

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

***For the Operational Period of
June 2017 to June 2018***



Submitted on August 2018 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.

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

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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: Colonial Drive, Frederick Douglass, Morningside, and Pine Lake during 2018-19.

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 70, Frederick Douglass was 43, Morningside was 71, and Pinelake was 35. The number of regularly participating students for each site were the following: Colonial was 43, Frederick Douglass was 42, Morningside was 65, and Pinelake was 34. The total enrolled, attending at least one day for all sites was 219, and the number of regularly participating students for all sites was 184.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2017 and School Year 2017-2018.

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	32	24	14	70	6	23	14	43
Frederick Douglass	0	40	3	43	0	39	3	42
Morningside	19	24	28	71	14	23	28	65
Pine Lake	0	33	2	35	0	32	2	34
Total	51	121	47	219	20	117	47	184

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 219 students (118 male, 101 female) during the 2017-2018 school year. Eleven of the total students were reported to have Limited English Proficiency, and 2 students were identified with a disability. The majority of students were identified as “Black or African American,” (137 students), with 67 students identifying as “Hispanic or Latino,” 4 as “White or

Caucasian American,” 1 as “Asian/Pacific Islander” and 1 as “Unknown,” (see Table 5). Students were served in grades K through 5th 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	32	38	0	5-11	21	22	0	5-11
Frederick Douglass	23	20	0	5-11	22	20	0	5-11
Morningside	46	25	0	5-11	41	24	0	5-11
Pine Lake	17	18	0	5-12	16	18	0	5-12
Total	118	101	0	5-12	100	84	0	5-12

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

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Colonial	3	67	0	1	69	0
Frederick Douglass	6	37	0	0	43	0
Morningside	0	71	0	0	71	0
Pine Lake	2	33	0	1	34	0
Total	11	208	0	2	217	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	1	42	0	1	42	0
Frederick Douglass	6	36	0	0	42	0
Morningside	0	65	0	0	65	0
Pine Lake	2	32	0	1	33	0
Total	9	175	0	2	182	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	25	40	3	1	0	0	13	27	2	0
Frederick Douglass	0	1	29	6	1	0	0	1	28	6	1	0
Morningside	0	0	57	12	0	0	0	0	52	11	0	0
Pine Lake	0	0	26	9	0	0	0	0	25	9	0	0
Total	0	1	137	67	4	1	0	1	118	53	3	0

* 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	8	14	8	16	11	13	0	0	0	0	0	0	0	70
Frederick Douglass	12	11	8	5	5	2	0	0	0	0	0	0	0	43
Morningside	12	12	8	16	7	16	0	0	0	0	0	0	0	71
Pine Lake	3	6	8	7	6	5	0	0	0	0	0	0	0	35
Total	35	43	32	44	29	36	0	0	0	0	0	0	0	219

** 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	4	4	4	12	7	12	0	0	0	0	0	0	0	43
Frederick Douglass	11	11	8	5	5	2	0	0	0	0	0	0	0	42
Morningside	10	11	8	15	7	14	0	0	0	0	0	0	0	65
Pine Lake	3	6	8	6	6	5	0	0	0	0	0	0	0	34
Total	28	32	28	38	25	33	0	0	0	0	0	0	0	184

** 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	30	40	0
Frederick Douglass	41	0	2
Morningside	71	0	0
Pine Lake	33	2	0
Total	175	42	2

*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	10	33	0
Frederick Douglass	40	0	2
Morningside	65	0	0
Pine Lake	32	2	0
Total	147	35	2

*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 2017 Operation.

Center Name	Total number of <u>weeks</u> THIS center was open	Typical number of <u>days</u> <u>per</u> <u>week</u> THIS center was open:	Typical number of hours per week THIS center was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Colonial	7	5	50	0	0
Frederick Douglass	0	0	0	0	0
Morningside	7	5	50	0	0
Pine Lake	0	0	0	0	0

3.2 School Year Operation

Table 11. School Year 2017-2018 Operation.

Center Name	Total # weeks THIS center was open	Total # days THIS center was open	Typical # days per week THIS center was open	Typical # hours per week THIS center was open				Total # days THIS center 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. Staff members funded by other means were included only if they regularly staffed 21st CCLC activities (reported as “Other”). 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 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	0	0	1	0
Center Administrators and Coordinators	0	0	1	0
Other Non-Teaching School Day Staff	0	0	2	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	8	0
Other**	0	0	0	0

¹For all staff categories except "Other," report only staff paid with 21st CCLC funds.
*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 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	1	0	1	0
Center Administrators and Coordinators	1	0	1	0
Other Non-Teaching School Day Staff	3	0	2	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	4	0	8	0
Other**	0	0	0	0

¹ For all staff categories except "Other," report only staff paid with 21st CCLC funds.
*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 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	1	0	1	0
Center Administrators and Coordinators	1	0	1	0
Other Non-Teaching School Day Staff	3	0	3	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	4	0	8	0
Other**	0	0	0	0

¹ For all staff categories *except* "Other," report only staff paid with 21st CCLC funds.
*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 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	0	0	1	0
Center Administrators and Coordinators	0	0	1	0
Other Non-Teaching School Day Staff	0	0	2	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	8	0
Other**	0	0	0	0

¹ For all staff categories *except* "Other," report only staff paid with 21st CCLC funds.
*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 Tables 13a and 13b using all staff (staff funded in full by 21st CCLC). A 1:15 ratio is strictly enforced, so that staff always maintains control and creates a safe haven for students. The number of regularly participating students (attendance of 30 days or more) was utilized to calculate the ratio. The average ratio was 1:7.68.

Table 13a. Summer 2017 Student to Staff Ratio by Site

		Staff Only Paid for by 21st CCLC	
Site	Regular Students	Staff	Staff to Student Ratio
Colonial	24	5	1 to 4.8
Douglass	0	0	N/A
Morningside	42	5	1 to 8.4
Pine Lake	0	0	N/A
All Sites	66	10	1 to 6.6

Table 13b. School Year 2017-2018 Student to Staff Ratio by Site

		Staff Only Paid for by 21st CCLC	
Site	Regular Students	Staff	Staff to Student Ratio
Colonial	31	4	1 to 7.75
Douglass	38	4	1 to 9.5
Morningside	49	5	1 to 9.8
Pine Lake	31	4	1 to 7.75
All Sites	149	17	1 to 8.76

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 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: developing positive relationships with youth, respecting and honoring cultural and human diversity; involving and empowering youth; working with youth in	4	Offered twice annually.

School Age Director	ways that support asset building; and keeping kids safe. 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.	4	Offered annually
	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	16	On career development track – Within first 1-3 years

	leadership, leadership styles, and member-leader functions.		
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).

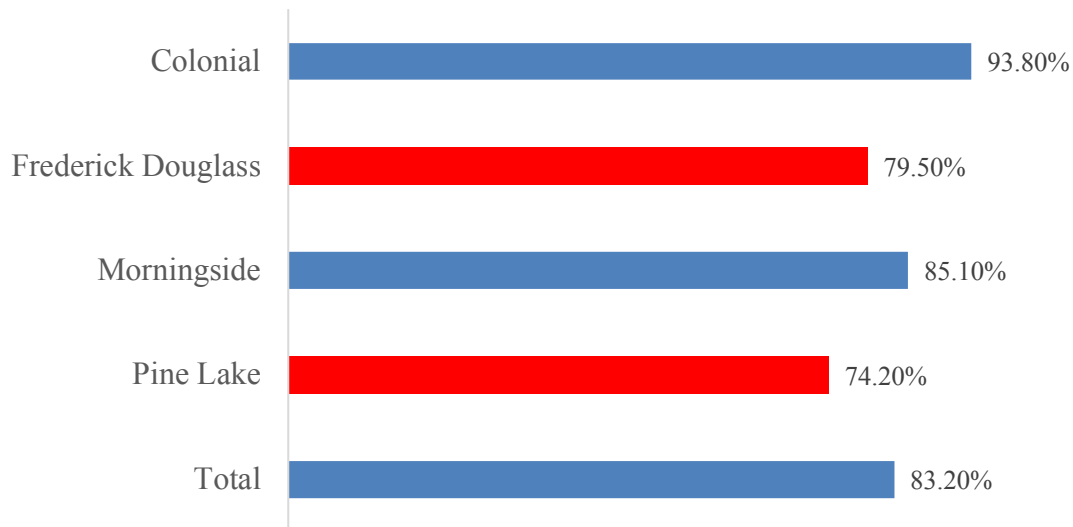
Total Number of Participants Measured: 149

