

Family Involvement
Arts and Music Service Learning
 Volunteers **Physical Education**
Personal Enrichment Public Audience
21st Century Skills In Depth-Inquiry
 Need to Know
Teacher **Afterschool**
 Voice and Choice **STEM**
Education



21ST CENTURY COMMUNITY LEARNING CENTERS

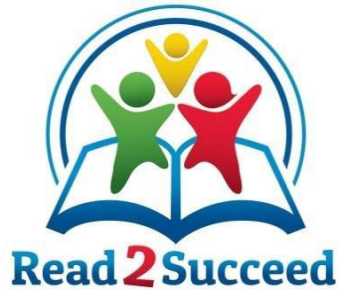
SUMMATIVE
 EVALUATION 2015-16

MIDDLE

Evaluation **Significant Content**
 Driving Question Nutrition Standards
 Revision and Reflection Science
Math Tutoring/Mentoring
 Community Partners **Reading**
 Students Project Based Learning
 Dropout Prevention and Character Education

READ2SUCCEED, INC.
21st Century Community Learning Centers
(13U-2446B-6PCC2)
(Cohort 11)

I 2 Will Succeed
Summative Evaluation 2015-16



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INTRODUCTION

The purpose of this evaluation is to report the fourth year 2015-16 summative findings of Read2Succeed's 21st Century Community Learning Center continuing grant. The project is funded by a multi-year grant under the 21st Century Community Learning Centers Program (21st CCLC) through the Florida Department of Education, Bureau of Family and Community Outreach. The grant fiscal reporting period covered in this report is from August 1, 2015, through July 31, 2016 and the programmatic reporting period is from June 8, 2015 to June 6, 2016.

Agencies receiving this award are required to establish or expand 21st CCLC programs that provide at-risk students opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs. The 21st CCLC program also engages adult family members of actively participating students through educational and personal development opportunities. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites. Program sites may be located in schools, community facilities, and/or faith-based facilities. Centers must provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), music, art, service learning, character education, physical education and recreational activities, and dropout prevention.

Read2Succeed is a Community Based Organization (CBO) that served students at two locations: Cutler Bay Middle School and Richmond Heights Middle School. Over the course of the 2015-16 grant, Read2Succeed proposed to impact the lives of 95 students during afterschool, 105 students during the summer components, and 57 students during select weekend/holiday dates of service.

The program design had the Read2Succeed middle schools operating afterschool services for 5 days per week for a total of 15 hours weekly. The project operated 8 weeks during the summer, 11 hours per day for a total of 55 hours weekly. Read2Succeed also operated on 6 early release days for five hours per day. Activities included project based learning, academic remediation, tutoring, computer lab, homework time, and personal enrichment.

EVALUATION MODEL

Evaluation Model

Stufflebeam's CIPP model was selected for this evaluation because it is adaptable and widely used in education evaluation. According to Stufflebeam, Madaus, and Kellaghan (2000), "The thrust of CIPP evaluations is to provide sound information that will help service providers regularly assess and improve services and make effective and efficient use of resources, time, and technology in order to appropriately and equitably serve the well-being of rightful beneficiaries" (P. 280). Fundamentally, the model is designed to promote growth and if applied correctly, assists leaders and project staff obtain and use feedback systematically to meet important needs and adhere to grantor guidelines (Stufflebeam et al, 2000.) In addition, the model provided a comprehensive framework for the development of the evaluation questions. The CIPP framework addresses project issues related to a context, input, process, and outcomes.

Context Evaluation refers to the proposed setting based on needs and targeted population. Context evaluation assesses the program's effectiveness and significance in meeting beneficiaries' assessed needs (Stufflebeam, 2007). The context for the summative evaluation is a review of the students enrolled to participate, their demographics, and their subsequent attendance.

Input Evaluation addresses the steps and resources such as curricula, equipment, and staff needed to successfully implement the program as intended. Input evaluation assures the program strategy is feasible for meeting the needs of the beneficiaries (Stufflebeam, 2007). Read2Succeed proposed to implement specific educational strategies and purchase curricula needed to enhance the program's ability to achieve the intended goals and objectives.

Process Evaluation assesses program activities and monitors progress as related to achievement of the proposed goals and objectives. Ultimately, process evaluation reports, "Is it being done?" Process evaluation findings can be used to further enhance and coordinate staff activities (Stufflebeam, 2007).

