measured: 152

Total Number of Participants Meeting Standard of Success: 144

Percent of Participants Meeting Standard of Success: Overall, 94.7% 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 (see Table, 32).

**Table 31. Goal Progress on Nutrition Knowledge**

<b>Site</b>		<b>Not Met</b>	<b>Goal Met</b>
Colonial	<i>N</i>	0	35
	%	0.00%	<b>100.0%</b>
Frederick Douglass	<i>N</i>	2	29
	%	6.50%	<b>93.50%</b>
Morningside	<i>N</i>	5	45
	%	10.00%	<b>90.00%</b>
Pine Lake	<i>N</i>	1	35
	%	2.80%	<b>97.20%</b>
Total	<i>N</i>	8	144
	%	5.30%	<b>94.70%</b>

**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>
Colonial	Pre	35	55.14	19.00	2.01	-17.33	0.00
	Post	35	88.29	14.04			
Frederick Douglass	Pre	31	47.10	19.01	2.41	-8.42	0.00
	Post	31	88.39	15.30			
Morningside	Pre	50	56.60	24.38	2.75	-12.25	0.00
	Post	50	97.40	5.27			
Pine Lake	Pre	36	54.17	20.48	1.55	-13.51	0.00
	Post	36	83.33	17.24			
Total	Pre	152	53.75	21.34	2.05	-21.84	0.00
	Post	152	90.13	14.10			

Programmatic Changes and Rationale: Program will continue with the current curriculum. Devoting additional attention to improving healthy eating knowledge through implementing an array of activities during monthly nutrition activities, and using lesson

plans that challenge youth to move beyond their current level of competence appeared to be effective in improving student performance on this objective.

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: 146

Total Number of Participants Meeting Standard of Success: 146

Percent of Participants Meeting Standard of Success: Overall, the project met this objective as 100% 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
Colonial	<i>N</i>	0	35
	%	0.0%	<b>100.0%</b>
Frederick Douglass	<i>N</i>	0	26
	%	0.0%	<b>100.0%</b>
Morningside	<i>N</i>	0	50
	%	0.0%	<b>100.0%</b>
Pinelake	<i>N</i>	0	35
	%	0.0%	<b>100.0%</b>
Total	<i>N</i>	0	146
	%	0.0%	<b>100.0%</b>

**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>
Colonial	Pre	35	46.20	6.17	0.96	-7.05	0.00
	Post	35	51.23	4.31			
Frederick Douglass	Pre	26	33.96	5.19	2.01	-7.66	0.00
	Post	26	47.12	7.90			
Morningside	Pre	50	46.86	8.03	1.64	-7.08	0.00
	Post	50	54.46	1.22			
Pine Lake	Pre	35	43.77	8.74	0.76	-6.91	0.00
	Post	35	49.26	5.63			
Total	Pre	146	43.66	8.67	1.05	-12.73	0.00
	Post	146	51.13	5.53			

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 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.

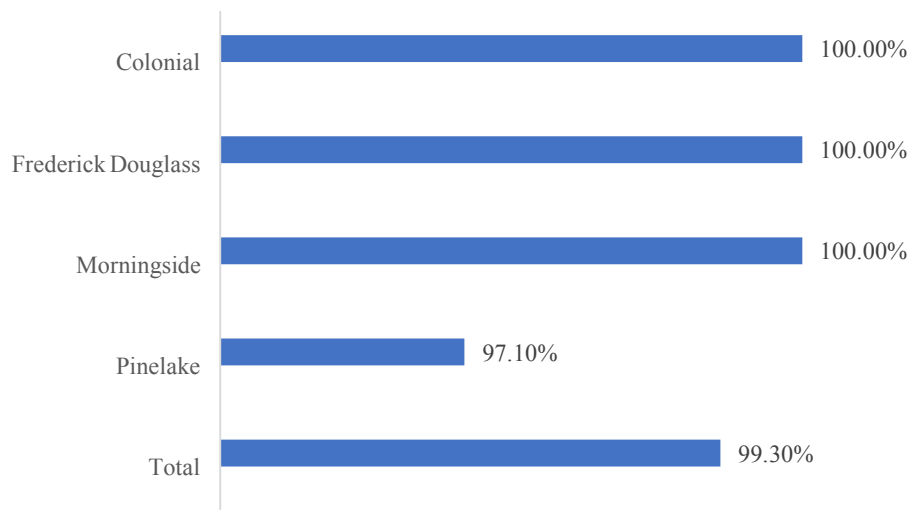
Total Number of Participants Measured: 146