Total Number of Participants Meeting Standard of Success: 124

Percent of Participants Meeting Standard of Success: Across all schools, 83.2% of the children either improved or maintained their performance between the first and the last periods and 16.8% of the children decreased (Table 18 and Figure 1). Frederick Douglass (79.5%) and Pine Lake (74.2%) fell just below this outcome. Though not statistically significant, Colonial evidenced improvement, and Douglass and Pine Lake demonstrated a small decrease. Morningside evidenced a statistically significant decrease in grades between the 1st and 4th grading period; however, Morningside still met the outcome (Table 19).

Table 18. Goal Progress on Reading Grades

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	2	30	32
	%	6.3%	93.8%	100.0%
Frederick Douglass	<i>N</i>	8	31	39
	%	20.5%	79.5%	100.0%
Morningside	<i>N</i>	7	40	47
	%	14.9%	85.1%	100.0%
Pine Lake	<i>N</i>	8	23	31
	%	25.8%	74.2%	100.0%
Total	<i>N</i>	25	124	149
	%	16.8%	83.2%	100.0%

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	34	3.59	0.86	0.12	-0.78	0.221
	Post	34	3.71	1.03			
Frederick Douglass	Pre	39	3.28	0.83	-0.08	0.72	0.237
	Post	39	3.21	1.00			
Morningside	Pre	50	3.78	0.93	-0.38	3.86	0.000
	Post	50	3.40	1.09			
Pine Lake	Pre	31	3.32	1.14	-0.08	0.77	0.224
	Post	31	3.23	1.28			
Total	Pre	154	3.52	0.95	-0.13	2.26	0.013
	Post	154	3.38	1.10			

Programmatic Changes and Rationale: Students at Frederick Douglass and Pine Lake should receive additional intervention in this subject as designed by the lead teacher and potentially implemented by the lead or site teacher. Report card grades indicate that Pine Lake (74.2%) and Frederick Douglass (79.5%) fell below this benchmark, in the area of reading.

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: 163

Total Number of Participants Meeting Standard of Success: 136

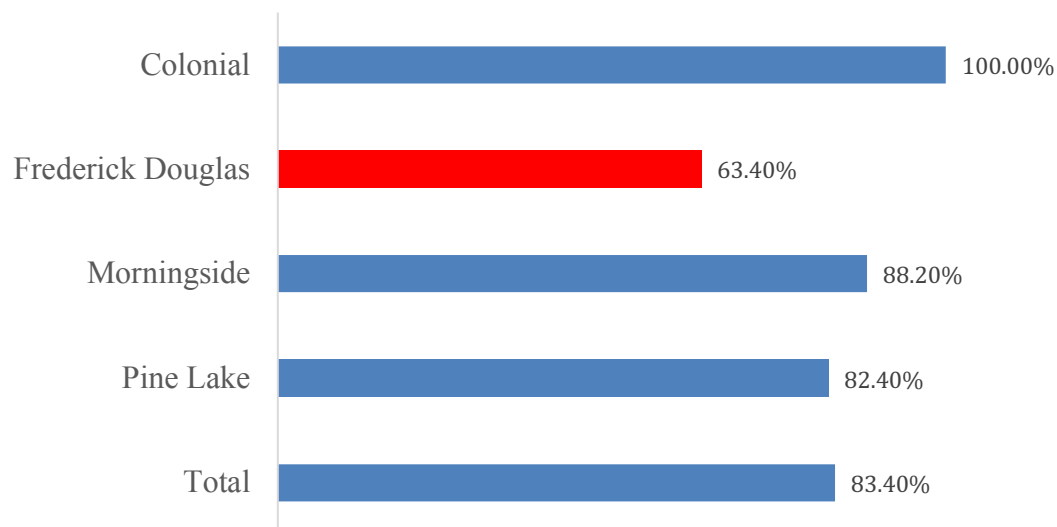
Percent of Participants Meeting Standard of Success: The percent of participants who met the reading rubric objective is reflected in Table 20 and Figure 2 overall and by site.

Overall, 83.4% of the participants and the following sites met this outcome: Colonial, Morningside, and Pine Lake. Frederick Douglass (63.4%) fell below this outcome benchmark.

Table 20. Percent of Participants Meeting Rubric Objectives

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	0	37	37
	%	0.00%	100.00%	100.00%
Frederick Douglas	<i>N</i>	15	26	41
	%	36.60%	63.40%	100.00%
Morningside	<i>N</i>	6	45	51
	%	11.80%	88.20%	100.00%
Pine Lake	<i>N</i>	6	28	34
	%	17.60%	82.40%	100.00%
Total	<i>N</i>	27	136	163
	%	16.60%	83.40%	100.00%

Figure 2. Percentage Meeting Goal on Rubric Objectives



Programmatic Changes and Rationale: Students at Frederick Douglass should receive additional intervention in this subject as designed by the lead teacher and potentially

implemented by the lead or site teacher. Rubric scores indicate that Frederick Douglass (63%) fell below this benchmark in the area of reading.

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 2017, mid-test during December 2017, and posttest during April 2018.

Total Number of Participants Measured: 175

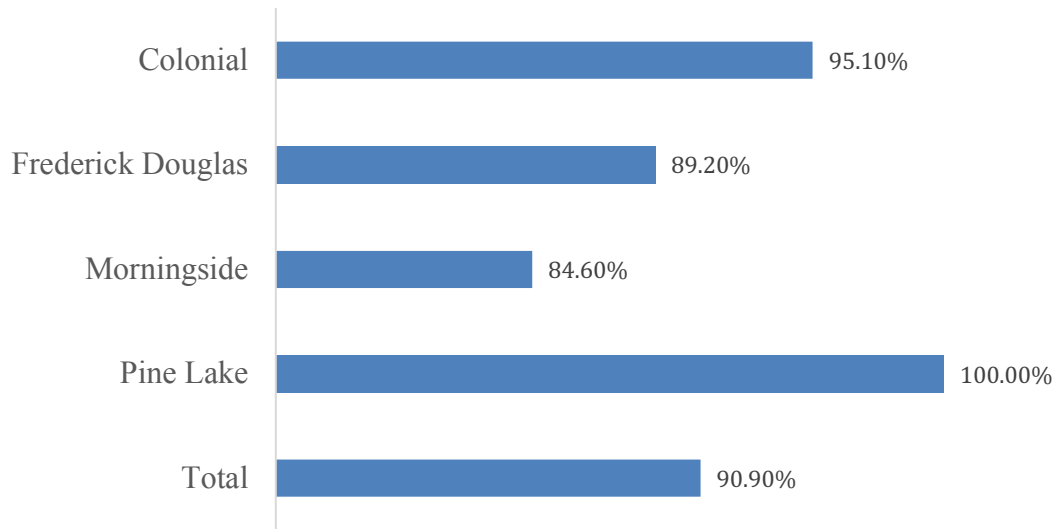
Total Number of Participants Meeting Standard of Success: 159

Percent of Participants Meeting Standard of Success: Across all schools, 90.9% 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