Product or Outcome Evaluation measures the extent in which the project goals and objectives impacted the proposed beneficiaries. In terms of the summative evaluation, product evaluation measures whether the program was successful based on their plan of action.

Evaluative Questions and Findings follow the format of the evaluation model and address the summative requirements of student attendance and enrollment; student demographics; program operation; quality of staffing; objective assessment; sustainability; and evaluator recommendations. Data was received electronically from program administration with analysis in SPSS and Microsoft Excel.

STUDENT CHARACTERISTICS

Context

1. *Did the appropriate students receive grant related services?*

Based on review of the 2015-16 FLDOE project application award, Read2Succeed was to serve students attending Cutler Bay Middle and Richmond Heights Middle. 21st CCLC criteria states the most at-risk students should be served, specifically school populations with 40% or more Free and Reduced Lunch (FRL) status. All students participating in the project were reported to attend the targeted schools during the day making them eligible and appropriate for services. Table 16 demonstrates 85.9% of enrolled students in the Read2Succeed 21st CCLC program received free or reduced lunch.

2. *How many students are receiving grant related services?*

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or enrollment in the program is categorized by student attendance of at least one day in the 21st CCLC program during the program reporting period. Regularly participating is categorized as student attendance of more than 30-days throughout the program reporting period. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. Table 1 indicates 291 students were enrolled in the program across all components.

Table 1: Read2Succeed - Student Enrollment (attending one day or more)

All Students Served: Attending At Least One Day				
Center	Total Enrolled	Summer Only	Academic Year Only	Both Summer and School Year
Cutler Bay Middle	160	50	102	8
Richmond Heights Middle	131	47	54	30
All Centers	291	97	156	38

Table 2 demonstrates regularly participating students, those students in attendance for 30 or more days. Overall, (n=145, 49.8%) of all enrolled participants were regular participants.

Table 2: Read2Succeed Regular Participating Students by Component

Regularly Participating Students: Attending 30-Days or More				
Center	Regularly Participating Students	Summer Only	Academic Year Only	Both Summer and School Year
Cutler Bay Middle	67	20	40	7
Richmond Heights Middle	78	10	39	29
All Centers	145	30	79	36

3. *How many students attended the program for more than 30-days?*

As in any program, without participation, gains cannot be made. The question is often how much participation is needed to make gains. Many programs struggle to obtain high attendance rates, even with variance in target hours based on age (more hours and days of participation for elementary students versus a lesser number of hours and days for high school participants) (Russell, et al., 2006). Students with more frequent participation, over a longer period of time (sustained participation) are those who show the greatest gain across outcomes (Harvard Family Research Project, 2008).

Projects were encouraged via the 21st CCLC RFA to use the 30-day criterion (i.e., federal criterion) unless the objective focuses on activities that will not occur for more than 30 days (e.g., summer objectives). Students were calculated across both components to calculate their regular participation. Table 3 indicates there were 145 regularly attending students for the summative reporting period. Therefore, $n=145$ will be utilized for project objective progression throughout the remainder of the summative reporting.

Table 3: *Read2Succeed Students Enrolled 30 - Days or More (Federal objective criteria)*

Regularly Participating Students: Attending 30-Days or More			
Center	Total Attending Less Than 30 Days	Total Regularly Attending 30 Day or more	Total Served (Total Enrollment)
Cutler Bay Middle	93	67	160
Richmond Heights Middle	53	78	131
All Centers	146	145	291

4. *What is the average daily attendance of the students receiving services?*

Per the 2015-16 application guidelines, projects not achieving minimum student average daily attendance thresholds of at least 85% of the target attendance by October 31, 2015, and 95% of the target by February 28, 2016, may receive a reduction in funding. As shown in Table 4, summer attendance averaged at ($n=65$, 62%).

Table 4: *Read2Succeed - Average Daily Attendance (ADA) – Summer 2015*

Center	Targeted Summer Attendance	Summer Attendance Average	
		n	%
Cutler Bay Middle	45	25	57
Richmond Heights Middle	60	40	66
All Centers	105	65	62

Table 5 demonstrates Read2succeed is below minimum performance standards with an average daily afterschool attendance of ($n=76$, 80%) students; however, Richmond Heights Middle School approached the proposed with a 96% average daily attendance.