Total Number of Participants Meeting Standard of Success: 145

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
Colonial	<i>N</i>	0	35
	%	0.0%	<b>100.0%</b>
Frederick Douglass	<i>N</i>	0	26
	%	0.0%	<b>100.0%</b>
Morningside	<i>N</i>	0	50
	%	0.0%	<b>100.0%</b>
Pine Lake	<i>N</i>	1	34
	%	2.90%	<b>97.10%</b>
Total	<i>N</i>	1	145
	%	0.70%	<b>99.30%</b>

**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>
Colonial	Pre	35	32.83	5.23	1.28	-8.23	0.00
	Post	35	37.94	2.74			
Frederick Douglass	Pre	26	23.65	5.41	2.19	-8.05	0.00
	Post	26	35.08	5.01			
Morningside	Pre	50	32.88	6.56	1.70	-7.61	0.00
	Post	50	39.32	1.02			
Pine Lake	Pre	35	30.71	8.00	0.64	-5.41	0.00
	Post	35	35.71	5.94			
Total	Pre	146	30.71	7.26	1.13	-13.22	0.00
	Post	146	37.24	4.27			

Programmatic Changes and Rationale: All sites will continue with the current curriculum, since the objective was 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

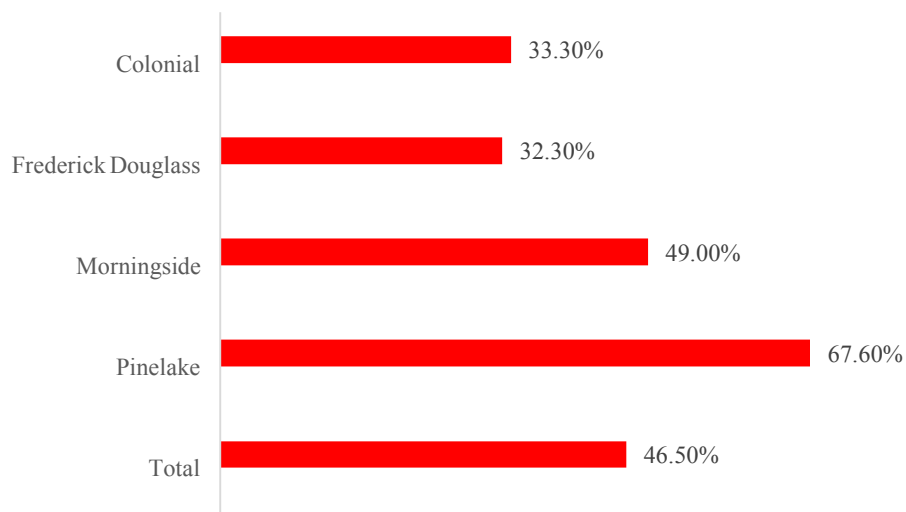
Total Number of Participants Measured: 155

Total Number of Participants Meeting Success Criterion: 72

Percent of Participants Meeting Success Criterion: Overall, the outcome was not met as only 46.5% of parents attended 2 or more parent sessions. Pine Lake came close to meeting this outcome (Table 37 and Figure 12).

**Table 37. Parent Attendance**

Site		Less than 2	2 or More
Colonial	<i>N</i>	24	12
	%	66.7%	33.3%
Frederick Douglass	<i>N</i>	21	10
	%	67.7%	32.3%
Morningside	<i>N</i>	26	25
	%	51.0%	49.0%
Pine Lake	<i>N</i>	12	25
	%	32.4%	67.6%
Total	<i>N</i>	83	72
	%	53.5%	46.5%

**Figure 12. Percentage of Parent Attendance Goal Progress**

Programmatic Changes and Rationale: This objective improved from 1% at mid-year to 46% at end-of-year; however, did not meet the objective of 70%. It is recommended that

current efforts to bolster parent attendance be continued at all of the sites. Improved marketing efforts to parents will be used to bolster attendance at events. The Colonial, Frederick Douglas, Pinelake, and Morningside sites had 33%, 32%, 68%, and 49%, respectively, of their students meet this outcome, falling short of the 70% benchmark.