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	2	39	41
	%	4.90%	95.10%	100.00%
Frederick Douglas	<i>N</i>	4	33	37
	%	10.80%	89.20%	100.00%
Morningside	<i>N</i>	10	55	65
	%	15.40%	84.60%	100.00%
Pine Lake	<i>N</i>	0	32	32
	%	0.00%	100.00%	100.00%
Total	<i>N</i>	16	159	175
	%	9.10%	90.90%	100.00%

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	33	106.79	48.93	0.60	-7.74	0.000
	Post	33	137.52	53.11			
Frederick Douglass	Pre	35	48.80	44.55	0.81	-4.19	0.000
	Post	35	109.74	96.76			
Morningside	Pre	49	93.20	49.91	0.63	-3.65	0.001
	Post	49	144.14	103.72			
Pine Lake	Pre	32	61.47	36.98	1.42	-13.36	0.000
	Post	32	134.06	62.24			
Total	Pre	149	78.97	50.88	0.76	-8.95	0.000
	Post	149	132.43	85.06			

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: 152

Total Number of Participants Meeting Standard of Success: 138

Percent of Participants Meeting Standard of Success: Across all schools, 90.8% of the children either improved or maintained their performance between the first and the last periods and 9.2% of the children decreased (Table 23 and Figure 4). All sites met this outcome. Pine Lake demonstrated a statistically significant improvement ($p < .01$), with a small effect size ($d = .41$; Table 24).

Table 23. Goal Progress on Math Grades

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	1	32	33
	%	3.0%	97.0%	100.0%
Frederick Douglas	<i>N</i>	6	33	39
	%	15.4%	84.6%	100.0%
Morningside	<i>N</i>	2	46	48
	%	4.2%	95.8%	100.0%
Pine Lake	<i>N</i>	5	27	32
	%	15.6%	84.4%	100.0%
Total	<i>N</i>	14	138	152
	%	9.2%	90.8%	100.0%

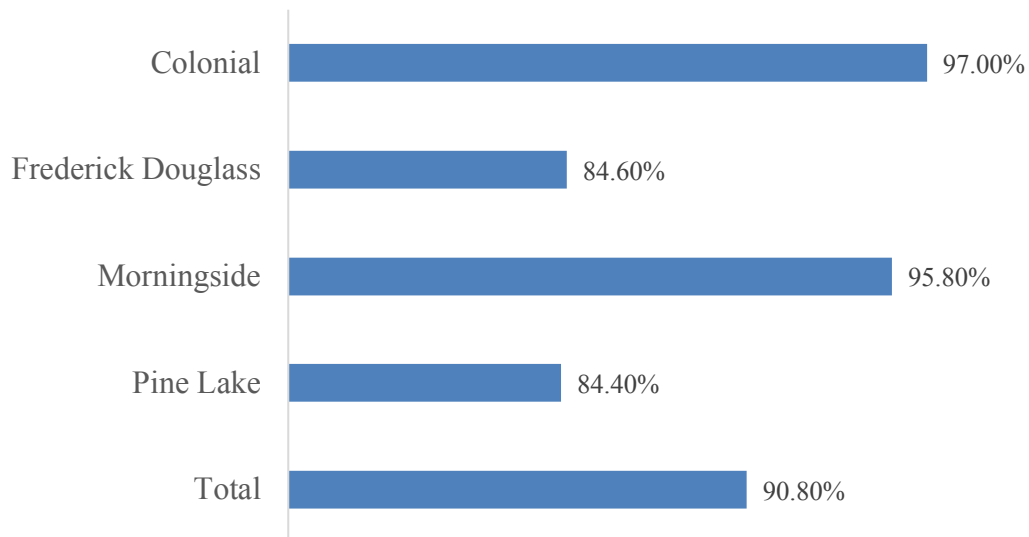
Figure 4. Percentage Meeting Goal on Math Grades.

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	35	3.91	0.74	-0.04	0.24	0.406
	Post	35	3.89	0.72			
Frederick Douglass	Pre	39	3.51	0.97	-0.19	1.42	0.082
	Post	39	3.33	0.93			
Morningside	Pre	51	3.88	1.03	-0.04	0.36	0.360
	Post	51	3.84	0.88			
Pine Lake	Pre	32	3.03	1.36	0.41	-3.63	0.001
	Post	32	3.59	1.36			
Total	Pre	157	3.62	1.08	0.05	-0.78	0.220
	Post	157	3.68	0.99			

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: 163

Total Number of Participants Meeting Standard of Success: 136

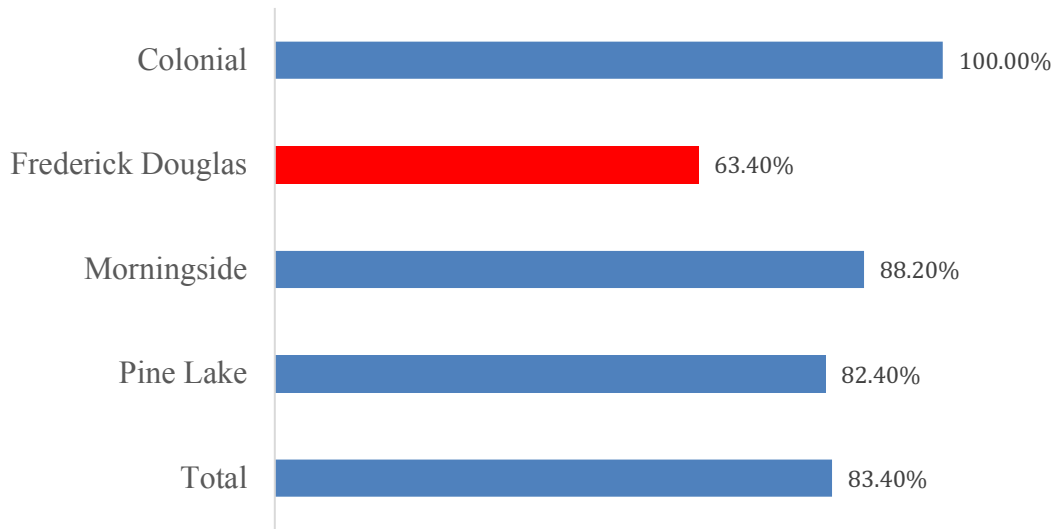
Percent of Participants Meeting Standard of Success: The percent of participants who met the math rubric objective is reflected in Table 25 and Figure 5 overall and by site.

Overall, 83.4% of the participants and the following sites met this outcome: Colonial, Morningside, and Pine Lake. Frederick Douglass (63.4%) fell below the standard of success in this area.

Table 25. Math Rubric Success

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	0	37	37
	%	0.00%	100.00%	100.00%
Frederick Douglas	<i>N</i>	15	26	41
	%	36.60%	63.40%	100.00%
Morningside	<i>N</i>	6	45	51
	%	11.80%	88.20%	100.00%
Pine Lake	<i>N</i>	6	28	34
	%	17.60%	82.40%	100.00%
Total	<i>N</i>	27	136	163
	%	16.60%	83.40%	100.00%

Figure 5. Percentage Meeting Goal on Math Rubric Success.



Programmatic Changes and Rationale: Students at Frederick Douglass should receive additional intervention in this subject as designed by the lead teacher and potentially implemented by the lead or site teacher. Rubric scores indicate that Frederick Douglass (63%) fell below this benchmark in the area of math.

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).