Table 5: Read2Succeed - Average Daily Attendance (ADA) – Afterschool

Center	Targeted Afterschool Attendance	Afterschool Attendance Average	
		n	%
Cutler Bay Middle	45	28	63
Richmond Heights Middle	50	48	96
All Centers	95	76	61

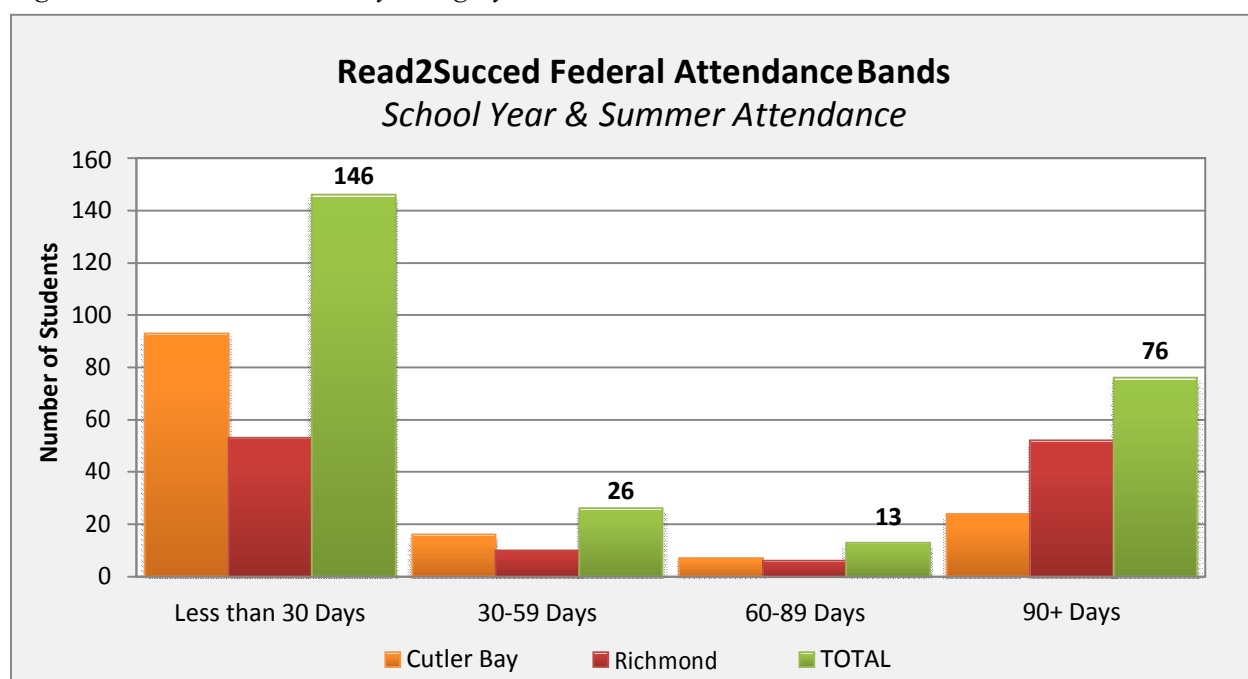
In addition, Table 6 exhibits targeted weekend and holiday dates of service averaged at 79% students daily.

Table 6: Read2Succeed - Average Daily Attendance (ADA) – Weekend/Holiday

Center	Targeted Weekend/Holiday Attendance	Weekend/Holiday Attendance Average	
		n	%
Cutler Bay Middle	27	20	72
Richmond Heights Middle	30	25	82
All Centers	57	45	67

Federal reporting via the Annual Performance Report (APR) includes the disaggregation of regular participants to ascertain increased learning gains in relation to student program participation. Figure 1 shows that a majority of students (*enrolled in afterschool or both*) in the Read2Succeed project were students attending the program for less than 30 days ($n=146$, 55.9%).

Figure 1: Student Enrollment by Category



5. *What were the demographics of enrolled students and regularly participating students (in attendance 30-days or more) at each program site during the project year?*

Table 8 demonstrates a majority of regularly participating students were male participants at ($n=77$, 53%) with female participants at ($n=51$, 35%) respectively.

Table 7: *Enrolled Students Gender Distribution*

Center	Enrolled Students	Gender	
		Male	Female
Cutler Bay Middle	160	103	57
Richmond Heights Middle	131	71	60
All Centers	291	176	120

Table 8: *Regularly Participating Students Gender Distribution*

Center	Regularly Participating Students	Gender	
		Male	Female
Cutler Bay Middle	67	39	28
Richmond Heights Middle	78	40	38
All Centers	145	77	51

Table 10 demonstrates student demographic data indicated ($n=8$, 5%) of regularly participating students were identified in need of services to support English Proficiency and ($n=28$, 19%) were identified as Exceptional Student Education (ESE). One student was identified as homeless.