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: 112

Total Number of Participants Meeting Standard of Success: 102

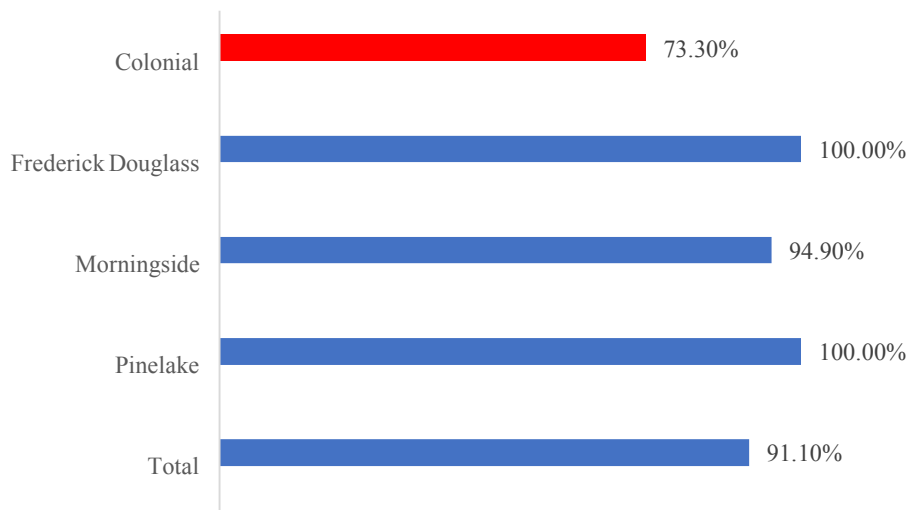
Percent of Participants Meeting Standard of Success: Overall, 91.1% of the parents met this objective as well as all sites, with the exception on Colonial (Table 38 and Figure

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
Colonial	<i>N</i>	8	22
	%	26.7%	73.3%
Frederick Douglass	<i>N</i>	0	22
	%	0.0%	<b>100.0%</b>
Morningside	<i>N</i>	2	37
	%	5.1%	<b>94.9%</b>
Pine Lake	<i>N</i>	0	21
	%	0.0%	<b>100.0%</b>
Total	<i>N</i>	10	102
	%	8.9%	<b>91.1%</b>

**Figure 13. Goal Progress on Parent Satisfaction**



**Table 39. Descriptive Statistics for Parent Satisfaction**

Item	Colonial		Frederick Douglass		Morningside		Pine Lake		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	1.57	30	1.09	22	1.28	39	1.24	21	1.31	112
Q2. Staff's warmth and friendliness	1.53	30	1.36	22	1.23	39	1.19	21	1.33	112
Q3. Staff's ability to work with my child	1.63	30	1.27	22	1.31	39	1.19	21	1.37	112
Q4. Staff's ability to relate to me as a parent	1.76	29	1.23	22	1.26	39	1.24	21	1.38	111
Q5. Variety of activities offered to my child	1.90	30	1.36	22	1.49	39	1.29	21	1.54	112
Q6. Safety of the program environment	1.59	29	1.32	22	1.34	38	1.24	21	1.38	110
Q7. My child's happiness with the program	1.93	30	1.23	22	1.26	39	1.33	21	1.45	112
Q8. Helping me become more involved with my child's education	1.93	30	1.36	22	1.49	37	1.38	21	1.56	110
Q9. Homework completion	2.10	30	1.36	22	1.44	39	1.33	21	1.58	112
Q10. Academic performance	1.77	30	1.18	22	1.63	38	1.43	21	1.54	111
Q11. Getting along with others	1.90	30	1.36	22	1.21	39	1.48	21	1.47	112
Q12. Staying out of trouble	1.80	30	1.41	22	1.38	39	1.43	21	1.51	112

*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: Douglass, Morningside and Pine Lake will continue with the current curriculum, since the objective was exceeded across these sites. Reasons for lower than expected parent satisfaction, including survey items receiving the lowest scores, should be explored further at Colonial.