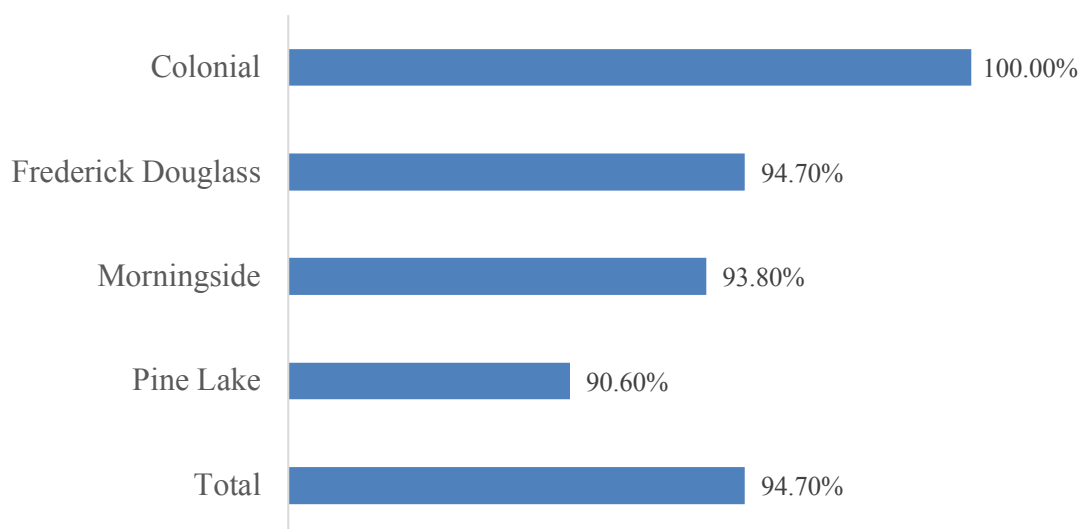
Total Number of Participants Measured: 151

Total Number of Participants Meeting Standard of Success: 143

Percent of Participants Meeting Standard of Success: Across all schools, 94.7% of the children either improved or maintained their performance between the first and the last periods and 5.3% of the children decreased (Table 26 and Figure 6). All sites met the outcome; however, no statistically significant differences were noted ($p < .01$; Table 27).

Table 26. Goal Progress on Science Grades

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	0	33	33
	%	0.0%	100.0%	100.0%
Frederick Douglas	<i>N</i>	2	36	38
	%	5.3%	94.7%	100.0%
Morningside	<i>N</i>	3	45	48
	%	6.3%	93.8%	100.0%
Pine Lake	<i>N</i>	3	29	32
	%	9.4%	90.6%	100.0%
Total	<i>N</i>	8	143	151
	%	5.3%	94.7%	100.0%

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	35	4.20	0.53	0.00	0.00	0.500
	Post	35	4.20	0.63			
Frederick Douglass	Pre	39	4.03	0.87	-0.12	1.07	0.146
	Post	39	3.92	0.90			
Morningside	Pre	51	4.20	0.83	-0.18	1.11	0.136
	Post	51	4.04	0.92			
Pine Lake	Pre	32	3.56	1.19	0.17	-1.36	0.092
	Post	32	3.75	1.08			
Total	Pre	157	4.03	0.90	-0.04	0.61	0.273
	Post	157	3.99	0.90			

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 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: 163

Total Number of Participants Meeting Standard of Success: 152

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, 93.3% of the participants and all sites met this objective.

Table 28. Science Rubric Success

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	0	37	37
	%	0.00%	100.00%	100.00%
Frederick Douglas	<i>N</i>	5	36	41
	%	12.20%	87.80%	100.00%
Morningside	<i>N</i>	0	51	51
	%	0.00%	100.00%	100.00%
Pine Lake	<i>N</i>	6	28	34
	%	17.60%	82.40%	100.00%
Total	<i>N</i>	11	152	163
	%	6.70%	93.30%	100.00%

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.

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 2017, mid-test during December 2017, and posttest during April 2018.

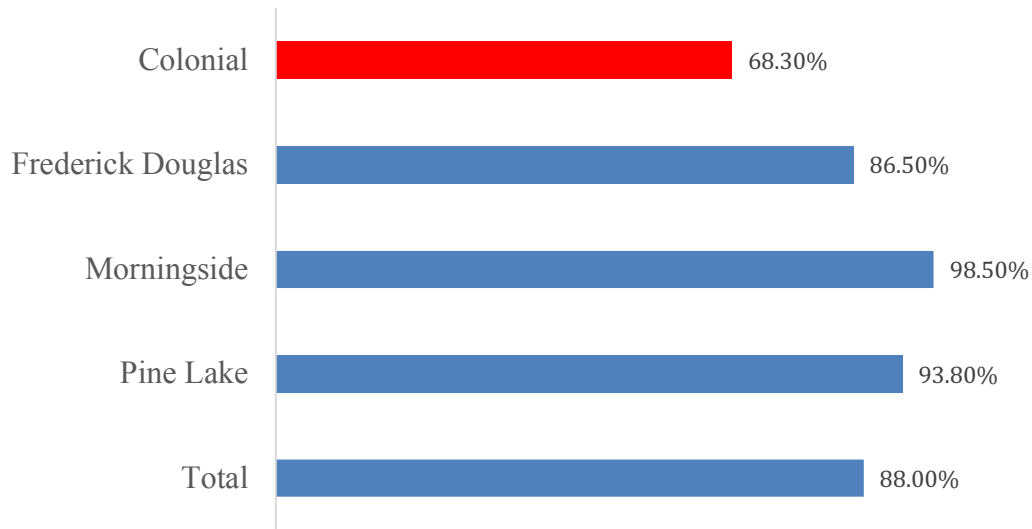
Total Number of Participants Measured: 175

Total Number of Participants Meeting Standard of Success: 154

Percent of Participants Meeting Standard of Success: Overall, 88% of the participants met this objective and Frederick Douglass, Morningside, and Pine Lake met the objective. Colonial (68.3%) fell below the standard of success in this area (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.

Table 29. Goal Progress on PACER

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	13	28	41
	%	31.70%	68.30%	100.00%
Frederick Douglas	<i>N</i>	5	32	37
	%	13.50%	86.50%	100.00%
Morningside	<i>N</i>	1	64	65
	%	1.50%	98.50%	100.00%
Pine Lake	<i>N</i>	2	30	32
	%	6.30%	93.80%	100.00%
Total	<i>N</i>	21	154	175
	%	12.00%	88.00%	100.00%

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	33	8.55	2.41	1.48	-6.45	0.000
	Post	33	12.27	2.63			
Frederick Douglass	Pre	35	7.97	2.72	0.84	-8.89	0.000
	Post	35	10.23	2.64			
Morningside	Pre	49	15.04	7.67	2.15	-17.21	0.000
	Post	49	34.84	10.51			
Pine Lake	Pre	32	11.41	7.19	0.74	-7.84	0.000
	Post	32	16.75	7.18			
Total	Pre	149	11.16	6.46	0.90	-11.90	0.000
	Post	149	20.17	12.68			

Programmatic Changes and Rationale: Curriculum should be reviewed and enhanced at Colonial to ensure students are able to meet physical fitness goals. PACER scores for the pre, mid, and posttest indicate that Colonial (68%) fell below the 80% benchmark.

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 2017, mid-test during December 2017, and posttest during April 2018.

Total Number of Participants Measured: 155

Total Number of Participants Meeting Standard of Success: 140

Percent of Participants Meeting Standard of Success: Overall, 90.3% of the participants met this objective, which exceeded the 80% goal (Table 31 and Figure 9). Colonial, Morningside, and Pine Lake met this objective; however, Frederick Douglass (73%) fell below this standard of success. All sites demonstrated statistically significant improvements from pretest to posttest with effect sizes ranging from medium at Morningside ($d = .51$) to very large at Colonial ($d = 2.19$; see Table, 32).