Table 9: *Enrolled Students with Special Needs*

Center	Enrolled Students	Limited English Proficient		Identified with a Disability		Identified as Homeless	
		Yes	No	Yes	No	Yes	No
Cutler Bay Middle	160	11	149	31	129	1	159
Richmond Heights Middle	131	6	125	25	106	1	130
All Centers	291	17	274	56	235	2	289

Table 10: *Regularly Participating Students with Special Needs*

Center	Regularly Participating Students	Limited English Proficient		Identified with a Disability		Identified as Homeless	
		Yes	No	Yes	No	Yes	No
Cutler Bay Middle	67	2	65	14	53	0	67
Richmond Heights Middle	78	6	72	14	64	1	77
All Centers	145	8	137	28	117	1	144

A majority of regularly participating students in the project were reported as Black ($n=75$, 52%). Table 12 presents a detailed profile of race distribution indicating the remaining students were Hispanic ($n=41$, 28%), White ($n=13$, 9%), Multiracial ($n=8$, 5%), and one student without race & ethnicity information.

Table 11: Enrolled Students Race & Ethnicity Distribution

Center	Enrolled Students	Race						
		American Indian/Alaska Native	Asian/Pacific Islander	Black	Hispanic	White	Multi-racial	DK
Cutler Bay	160	3	5	80	52	10	9	1
Richmond Heights	131	2	0	81	33	10	3	2
All Centers	291	5	5	161	85	20	12	3

Table 12: Regularly Participating Students Race & Ethnicity Distribution

Center	Regularly Participating Students	Race						
		American Indian/Alaska Native	Asian/Pacific Islander	Black	Hispanic	White	Multi-racial	DK
Cutler Bay	67	3	3	31	19	6	5	0
Richmond Heights	78	1	0	44	22	7	3	1
All Centers	145	4	3	75	41	13	8	1

As shown in Table 14, the distribution of regularly participating students was 42% in grade 6, 35% in grade 7, 19% in grade 8, and 3% in grade 9.

Table 13: Enrolled Students Grade Level Distribution

Center	Enrolled Students	Grade				
		n	6 th	7 th	8 th	9 th
Cutler Bay Middle	160	43	66	41	10	
Richmond Heights Middle	131	66	44	21	0	
All Centers	291	109	110	62	10	

Table 14: Regularly Participating Students Grade Level Distribution

Center	Regularly Participating Students	Grade				
		n	6 th	7 th	8 th	9 th
Cutler Bay Middle	67	22	25	15	5	
Richmond Heights Middle	78	39	26	13	0	
All Centers	145	61	51	28	5	

The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) at the elementary school (Cutler Bay Middle) was 78%. The percentage of regularly participating students qualifying for FRL at the middle school (Richmond Heights Middle) was 83%.

Table 15: Enrolled Students Family Demographics

Center	Enrolled Students	Free or Reduced Price Lunch		
	N	Yes	No	DK
Cutler Bay Middle	160	119	20	21
Richmond Heights Middle	131	112	18	1
All Centers	291	231	38	22

Table 16: Regularly Participating Students Family Demographics

Center	Regularly Participating Students	Free or Reduced Price Lunch		
	n	Yes	No	DK
Cutler Bay Middle	67	43	12	12
Richmond Heights Middle	78	64	13	1
All Centers	145	107	25	13

PROGRAM OPERATIONS

Inputs

6. *Were funded activities implemented according to the approved operational schedule to ensure progress was made toward project objectives during the reporting period?*

21st CCLC Program guidance requires that each center must begin services within one week of the school start date and continue through at least one week before the end of the school year. The Read2Succeed project had a funding period of August 1, 2015, to July 31, 2016. Services began on the proposed start date of 8/31/15 at both centers. The Read2Succeed project proposed a total of 215 dates of service at each middle school location. In addition, each center supported student activities on 6 early release days throughout the 2015-16 school year.

7. *What are the 2015 summer operations for the center in operation?*

Federal and state reporting guidelines require the reporting of typical operations. The 21st CCLC 2015-16 Request for Application guidelines state that each proposed learning center is required to operate a minimum of four days per week, including summer. Table 17 demonstrates Read2Succeed centers operated five days a week; 11 hours per day; and 55 hours per week during the summer of 2015. Both centers had a total of 39 summer program dates of service with 8 weeks of summer operation.