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: 64

Total Number of Participants Meeting Standard of Success: 61

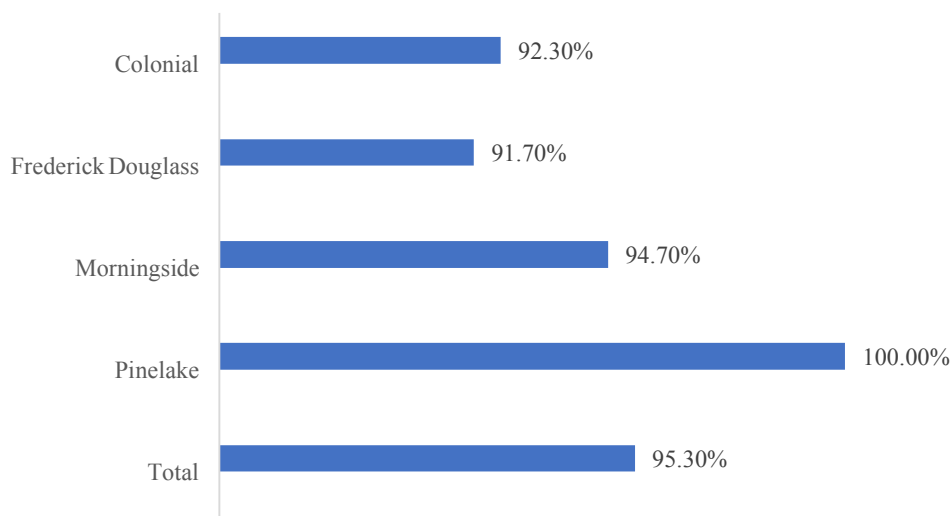
Percent of Participants Meeting Success Criterion: Overall, the project met this objective as 95.3% of participants met the success criteria (Table 40 and Figure 14); specifically, all sites achieved this objective. Moreover, these findings were consistent with the statistically significant gains made by all sites and the very large effect sizes achieved (Table 41).

**Table 40. Parent Nutritional Goal Progress**

Site		Not Met	Goal Met
Colonial	<i>N</i>	1	12
	%	7.7%	<b>92.3%</b>
Frederick Douglass	<i>N</i>	1	11
	%	8.3%	<b>91.7%</b>
Morningside	<i>N</i>	1	18
	%	5.3%	<b>94.7%</b>
Pine Lake	<i>N</i>	0	20
	%	0.0%	<b>100.0%</b>

Total	<i>N</i>	3	61
	%	4.7%	<b>95.3%</b>

**Figure 14. Parent Nutritional 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>
Colonial	Pre	13	44.36	24.32	1.42	-3.80	0.00
	Post	13	81.67	28.24			
Frederick Douglass	Pre	12	45.83	33.70	1.64	-3.67	0.00
	Post	12	90.00	20.00			
Morningside	Pre	19	52.54	24.81	1.64	-5.35	0.00
	Post	19	86.05	16.04			
Pinelake	Pre	20	37.58	26.21	3.07	-7.71	0.00
	Post	20	91.67	9.08			
Total	Pre	64	44.95	27.00	1.89	-10.19	0.00
	Post	64	87.66	18.29			

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.

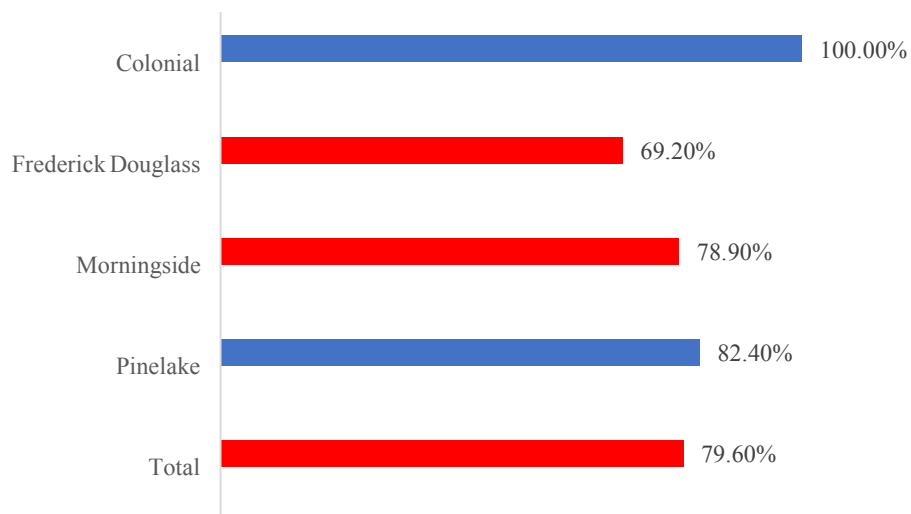
Total Number of Participants Measured: 54

Total Number of Participants Meeting Success Criterion: 43

Percent of Participants Meeting Success Criterion: The percent of participants meeting the objective was 79.6% (see Table 42 and Figure 15). Colonial and Pine Lake met this objective and participant scores across all sites evidenced significant improvement from pretest to posttest ( $p < .05$ ). The effect size was in the medium range ( $d = .66$ ; Table 43).