Table 31. Goal Progress on Nutrition Knowledge

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	2	33	35
	%	5.70%	94.30%	100.00%
Frederick Douglas	<i>N</i>	10	27	37
	%	27.00%	73.00%	100.00%
Morningside	<i>N</i>	2	49	51
	%	3.90%	96.10%	100.00%
Pine Lake	<i>N</i>	1	31	32
	%	3.10%	96.90%	100.00%
Total	<i>N</i>	15	140	155
	%	9.70%	90.30%	100.00%

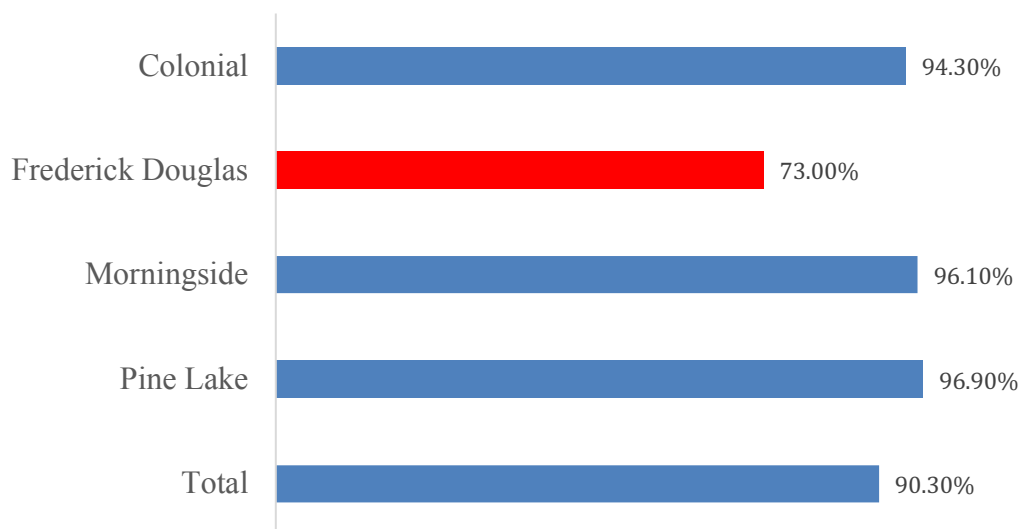
Figure 9. Percentage Meeting Goal on Nutrition Knowledge Assessment.

Table 32. Nutrition Knowledge Means

Site		<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>t</i>	<i>p</i>
Colonial	Pre	33	3.97	1.53	2.19	-9.57	0.000
	Post	33	7.58	1.75			
Frederick Douglass	Pre	35	3.74	1.77	0.93	-4.55	0.000
	Post	35	5.40	1.80			
Morningside	Pre	49	5.53	1.77	0.51	-2.48	0.009
	Post	49	12.33	18.63			
Pine Lake	Pre	32	5.09	1.96	1.78	-11.82	0.000
	Post	32	8.38	1.72			
Total	Pre	149	4.67	1.91	0.52	-4.48	0.000
	Post	149	8.80	11.04			

Programmatic Changes and Rationale: Students at Frederick Douglass should receive additional intervention in this subject as designed by the lead teacher and potentially implemented by the lead or site teacher, since Healthy Eating Instrument scores indicate that Frederick Douglass (73%) fell below this benchmark. 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 will help to improve 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 2017, mid-test during December 2017, and posttest during April 2018.

Total Number of Participants Measured: 153

Total Number of Participants Meeting Standard of Success: 146

Percent of Participants Meeting Standard of Success: Overall, the project met this objective as 95.4% 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. Effect sizes ranged from small at Colonial ($d = .27$) to very large at Morningside ($d = 3.5$; Table 34).

Table 33. Goal Progress on Prosocial Behavior

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	3	31	34
	%	8.80%	91.20%	100.00%
Frederick Douglas	<i>N</i>	4	33	37
	%	10.80%	89.20%	100.00%
Morningside	<i>N</i>	0	50	50
	%	0.00%	100.00%	100.00%
Pine Lake	<i>N</i>	0	32	32
	%	0.00%	100.00%	100.00%
Total	<i>N</i>	7	146	153
	%	4.60%	95.40%	100.00%

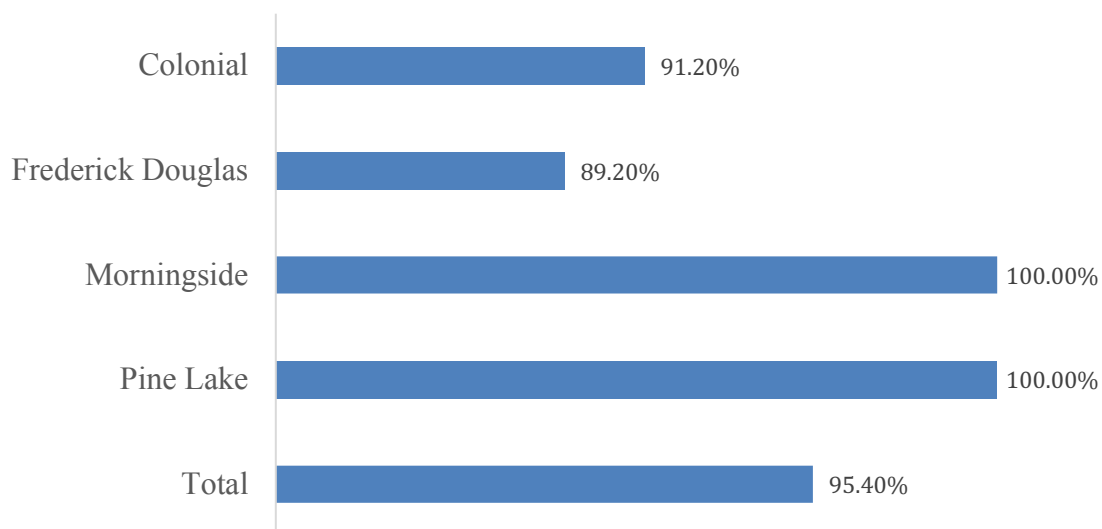
Figure 10. Percentage Meeting Goal on Prosocial Behavior Scale.

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	33	42.76	12.11	0.27	-3.08	0.002
	Post	33	45.79	10.60			
Frederick Douglass	Pre	35	14.31	2.68	2.24	-10.15	0.000
	Post	35	28.26	8.37			
Morningside	Pre	49	28.55	6.24	3.50	-24.02	0.000
	Post	49	47.84	4.68			
Pine Lake	Pre	32	41.66	10.30	0.68	-6.73	0.000
	Post	32	47.72	7.40			
Total	Pre	149	31.17	13.83	0.92	-15.66	0.000
	Post	149	42.76	11.16			

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 2017, mid-test during December 2017, and posttest during April 2018.

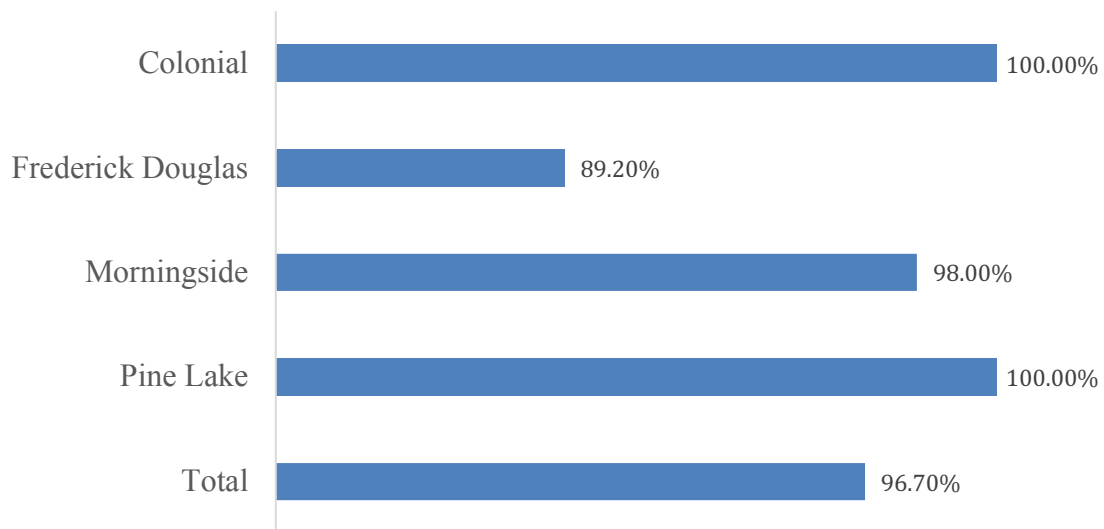
Total Number of Participants Measured: 153

Total Number of Participants Meeting Standard of Success: 148

Percent of Participants Meeting Standard of Success: Overall, the project met this objective as 96.7% 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. Effect sizes ranged from medium at Colonial ($d = .53$) to very large at Morningside ($d = 2.62$; Table 36).