Table 17: Read2Succeed's – Summer 2015 Typical Operations

Summer 2015 Operations					
Center	Total Number of Weeks of Operation	Typical Number of Days per week	Typical Number of Hours per Week		
			Weekday	Weekday Evening	Weekend/Holiday
Cutler Bay Middle	8	5	55	0	0
Richmond Heights Middle	8	5	55	0	0

8. *What are the 2015-16 academic operations for the centers in operation?*

In addition to the minimum guidelines for yearly operation, program guidance states that each middle/high must operate a minimum of 9 afterschool hours per week. Overall, as shown in Table 18 the middle schools operated for 37 weeks during the school year, 5 days per week, for 3 hours per day. In addition, the centers operated on selected holidays for 9 hours per day.

Table 18: Read2Succeed's – Academic Year to Date 2015 Typical Operations

Academic Year to Date 2015 Operations						
Center	Total Number of Weeks of Operation	Typical Number of Days per week	Typical Number of Hours per Week			
			Before School	During School Hours	After-school	Weekend/Holiday
Cutler Bay Middle	37	5	0	0	15	9.0
Richmond Heights Middle	37	5	0	0	15	9.0

STAFF CHARACTERISTICS

While the 21st CCLC format provides general guidance to create a strong program structure, the implementation of this format depends on the passion and dedication of staff, participants, and caregivers as well as well-informed practices. Read2Succeed maintained a consistent staff while adhering to their approved budget and staff to student ratios. Based on a review of project schedules, certified teachers were utilized in all academic components, as required by FLDOE, for at least one hour per day.

Read2Succeed staffing documentation indicates the project acquired the appropriate number of staff for the student to staff ratio of (10:1) for academic activities and personal enrichment activities. Subsequent observations during site visitations substantiated appropriate student to staff ratios, and in some instances, the program was overstaffed for the number of students remaining in the program. All staff members received compensation solely from 21st CCLC funds.

For the 2015-16 school year, there were 13 paid staff members and no volunteers supporting Cutler Bay Middle School, as shown in Table 19. There were 12 paid staff members and no volunteers supporting Richmond Heights School, as shown in Table 20.

Table 19: Cutler Bay Teacher and Staff Regular School Day Primary Responsibilities

Shanks Middle School Regular Staff Type	Summer of 2015		2015-2016 School Year	
	Paid¹	Volunteer	Paid¹	Volunteer
School day teachers (former and substitute)	3	0	5	0
Center administrators and coordinators	2	0	2	0
Other non-teaching school day staff	2	0	4	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	1	0
Subcontracted Staff	0	0	1	0
Other	0	0	0	0
Total	7	0	13	0

Table 20: Richmond Heights Teacher and Staff Regular School Day Primary Responsibilities

Shanks Middle School Regular Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	5	0	6	0
Center administrators and coordinators	2	0	2	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	1	0
Subcontracted Staff	0	0	0	0
Other	0	0	0	0
Total	10	0	12	0

PROGRAM GOALS AND OBJECTIVES

As part of the approved 21st CCLC application, district staff collected the following data to support the project objective assessments: 1) quarterly academic grades, 2) personal enrichment surveys that included health, fitness, and character education 3) monthly attendance, 4) parent night attendance, 5) parent night knowledge survey, and 6) 21st CCLC Federal Parent, Teacher, and Student surveys.

The data collection timeline mirrored the state reporting periods of October 2015, January 2016, and May 2016. Site visitation debriefings were provided following each center visit to review areas in need of improvement, best practices, and attendance. Baseline data was reviewed for data completeness. Midyear data was analyzed to review objective assessment progress. End of year data was analyzed to ascertain achievement of the stated objectives.

Center staff recorded daily attendance via an online platform that included aligned student demographics. All data was combined to mirror required state and federal reporting. The following shows each objective and the target for success:

Goal 1: Improve Student Academic Achievement

Performance Measures

1. [Middle] By the end of each project year, 80% of regularly participating students will improve their English/language arts (ELA) as measured by report card grades. The success criterion assigned to this objective is Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).
2. [Middle] By the end of each project year, 80% of regularly participating students will improve their mathematics as measured by report card grades. The success criterion assigned to this objective is Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).
3. [Middle] By the end of each project year, 75% of regularly participating students will improve their science as measured by report card grades. The success criterion assigned to this objective is Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

Goal 2: Improve Awareness of Healthy Behaviors

Performance Measures

4. [Middle] By the end of each project year, 75% of participating students maintain high performance or improve their health awareness as measured by curriculum-based assessment (Deal Me In Nutrition Assessment). The success criterion assigned to this objective is a 5% increase from baseline or a score of 70% or better from pre to post.