**Table 42. Parent Financial Literacy Goal Progress**

Site		Not Met	Goal Met
Colonial	<i>N</i>	0	5
	%	0.0%	<b>100.0%</b>
Frederick Douglass	<i>N</i>	4	9
	%	30.8%	69.2%
Morningside	<i>N</i>	4	15
	%	21.1%	78.9%
Pine Lake	<i>N</i>	3	14
	%	17.6%	<b>82.4%</b>
Total	<i>N</i>	11	43
	%	20.4%	79.6%

**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>
Colonial	Pre	5	61.00	13.42	1.93	-3.50	0.01
	Post	5	82.00	8.37			
Frederick Douglass	Pre	13	61.15	25.34	0.39	-2.19	0.02
	Post	13	71.54	27.94			
Morningside	Pre	19	54.65	21.89	0.57	-3.92	0.00
	Post	19	68.25	26.04			
Pine Lake	Pre	17	52.65	27.28	0.83	-5.03	0.00
	Post	17	72.94	21.73			
Total	Pre	54	56.17	23.65	0.66	-7.13	0.00
	Post	54	71.79	23.87			

Programmatic Changes and Rationale: The objective was almost met by the program as 79.6% of the parents met the outcome. Colonial and Pine Lake met this objective, while 69% and 79% of parents at the Frederick Douglass and Morningside sites, respectively, met the objective compared with the benchmark of 80%. The program's efforts at increasing the number of financial literacy parent trainings since mid-year were beneficial. The program will explore ways to reinforce learning in financial literacy workshops to improve performance on pretest and posttest assessments. Additionally, the program will work with the workshop instructional staff to adjust the approach of the trainings to bolster parent learning in future financial literacy workshops.

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 at all sites 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=3.44), Item 11: "Improved self-efficacy (belief they can do well in school)" (M=3.23), and Item 1 "Turning in homework on time" (M=3.22). Teachers observed the least amount of student improvement on Item 4: "Volunteering (e.g., for extra credit or more responsibilities)" (M=3.02) and Item 12: "Parents are interested and/or involved in their child's schooling" (M=3.04). 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	Colonial		Frederick Douglass		Morningside		Pinelake		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	3.07	30	3.05	22	3.72	47	2.81	36	3.22	135
Q2. Completing quality homework to your satisfaction	3.07	30	2.95	22	3.66	47	2.64	36	3.14	135
Q3. Paying attention and participating in class	3.17	30	3.00	22	3.64	47	2.60	35	3.16	134

Q4. Volunteering (e.g., for extra credit or more responsibilities)	3.03	30	2.73	22	3.47	47	2.61	36	3.02	135
Q5. Attending class regularly	3.43	30	3.23	22	3.79	47	3.11	36	3.44	135
Q6. Being attentive in class	3.17	30	3.05	22	3.62	47	2.54	35	3.14	134
Q7. Behaving well in class	3.13	30	3.23	22	3.49	47	2.47	36	3.10	135
Q8. Improved academic performance	3.03	30	3.00	22	3.55	47	2.50	36	3.07	135
Q9. Coming to school motivated to learn	3.20	30	3.00	22	3.68	47	2.69	36	3.20	135
Q10. Getting along well with other students (positive interactions)	3.17	30	3.05	22	3.66	47	2.78	36	3.21	135
Q11. Improved self-efficacy (belief they can do well in school)	3.27	30	2.91	22	3.79	47	2.67	36	3.23	135
Q12. Parents are interested and/or involved in their child's schooling	3.13	30	2.91	22	3.39	46	2.58	36	3.04	134

*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 3C “Did you feel safe at your afterschool program?” (M=2.90, SD=0.36), and item 3G “Did your afterschool program help you with your homework?” (M=2.90, SD=0.36). The items reflecting the lowest mean scores were item 3H, “Did your afterschool program improve your grades?” (M=2.72, SD=0.51) and item 3D “Did your afterschool program help you get along well with others?” (M=2.78, SD=0.48).