Table 35. Goal Progress on Emotional Regulation Behavior

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	0	34	34
	%	0.00%	100.00%	100.00%
Frederick Douglas	<i>N</i>	4	33	37
	%	10.80%	89.20%	100.00%
Morningside	<i>N</i>	1	49	50
	%	2.00%	98.00%	100.00%
Pine Lake	<i>N</i>	0	32	32
	%	0.00%	100.00%	100.00%
Total	<i>N</i>	5	148	153
	%	3.30%	96.70%	100.00%

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	33	31.76	8.42	0.53	-6.08	0.000
	Post	33	35.58	5.60			
Frederick Douglass	Pre	35	11.11	2.30	2.55	-12.49	0.000
	Post	35	24.74	7.21			
Morningside	Pre	49	19.41	5.61	2.62	-15.75	0.000
	Post	49	32.47	4.25			
Pine Lake	Pre	32	29.50	7.47	0.96	-8.63	0.000
	Post	32	35.50	4.70			
Total	Pre	149	22.36	10.10	1.12	-17.60	0.000
	Post	149	31.99	6.87			

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: 164

Total Number of Participants Meeting Success Criterion: 129

Percent of Participants Meeting Success Criterion: Overall, the outcome was met as 78.7% of parents attended 2 or more parent sessions. Morningside (68.6%) came close to meeting this outcome (Table 37 and Figure 12).

Table 37. Parent Attendance

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	8	29	37
	%	21.60%	78.40%	100.00%
Frederick Douglas	<i>N</i>	9	33	42
	%	21.40%	78.60%	100.00%
Morningside	<i>N</i>	16	35	51
	%	31.40%	68.60%	100.00%
Pine Lake	<i>N</i>	2	32	34
	%	5.90%	94.10%	100.00%
Total	<i>N</i>	35	129	164
	%	21.30%	78.70%	100.00%

Figure 12. Percentage of Parent Attendance Goal Progress



Programmatic Changes and Rationale: The program sites should continue with the current strategies to encourage parent attendance at workshops. Incentives should be implemented/bolstered at Morningside, and potential barriers to attendance addressed by the Site Director, since Morningside fell short of the benchmark at 68.6%.

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 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.

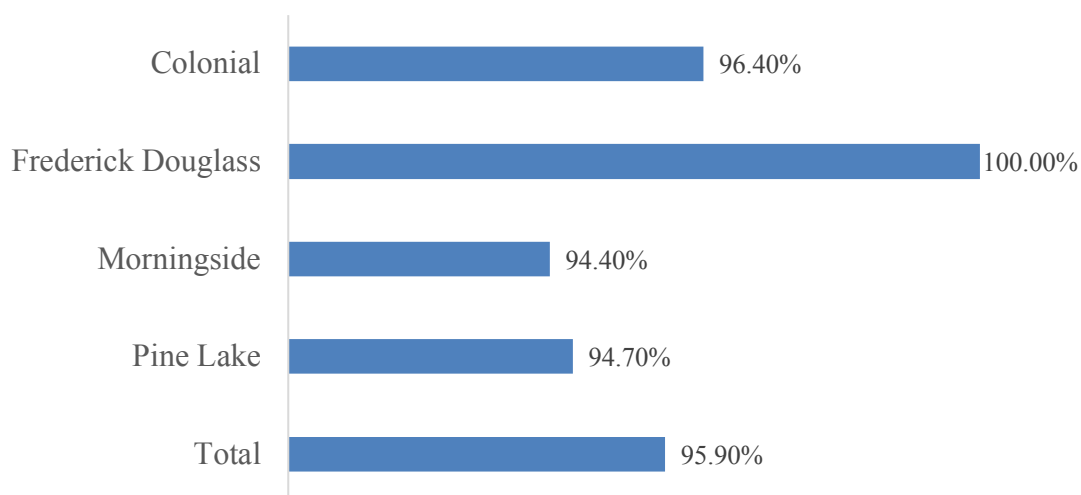
Total Number of Participants Measured: 97

Total Number of Participants Meeting Standard of Success: 93

Percent of Participants Meeting Standard of Success: Overall, 95.9% 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	Total
Colonial	<i>N</i>	1	27	28
	%	3.6%	96.4%	100.0%
Frederick Douglass	<i>N</i>	0	14	14
	%	0.0%	100.0%	100.0%
Morningside	<i>N</i>	2	34	36
	%	5.6%	94.4%	100.0%
Pine Lake	<i>N</i>	1	18	19
	%	5.3%	94.7%	100.0%
Total	<i>N</i>	4	93	97
	%	4.1%	95.9%	100.0%

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	4.64	28	4.79	14	4.89	36	4.74	19	4.77	97
Q2. Staff's warmth and friendliness	4.61	28	4.93	14	4.92	36	4.68	19	4.78	97
Q3. Staff's ability to work with my child	4.54	28	4.79	14	4.83	36	4.79	19	4.73	97
Q4. Staff's ability to relate to me as a parent	4.57	28	4.93	14	4.83	36	4.68	19	4.74	97
Q5. Variety of activities offered to my child	4.68	28	4.57	14	4.78	36	4.74	19	4.71	97
Q6. Safety of the program environment	4.64	28	4.93	14	4.92	36	4.79	19	4.81	97
Q7. My child's happiness with the program	4.79	28	4.71	14	4.92	36	4.68	19	4.80	97
Q8. Helping me become more involved with my child's education	4.71	28	4.93	14	4.75	36	4.67	18	4.75	96
Q9. Homework completion	4.43	28	4.71	14	4.64	36	4.63	19	4.59	97
Q10. Academic performance	4.46	28	4.71	14	4.58	36	4.63	19	4.58	97
Q11. Getting along with others	4.50	28	4.93	14	4.92	36	4.63	19	4.74	97
Q12. Staying out of trouble	4.46	28	4.71	14	4.83	36	4.53	19	4.65	97

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 exceeded across these 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 October 2017, November 2017, December 2017, January 2018, February 2018, and March 2018.

Total Number of Participants Measured: 126

Total Number of Participants Meeting Standard of Success: 125

Percent of Participants Meeting Success Criterion: Overall, the project met this objective as 99.2% 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	Total
Colonial	<i>N</i>	0	26	26
	%	0.00%	100.00%	100.00%
Frederick Douglas	<i>N</i>	0	33	33
	%	0.00%	100.00%	100.00%
Morningside	<i>N</i>	0	38	38
	%	0.00%	100.00%	100.00%
Pine Lake	<i>N</i>	1	28	29
	%	3.40%	96.60%	100.00%
Total	<i>N</i>	1	125	126
	%	0.80%	99.20%	100.00%