5. [Middle] By the end of each project year, 80% of participating students will increase their physical fitness as measured by curriculum-based assessment (PACER). The success criterion assigned to this objective is an increase of 2 laps from pre to post.

Goal #3: Reduce Drop-Out Risk

Performance Measures

6. [Middle] By the end of each project year, 80% of participating students will improve their positive behavior as measured u perceptual survey (student). The success criterion assigned to this objective is an increase from baseline.

Goal #4 Increase Parental Involvement

Performance Measures

7. [Middle] By the end of each project year, 70% of the parents of participating regularly participating students [parents] will report their awareness of community resources as measured by perceptual survey (parent).
8. [Middle] By the end of each project year, 70% of participating students [parents] will increase their attendance as measured by logs. The success criterion assigned to this objective is attendance at one or more parent events.

PROGRAM ACTIVITIES

Process

9. *Were appropriate programs and activities selected to ensure progress was made toward project objectives?*

All evidenced based programming and evidenced-based frameworks such as small group instruction were selected to meet the academic objectives. The following academic and personal enrichment provided the cornerstone for Read2Succeed's project success:

Goal 1: Improve Student Academic Achievement

To support this goal, Read2Succeed utilized certified teachers to deliver Project Based Learning (PBL). Project Based Learning is an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills (such as collaboration, communication, and critical thinking). Read2Succeed also offered daily tutoring services to all students facilitated by various professionals knowledgeable in the subject area. Tutors provided one-on-one and small group assistance to strengthen students' skills and worked to increase student growth, confidence, and achievement.

Goal 2: Improve Awareness of Healthy Behaviors

To support this goal, Read2Succeed implemented a structured nutrition program (Deal Me In) and fitness program, supplemented by Project Based Learning opportunities.

Goal 3: Reduce Drop-Out Risk

To support this goal, Read2Succeed utilized a variety of activities that aligned to the National Dropout Prevention Center strategies to include character education, family engagement, and service learning. Service Learning projects supplemented character education lessons, reinforcing concepts through hands on activities.

Goal 4: Increase Parental Involvement

To support this goal, Read2Succeed offered monthly family night events based on need to reinforce parent involvement in their child's schooling. Family involvement was gauged during events with sign-in sheets and participant surveys.

OBJECTIVE ASSESSMENT

As part of the summative evaluation and federal data reporting requirements, each subgrantee must report the attainment of each objective yearly. The 21st CCLC State Administrative team instituted a star system that aligns to objective attainment as shown below:

Stars Achieved	State System Objective Status	Federal Data Collection System Objective Status
5 Stars	<i>Meets or Exceeds Benchmark</i>	Met the stated objective
4 Stars	<i>Approaching Benchmark</i>	Did not meet, but progressed toward the stated objective
3 Stars	<i>Meaningful Progress</i>	Did not meet, but progressed toward the stated objective
2 Stars	<i>Some Progress</i>	Did not meet, but progressed toward the stated objective
1 Star	<i>Limited Progress</i>	Did not meet and no progress toward the stated objective

- [Middle] By the end of each project year, 80% of regularly participating students will improve their English/language arts (ELA) as measured by report card grades. The success criterion assigned to this objective is Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

As shown in Table 21, 57.1% of regularly participating Cutler Bay and Richmond Heights Middle School students met this expectation; thus, the success criterion for this objective (80%) was not met. – **Meaningful progress**

Table 21: Average ELA Improvement-Project Quarterly Report Card Grades (Middle)

Qtr. 1 ELA Grades	Qtr. 4 ELA Grades					Total for Qtr. 1
	F	D	C	B	A	
F	0	1	0	0	0	1
	0.0%	1.2%	0.0%	0.0%	0.0%	1.2%
D	2	2	2	2	1	9
	2.4%	2.4%	2.4%	2.4%	1.2%	10.7%
C	0	4	16	14	0	34
	0.0%	4.8%	19.0%	16.7%	0.0%	40.5%
B	0	0	9	10	8	27
	0.0%	0.0%	10.7%	11.9%	9.5%	32.1%
A	0	0	2	5	6	13
	0.0%	0.0%	2.4%	6.0%	7.1%	15.5%
Total for Qtr. 4	2	7	29	31	15	84
	2.4%	8.3%	34.5%	36.9%	17.9%	100.0%