**Table 45. Descriptive Statistics for Student Survey Items**

Item	Colonial			Frederick Douglass			Morningside			Pinelake			Total		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Q3A. Did you enjoy the activities in your afterschool program?	2.71	0.57	35	3.00	0.00	27	2.92	0.27	50	2.95	0.23	37	2.89	0.35	149
Q3B. Did your afterschool program have adults who care about you?	2.59	0.61	34	2.93	0.27	27	3.00	0.00	50	2.92	0.28	37	2.87	0.37	148
Q3C. Did you feel safe at your afterschool program?	2.68	0.64	34	3.00	0.00	27	2.94	0.24	50	2.97	0.16	37	2.90	0.36	148
Q3D. Did your afterschool program help you get along well with others?	2.44	0.71	34	2.96	0.19	27	2.92	0.27	50	2.76	0.44	37	2.78	0.48	148
Q3E. Did your afterschool program help you understand that following rules is important?	2.71	0.63	34	3.00	0.00	27	2.98	0.14	50	2.86	0.35	37	2.89	0.37	148
Q3F. Did your afterschool program help you solve problems in a positive way?	2.68	0.59	34	3.00	0.00	27	2.96	0.20	50	2.89	0.32	37	2.89	0.36	148
Q3G. Did your afterschool program help you with your homework?	2.59	0.66	34	3.00	0.00	27	3.00	0.00	50	2.97	0.16	37	2.90	0.36	148
Q3H. Did your afterschool program help you improve your grades?	2.39	0.70	33	2.93	0.27	27	2.92	0.27	50	2.58	0.50	36	2.72	0.51	146

Note: 1 = Not at all, 2 = Somewhat, 3 = Definitely.



School Observations

During the months of March-May 2017, observations were conducted at Colonial, Frederick Douglass, Morningside, and Pine Lake 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
Colonial	28	57.1%	21	42.9%	49	K, 1, 2, 3, 4, 5
Frederick Douglass	26	45.6%	31	54.4%	57	K, 1, 2, 3
Morningside	40	81.6%	9	18.4%	49	K, 1, 2, 3, 4, 5
Pine Lake	39	42.9%	52	57.1%	91	K, 1, 2, 3, 4, 5
TOTALS	133	54.1%	113	45.9%	246	

Observations were conducted at Colonial Drive, Frederick Douglass, Morningside and Pinelake 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 246 students ranging between K-5 were observed among all of the sites. Of the 246 students observed 54.1% were male and 45.9% were female. Pinelake elementary was the site with the most students observed, 91, and Colonial and Morningside elementary were the sites with the least students observed, 49, each.

**Table 47. Staff Characteristics**

Total Staff						
Site	High school student	College student or young adult	Certified teacher	Specialist or other professional	Other adult	Staff #
Colonial	0	5	2	0	0	7
Frederick Douglass	0	4	2	0	1	7
Morningside	0	6	2	0	0	8
Pinelake	0	6	2	0	0	8
TOTALS	0	21	8	0	1	30

Observations were conducted at Colonial Drive, Frederick Douglass, Morningside, and Pinelake 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 23 staff members were observed among all of the sites. All Y Staff and certified teachers observed were female, with the exception of one male staff member. Male staff member was observed at Morningside elementary.

**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 staff	Assist one another	Are collaborative	Composite Average
Colonial	5.0	5.2	5.0	1.8	1.2	3.6
Frederick Douglass	4.8	4.8	5.5	1.8	1.0	3.6

Morningside	5.2	5.0	5.4	3.4	3.0	4.4
Pinelake	5.0	5.0	5.0	1.0	1.0	3.4
AVERAGE	5.0	5.0	5.2	2.0	1.6	3.8

Relationship Building, Youth: Observations were conducted at Colonial Drive, Frederick Douglass, Morningside and Pinelake 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. Morningside was the site with the highest composite average demonstrating relationship building among youth is evident. 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
Colonial	5.0	4.8	3.4	3.0	1.4	3.5
Frederick Douglass	4.5	4.8	3.0	1.0	1.0	2.9
Morningside	5.0	5.0	2.6	1.0	1.4	3.0
Pinelake	4.5	4.7	2.2	2.0	1.0	2.9

AVERAGE	4.8	4.8	2.8	1.8	1.2	3.1
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Participation, Youth: Observations were conducted at Colonial Drive, Frederick Douglass, Morningside and Pinelake 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. Participation among youth at all of the sites requires improvement. Colonial elementary was the site with the highest composite average among participation of youth.

**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
Colonial	4.8	5.0	5.0	4.8	2.4	1.4	1.0	3.5
Frederick Douglass	5.0	5.0	5.5	5.0	1.0	1.5	1.0	3.4
Morningside	5.0	5.0	5.0	5.0	2.6	1.0	1.0	3.5
Pinelake	5.0	5.0	5.0	5.0	1.7	1.0	1.0	3.4
AVERAGE	5.0	5.0	5.1	5.0	1.9	1.2	1.0	3.5

Relationship Building, Staff: Observations were conducted at Colonial Drive, Frederick Douglass, Morningside and Pinelake 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” among all of the sites. Relatively 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 demonstrated a positive relationship among staff but could use improvement. Colonial and Morningside were the sites with the highest composite average demonstrating relationship building among staff is evident.