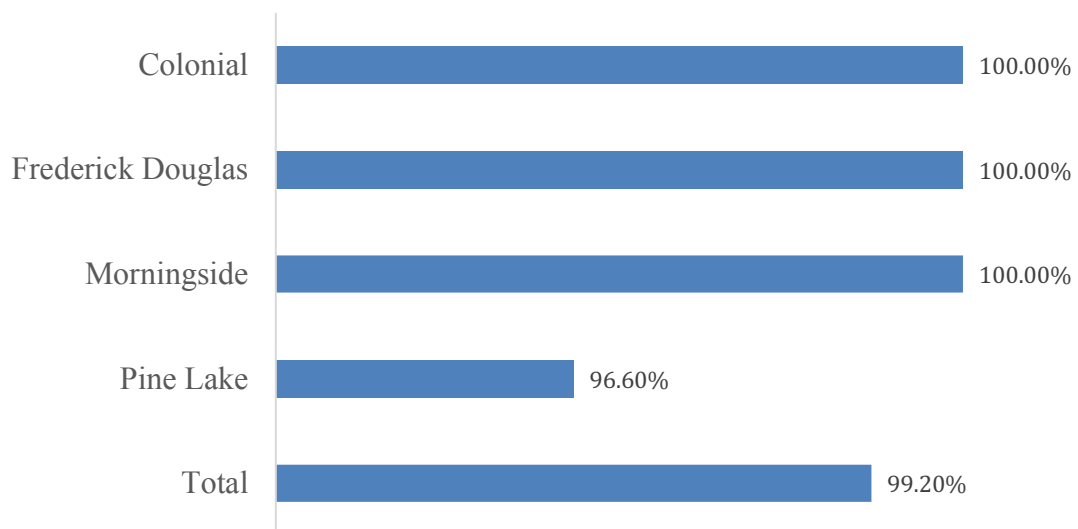
Figure 14. Parent Nutritional Progress

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	26	48.45	18.41	3.01	-11.96	0.000
	Post	26	90.17	9.28			
Frederick Douglass	Pre	33	42.42	23.05	3.20	-12.15	0.000
	Post	33	95.76	10.32			
Morningside	Pre	38	36.67	20.37	3.81	-16.98	0.000
	Post	38	93.33	9.39			
Pine Lake	Pre	29	47.51	22.71	2.39	-8.92	0.000
	Post	29	91.45	14.03			
Total	Pre	126	43.10	21.57	3.07	-23.87	0.000
	Post	126	92.88	10.91			

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: No changes are needed in data collection/evaluation. Program staff will continue to collect data at each workshop conducted throughout 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: 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 2018, April 2018, and May 2018.

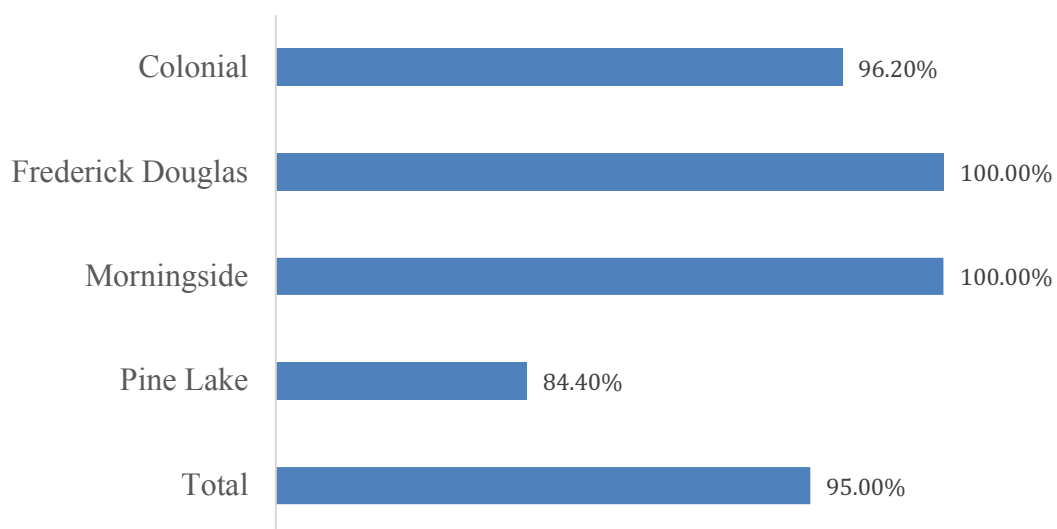
Total Number of Participants Measured: 121

Total Number of Participants Meeting Success Criterion: 115

Percent of Participants Meeting Success Criterion: The percent of participants meeting the objective was 95% (see Table 42 and Figure 15). All sites met this objective and participant scores across all sites evidenced significant improvement from pretest to posttest ($p < .05$). Moreover, these findings were consistent with the statistically significant gains made by all sites and the very large effect sizes achieved (Table 43).

Table 42. Parent Financial Literacy Goal Progress

Site		Not Met	Goal Met	Total
Colonial	<i>N</i>	1	25	26
	%	3.80%	96.20%	100.00%
Frederick Douglas	<i>N</i>	0	34	34
	%	0.00%	100.00%	100.00%
Morningside	<i>N</i>	0	29	29
	%	0.00%	100.00%	100.00%
Pine Lake	<i>N</i>	5	27	32
	%	15.60%	84.40%	100.00%
Total	<i>N</i>	6	115	121
	%	5.00%	95.00%	100.00%

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	26	30.51	12.10	3.95	-12.29	0.000
	Post	26	65.13	5.43			
Frederick Douglass	Pre	34	26.67	9.07	6.23	-22.77	0.000
	Post	34	71.18	5.23			
Morningside	Pre	29	32.76	15.56	2.87	-12.91	0.000
	Post	29	66.21	7.75			
Pine Lake	Pre	32	50.52	14.66	1.84	-7.47	0.000
	Post	32	69.43	5.89			
Total	Pre	121	35.26	15.95	2.93	-22.14	0.000
	Post	121	68.22	6.53			

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

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

5.2 Other Findings

Safety Around Water Skill Progress Tracker

During the summer program, which was operational at Colonial and Morningside sites, swimming and swimming safety was taught to the participants. The Safety Around Water Skill Progress Tracker was completed by program staff during week 1 (pretest) and week 7 (posttest) to assess improvements on these domains.

This assessment measured 8 swimming competency areas, which were combined into a composite score that was compared from pretest to posttest. Participant scores reflected significant improvement from pretest to posttest and the overall effect size was in the very large range ($d = 1.34$; Table 44). Overall, students obtained a score of 0.52 (equivalent to 52%) at pretest and a score of 0.91 (equivalent to 91%) at posttest.

Table 44. Safety Around Water Skill Progress Tracker 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	42	0.65	0.40	0.67	-3.55	.001
	Post	42	0.86	0.23			
Morningside	Pre	51	0.41	0.37	2.20	-10.08	< .0001
	Post	51	0.95	0.12			
Total	Pre	93	0.52	0.40	1.34	-9.06	< .0001
	Post	93	0.91	0.18			

Teacher Survey

Teachers at all sites were administered a 12-item Survey of Student Improvement at the end of the 2017-2018 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 45. 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 6: "Being attentive in class" (M=3.54), Item 5: "Attending class regularly" (M=3.53), and Item 12 "Parents are interested and/or involved in their child's schooling" (M=3.51). Teachers observed the least amount of student improvement on Item 4: "Volunteering (e.g., for extra credit or more responsibilities)" (M=3.38) and Item 3: "Paying attention and participating in class" (M=3.41). 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 45. 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	3.03	35	3.34	53	3.85	52	3.31	32	3.42	172
Q2. Completing quality homework to your satisfaction	3.00	35	3.34	53	3.88	52	3.25	32	3.42	172
Q3. Paying attention and participating in class	2.97	34	3.34	53	3.90	52	3.19	32	3.41	171
Q4. Volunteering (e.g., for extra credit or more responsibilities)	3.00	35	3.32	53	3.81	52	3.22	32	3.38	172
Q5. Attending class regularly	2.94	34	3.45	53	4.00	52	3.50	32	3.53	171
Q6. Being attentive in class	3.17	35	3.45	53	3.90	52	3.50	32	3.54	172
Q7. Behaving well in class	3.06	35	3.45	53	3.87	52	3.34	32	3.48	172

Q8. Improved academic performance	3.20	35	3.33	52	3.87	52	3.19	32	3.44	171
Q9. Coming to school motivated to learn	3.09	34	3.38	53	3.87	52	3.31	32	3.46	171
Q10. Getting along well with other students (positive interactions)	2.97	33	3.32	53	3.96	52	3.31	32	3.45	170
Q11. Improved self-efficacy (belief they can do well in school)	3.03	35	3.45	53	3.85	52	3.41	32	3.48	172
Q12. Parents are interested and/or involved in their child's schooling	3.06	35	3.43	53	3.90	51	3.48	31	3.51	170

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 46). 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 3E “Does your afterschool program help you understand that following rules is important?” (M=2.96), and item 3G “Did your afterschool program help you with your homework?” (M=2.94). The items reflecting the lowest mean scores were item 3A, “Do you enjoy the activities in your afterschool program?” (M=2.84) and item 3H “Does your afterschool program help you improve your grades?” (M=2.88).