2. [Middle] By the end of each project year, 80% of regularly participating students will improve their mathematics as measured by report card grades. The success criterion assigned to this objective is Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

As shown in Table 22, 68.1% of regularly participating Cutler Bay and Richmond Heights Middle School students met this expectation; thus, the success criterion for this objective (80%) was not met. – **Approaching Benchmark**

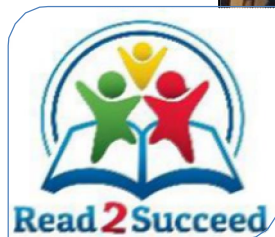


Table 22: Average Math Improvement-Project Quarterly Report Card Grades (Middle)

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	F	D	C	B	A	
F	0	0	2	0	0	2
	0.0%	0.0%	2.3%	0.0%	0.0%	2.3%
D	0	0	2	0	0	2
	0.0%	0.0%	2.3%	0.0%	0.0%	2.3%
C	0	2	17	18	2	39
	0.0%	2.3%	19.3%	20.5%	2.3%	44.3%
B	0	0	9	27	6	42
	0.0%	0.0%	10.2%	30.7%	6.8%	47.7%
A	0	0	0	2	1	3
	0.0%	0.0%	0.0%	2.3%	1.1%	3.4%
Total for Qtr. 4	0	2	30	47	9	88
	0.0%	2.3%	34.1%	53.4%	10.2%	100.0%

- [Middle] By the end of each project year, 80% of regularly participating students will improve their science as measured by report card grades. The success criterion assigned to this objective is Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

As shown in Table 23, 76.1% of regularly participating Cutler Bay and Richmond Heights Middle School students met this expectation; thus, the success criterion for this objective (80%) was not met. – **Approaching Benchmark**

Table 23: Average Science Improvement-Project Quarterly Report Card Grades (Middle)

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	F	D	C	B	A	
F	1	0	1	0	0	2
	1.1%	0.0%	1.1%	0.0%	0.0%	2.3%
D	1	1	0	4	0	6
	1.1%	1.1%	0.0%	4.5%	0.0%	6.8%
C	0	3	5	15	7	30
	0.0%	3.4%	5.7%	17.0%	8.0%	34.1%
B	0	0	9	21	12	42
	0.0%	0.0%	10.2%	23.9%	13.6%	47.7%
A	0	0	1	4	3	8
	0.0%	0.0%	1.1%	4.5%	3.4%	9.1%
Total for Qtr. 4	2	4	16	44	22	88
	2.3%	4.5%	18.2%	50.0%	25.0%	100.0%

- [Middle] By the end of each project year, 75% of participating students maintain high performance or improve their health awareness as measured by curriculum-based assessment (Deal Me in Nutrition Assessment). The success criterion assigned to this objective is a 5% increase from baseline or a score of 70% or better from pre to post.

Post assessment scores were greater than the pre-assessment scores on nutrition for 39 of 62 regularly participating Cutler Bay and Richmond Heights Middle School students; thus, 61.3% of students met this objective and the criterion (80%) was not met. – **Meaningful progress**

- [Middle] By the end of each project year, 80% of participating students will increase their physical fitness as measured by curriculum-based assessment (PACER). The success criterion assigned to this objective is an increase of 2 laps from pre to post.

Post assessment scores were greater than the pre-assessment scores on fitness for 44 of 51 regularly participating Cutler Bay and Richmond Heights Middle School students; thus, 86.3% of students met this objective and the criterion (80%) was met. – **Exceeds Benchmark**

6. [Middle] By the end of each project year, 80% of participating students will improve their positive behavior as measured u perceptual survey (student). The success criterion assigned to this objective is an increase from baseline.

Post assessment scores were greater than the pre-assessment scores on behavior for 39 of 50 regularly participating Cutler Bay and Richmond Heights Middle School students; thus, 78.0% of students met this objective and the criterion (80%) was not met. – ***Approaching Benchmark***

7. [Middle] By the end of each project year, 70% of the parents of participating regularly participating students will report their awareness of community resources as measured by perceptual survey (parent).

For parent knowledge increases, 57 of 57 parents of regularly participating Cutler Bay and Richmond Heights Middle School students reported increases in knowledge following participation at a parent night event; thus, 100% of parents met this objective and the criterion (70%) was met. – ***Exceeds Benchmark***

8. [Middle] By the end of each project year, 70% of participating students [parents] will increase their attendance as measured by logs. The success criterion assigned to this objective is attendance at one or more parent events.