**Table 51. Instructional Strategies, Staff**

Average Rating: Instructional Strategies, Staff								
Site	Communicate goals, purpose, expectations	<u>Verbally</u> 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
Colonial	5.0	4.4	3.0	2.4	2.4	1.8	1.4	2.9
Frederick Douglass	5.0	3.8	4.0	3.0	2.0	3.0	1.0	3.1
Morningside	5.0	5.0	5.0	2.8	2.8	1.8	1.8	3.5

Pinelake	4.8	3.8	3.7	3.3	3.0	3.7	1.0	3.3
AVERAGE	5.0	4.3	3.9	2.9	2.6	2.6	1.3	3.2

Instructional Strategies, Staff: Observations were conducted at Colonial Drive, Frederick Douglass, Morningside and Pinelake 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” and “Verbally recognize youth’s efforts and accomplishments” at all of the sites. Relatively low scores were observed in “Ask youth to expand upon their answers and ideas”, “Challenge youth to move beyond their current level of competency,” “Employ varied teaching strategies” and “Plan for/ask youth to work together”. These are areas in need of improvement among all of the sites. Morningside was the site with the highest 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
Colonial	4.5	4.5	4.5	4.0	4.4
Frederick Douglass	4.7	4.7	4.7	4.3	4.6
Morningside	4.6	4.6	5.0	4.0	4.6
Pinelake	5.0	4.3	4.5	4.0	4.5
AVERAGE	4.7	4.5	4.7	4.1	4.5

Content and Structure, Activity: Observations were conducted at Colonial Drive, Frederick Douglass, Morningside and Pinelake 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. Morningside and Pinelake elementary were the sites with the highest composite average for content and structure.

**Table 53. Literacy Features**

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
Colonial	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Frederick Douglass	N	Y	N	Y	N	N	N
Morningside	Y	N	Y	N	N	N	N
Pinelake	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Literacy Features: Observations were conducted at Colonial Drive, Frederick Douglass, Morningside, and Pinelake 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. Frederick





Frederick Douglass	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Morningside	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pinelake	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Use of Technology: Observations were conducted at Colonial Drive, Frederick Douglass.

Morningside and Pinelake 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
Colonial	Y	Y	Y
Frederick Douglass	Y	Y	Y
Morningside	Y	Y	Y
Pinelake	Y	Y	Y

Environmental Context: Observations were conducted at Colonial Drive, Frederick Douglass, Morningside and Pinelake 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
Colonial	4.6	4.8	5.4	4.8	4.9
Frederick Douglass	4.5	4.5	5.0	4.8	4.7
Morningside	4.4	5.0	5.0	5.0	4.9
Pinelake	5.0	4.6	5.0	5.0	4.9
AVERAGE	4.6	4.7	5.1	4.9	4.8

Element: Observations were conducted at Colonial Drive, Frederick Douglass, Morningside and Pinelake 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. All sites, except for Frederick Douglass, shared the same composite average of 4.9. Frederick Douglass elementary was the site observed with the lowest composite average.

### 5.3 Student Success Snapshot

Student B attended the 21<sup>st</sup> 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 108 at pretest, a score of 127 at midtest, and 133 at posttest, reflecting improved oral reading fluency over the course of the school year. . Student B 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 = 2.6; “fair – needs work”); Oral presentation (M = 3.2; “doing okay”); Standards (M = 3.8; “doing okay”); and Artistic element (M = 3.2; “doing okay”). With regard to nutrition and physical fitness, Student B’s scores on the PACER physical fitness test improved from pretest to posttest (i.e., pre = 7, mid = 9, post = 10), and he also demonstrated improvement on a test of nutrition knowledge (i.e., pre = 5, mid = 7, post = 9). In the area of social skills, Student B 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 = 43, mid = 49, post = 50. On the Emotion Regulation, Student B obtained the following scores: pre = 34, mid = 36, post = 39. It is also important to note that Student B’s parent(s) attended 4 of the workshops offered over the course of the school year. It appears that Student B benefitted from interventions received through his participation in the 21<sup>st</sup> CCLC programs, since he demonstrated improvements and/or good performance on all objective assessments. It is likely that his consistent attendance and high level of 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.	Meets or Exceeds 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.	Some Progress
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.	Approaching Benchmark