Table 46. Descriptive Statistics for Student 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>
Q3A. Do you enjoy the activities in your afterschool program?	2.67	37	2.8	46	3.00	32	2.88	32	2.84	147
Q3B. Does your afterschool program have adults who care about you?	2.76	37	2.85	46	3.00	32	3	32	2.93	147
Q3C. Do you feel safe at your afterschool program?	2.70	37	2.83	46	3.00	32	2.97	32	2.92	147
Q3D. Does your afterschool program help you get along well with others?	2.48	37	2.89	46	3.00	32	2.94	32	2.91	147
Q3E. Does your afterschool program help you understand that following rules is important?	2.64	37	2.91	46	3.00	32	2.97	32	2.96	147
Q3F. Does your afterschool program help you solve problems in a positive way?	2.73	37	2.96	45	3.00	32	2.69	32	2.9	146
Q3G. Does your afterschool program help you with your homework?	2.75	37	2.93	46	3.00	32	2.91	32	2.94	147
Q3H. Does your afterschool program help you improve your grades?	2.79	36	2.87	46	3.00	32	2.81	32	2.88	146

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

5.3 Student Success Snapshot

Student B attended the 21st CCLC program over the entire contracted period, demonstrating good attendance overall. She consistently maintained a grade of “A” or “B” across all subjects throughout the school year, and in the area of reading, she achieved an ORF Total Words score of 55 at pretest, a score of 83 at midtest, and 87 at posttest, reflecting improved oral reading fluency over the course of the school year.

Student B completed all project based learning units, which each addressed the areas of

Reading, Math, and Science, and obtained the following mean scores on her PBL rubrics: Working with a team (M = 3.5; “doing okay”); Oral presentation (M = 3.75; “doing okay”); Standards (M = 4; “doing great”); and Artistic element (M = 4; “doing great”).

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 = 12, post = 13), and she also demonstrated improvement on a test of nutrition knowledge (i.e., pre = 2, mid = 6, post = 8). 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, she achieved the following scores at pretest, midtest and posttest: pre = 52, mid = 53, post = 55. On the Emotion Regulation, Student B obtained the following scores: pre = 38, mid = 39, post = 39. It is also important to note that Student B’s parent(s) attended 5 of the workshops offered over the course of the school year. It appears that Student B benefitted from interventions received through her participation in the 21st CCLC programs, since she demonstrated improvements and/or good performance on all objective assessments. It is likely that her consistent attendance and high level of parental involvement also contributed to her positive gains.

5.4 Overall Findings for Each Objective

Table 47. 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.	Meets or Exceeds 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 48. Partnerships and Sub-contracts

Agency Name	Type of Organization	Subcontractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontracts	Type of Service Provided
Miami-Dade County Public Schools	School District	No	\$0	\$0	<i>In-kind-Facility Access</i>
Research & Evaluation Network	For profit organization	Yes	\$11,775	\$10,875	<i>Evaluation-Reporting</i>
Mind Lab of South Florida, Inc.	For profit organization	Yes	\$29,720	\$8,000	<i>Curriculum-Academic Enrichment Family Services</i>
Nature Postings	For profit organization	Yes	\$18,000	\$10,660	<i>Curriculum-STEM</i>
<i>Note: Value of subcontract must be ZERO if the agency is listed as "No" in the subcontractor column. Likewise, the value of the subcontract must be greater than ZERO if the agency is listed as "Yes" in the subcontractor column.</i>					

The Y will continue leveraging existing relationships with funders such as The United Way, The Children's Trust, and the Children Services Council, Nicklaus Children's Hospital 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 programs significance and impact. The Y will utilize executive relations to fill any gaps in support needed to successfully deliver the program.

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.
- 2) The program served a total of 219 students (118 male, 101 female) during the 2017-2018 school year. Eleven of the total students were reported to have Limited English Proficiency, and 2 students were identified with a disability. The majority of students were identified as "Black or African American," (137 students), with 67 students identifying as "Hispanic or Latino," 4 as "White or Caucasian American," 1 as "Asian/Pacific Islander" and 1 as "Unknown." Students were served in grades K through 5th grade in the current program. The majority of students receiving services through the 22nd CCLC program were reported to receive Free or Reduced Price Lunch.

- 3) The ORF assessments (90.9% of students met this outcome) and reading grades (83.2% of students met this outcome) suggest that, overall, students did well with respect to reading. With regard to reading grades, Frederick Douglas and Pinelake did not meet the reading grade outcome. Also, all of the sites, except for Colonial, had small decreases in reading grades over the course of the year. 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. Students who have specific challenges with reading and literacy could benefit from additional individual and group support.
- 4) All sites met the math outcome objective (90.8% improved or maintained), and all sites demonstrated improvement in average grades from the first to the fourth quarter.
- 5) For the entire sample, 94.7% demonstrated an improvement or maintained their science grades, meeting the science outcome objective. All of the individual sites also met this outcome. Frederick Douglas, and Morningside demonstrated slight decreases in average grades from the first to fourth quarter.
- 6) Overall, students performed well on the Project Based Learning (PBL) Units across all sites, except for Frederick Douglas for reading and math. The PBL rubrics indicated 83.4%, 83.4%, and 93.3%, of students met this outcome in the areas of math, reading and science, respectively.
- 7) The PACER outcome, measuring physical fitness, was also met this year as 88% of students improved their performance on this measure from pretest to posttest.

- Colonial did not meet this outcome. However, all sites demonstrated statistically significant improvements from pretest to posttest.
- 8) During the summer program, which was operational at Colonial and Morningside sites, swimming and swimming safety was taught to the participants. Participant scores on the measure of swimming skill reflected significant improvement from pretest to posttest and the overall effect size was in the very large range ($d = 1.34$). Overall, students obtained a score of 0.52 (equivalent to 52%) at pretest and a score of 0.91 (equivalent to 91%) at posttest.
 - 9) Nutrition knowledge improved across all sites, except Frederick Douglas during the academic year, with 90% of all the students demonstrating meeting the outcome. However, all sites demonstrated statistically significant improvements from pretest to posttest with effect sizes ranging from medium to very large.
 - 10) Overall, the students met the social-emotional outcomes, improving with respect to their behavior as reported by the project staff (95.4% met the Prosocial Behavior Scale outcome and 96.7 percent met the Emotional Regulation Scale outcome).
 - 11) Parent attendance at workshops improved significantly since last year, during which this outcome was not met. The outcome was met as 78.7% of parents of regularly participating students attended 2 or more parent sessions. Current efforts should be maintained during the 2018-19 school year.
 - 12) Overall, parent satisfaction was good; specifically, about 95.9% of surveyed parents reported that they were very satisfied with the program.
 - 13) Parent knowledge in the area of nutrition and financial literacy increased for parents who attended the finance workshops. The nutrition outcome was met by

99.2% of the parents and the financial literacy outcome was met by 95% of the parents (of regularly participating students).

- 14) No changes are needed in the area of data collection/evaluation and program staff will continue to collect data on an ongoing basis. This area has improved markedly over the past few years and there are no related issues.