## **6.0 PROGRESS TOWARD SUSTAINABILITY**

### **6.1 Partnerships**

**Table 59. Partnerships and Sub-contracts**

<b>Partnerships and Sub-contracts. Agency Name</b>	<b>Type of Organization/Partnership Categories</b>	<b>Subcontractor (Yes or No)</b>
Miami-Dade County Public Schools	School District	No
Wacky Wild	For Profit Organization	Yes
Mind Lab of South Florida, Inc.	For Profit Organization	Yes
Mind Lab of South Florida, Inc.	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**

<b>Partnerships and Sub-Contracts. Agency Name</b>	<b>Estimated Value (\$) of Contributions</b>	<b>Estimated Value (\$) of Subcontract</b>	<b>Method of determining the monetary value of the contribution</b>	<b>Type of Service Provided</b>
<i>Miami-Dade County Public Schools</i>	\$5,265	\$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>Wacky Wild</i>	\$4,304	\$4,304	<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</i>	<i>STEM – Providing hands-on science-based activities for students.</i>

			<i>well as cost of creating pre and post assessments.</i>	
<i>Mind Lab Florida</i>	\$4,288	\$4,288	<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>Providing innovative learning program for enhancement of thinking and life skills through mind games for students.</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>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</i>	<i>Family Services- providing parent’s real-world concepts about banking workshops.</i>

			<i>programming by presenters.</i>	
<i>EvalNetwork</i>	<i>\$11,775</i>	<i>\$11,775</i>	<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 required by the FDOE.</i>	<i>Reporting – Providing data collection support/ analysis and Year End report.</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 21<sup>st</sup> 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 21<sup>st</sup> CCLC were met, with the exception of parent workshop attendance and parent financial literacy.
- 2) There were 166 Kindergarten to 5<sup>th</sup> grade students who attended at least one day of the program and 155 of these attended at least 30 days during the academic year. The students were very diverse demographically. About 69% were African-American and 24% were Hispanic/Latino. About 48% were female. Approximately 5% had a reported disability and 1% were designated as having limited English proficiency. About 79% were eligible for the free or reduced lunch program, which is suggestive of financial need.
- 3) The ORF assessments (98.7% of students met this outcome) and reading grades (86.1% of students met this outcome) suggest that students made positive strides during the course of the year with respect to reading. 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. With regard to reading grades, Colonial and Morningside did show small decreases in average grades from the first to the fourth quarter.

- 4) All sites met the math outcome objective (93.4% improved or maintained), and all sites demonstrated improvement in average grades from the first to the fourth quarter.
- 5) For the entire sample, 95.4% demonstrated an improvement or maintained their science grades, meeting the science outcome objective. All of the individual sites also met this outcome. Colonial demonstrated a slight decrease in average grades from the first to fourth quarter.
- 6) Students performed consistently well on Project Based Learning (PBL) Units across all sites, and PBL rubrics indicated 94.6% of students met this outcome in the areas of math, reading and science.
- 7) The PACER outcome, measuring physical fitness, was also met this year as 95.4% of students improved their performance on this measure from pretest to posttest. Furthermore, all sites improved from pretest to posttest.
- 8) Nutrition knowledge improved across all sites during the academic year with 94.7% of all the students demonstrating an improvement.
- 9) Overall, the students met the social-emotional outcomes, improving with respect to their behavior as reported by the project staff (100 percent met the Prosocial Behavior Scale outcome and 99.3 percent met the Emotional Regulation Scale outcome).
- 10) Parent attendance at workshops was found to be an area, which could be improved (46% “Some Progress”). The Colonial, Frederick Douglass, Pinelake, and Morningside sites had 33%, 32%, 68%, and 49%, respectively, of their students meet this outcome, falling short of the 70% benchmark. It is

recommended that current efforts, including improved marketing designed to bolster parent attendance be continued at all of the sites.

- 11) Overall, parent satisfaction was good; specifically, about 91.1% of surveyed parents reported that they were very satisfied with the program. Colonial was the only site that did not meet this outcome (73.3%). Reasons for lower than expected parent satisfaction, including survey items receiving the lowest scores, should be explored further at Colonial.
- 12) Parent knowledge in the area of financial literacy increased for parents who attended the finance workshops at Colonial and Pine Lake; however, parents did not meet this outcome at Morningside or Douglass. During the course of the year parents completed 54 matching pretests and posttests at the sessions and 41 demonstrated score improvements (79.6%), which did not meet the outcome objective overall. Parent knowledge in the area of nutrition increased for parents who attended the nutrition workshops. During the course of the year parents completed 64 matching pretests and posttests at the sessions and 61 demonstrated score improvements (95.3%), 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.