Each center facilitated two family night events. The subject matter and date facilitated are as follows:

- Citizenship: *Richmond Heights* (December 2015)
- Citizenship: *Cutler Bay* (December 2015)
- Health & Wellness: *Richmond Heights* (March 2016)
- Health & Wellness: *Cutler Bay* (April 2015)

For parent night attendance, 7 out of 145 parents of regularly participating Cutler Bay and Richmond Heights Middle School students attended one or more parent night events; thus, 4.8% of parents met this objective and the criterion (70%) was not met. ó ***Limited progress***

Student Snapshot

A student with substantial academic gains and a special story was selected for interview. The student selected was a male in the seventh grade that demonstrated academic progress over the project year. The interview was conducted by telephone and focused on (1) student perception of program components (2) student enjoyment within the program (3) student perception of needed changes within the program (4) lessons learned from the academic instruction and (4) overall impressions of the program. School year 2015-16 objective assessments for the student interviewee showed progress from the first quarter to the fourth quarter with his quarterly language arts grade increasing from a D/C; quarterly math grade increasing from a C/B; and quarterly science grade increasing from a C/B along with increases in nutrition knowledge and

maintenance of physical fitness performance. This student also stands out due to his English as a second language status. An immigrant from Haiti, our selected student did not speak English until arriving to the United States. His entry into the program at the start of the year marked a first for the program staff that had to translate. His never give up attitude and bright demeanor made him a staff favorite. Learning English and increasing his academic achievement so rapidly were a testament to the resources provided during the regular school day and during afterschool.

As a student with 171 dates of service in attendance during the 2015-16 program year, our selected interviewee had important feedback reflecting how students see the program. When asked what components of the program were most helpful, he stated "homework help" made the most impact on his regular school day performance. When prompted for information on what he liked the most about the program, he stated "field trips." Staff noted that this particular student experienced many firsts during field trips. When asked about making changes to the program, he added "everything is good." Our interviewee also reported that he now knows English and is thankful to the staff for their support. Finally, he reported that everyone should know that the program "helps people who are new. [They] work with everything"

SUSTAINABILITY

9. *Were partnerships formed to strengthen the sustainability and implementation of the proposed activities?*

Sustainability for purposes of this evaluation is defined as *the continuation of funding and resources for community programs impacting at-risk students in need of afterschool services over time*. Sustainability is a holistic concept ó the ability to create lasting improvements in academic achievement and behavior of all targeted students for an extended period of time despite ongoing changes in funding sources, program models, service providers, community demographics and other factors. A critical point to note about this definition is that sustainability is not about indefinitely perpetuating current programs and services at current funding and staffing levels. As communities change over time, the demand for services may grow or shrink. New, more effective approaches to providing services may be discovered and implemented. Changes are also certain to occur in sources of funding, public policies, and other forces that affect the initiative. Long-term sustainability is about ensuring that the positive results Read2Succeed can achieve for children and families is continued for years to come despite all of the changes occurring in the environment in which 21st CCLC is operating.

Table 31 outlines partnerships to date formed by Read2Succeed. Miami Dade County Public Schools continues to donate facility use at an estimated in-kind contribution over \$90,826. Christ Fellowship offers character education services at a value of over \$2,000.

Table 24: Read2Succeed- Partners

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Miami County Public Schools	School District	Facility Use	\$90,826	Facility Use for After-School Program Site
Crist Fellowship	FBO	Professional Service	\$2,000	Character Education

PARENT, TEACHER, AND STUDENT SURVEYS

To monitor progress and refine program activities, projects are required by the United States Department of Education (USDE) to communicate, distribute, and collect parent, teacher, and student surveys as part of the 21st CCLC project requirements. Stakeholder feedback is intended to facilitate the continuous improvement process; therefore, results should enable the identification of successful aspects of the program and areas in need of improvement for further discussion.

Parent surveys were created to ascertain parent opinions on issues related to staffing, activities, operations, site administration communication, child's happiness with the program, and behaviors related to the federal reporting criteria. As stakeholders, parents are key indicators of whether the program is facilitating basic communication of goals and objectives. Their opinions indicate whether key federal reporting criteria are being met such as quality homework completion, student's ability to get along with others, and students staying out of trouble.

PARENT SURVEYS

Overall, 35 parents completed the parent survey. A majority of respondents were female (54.3%) and a majority identified their race as Hispanic or Latino (31.4%) followed by African American or Black-Not Hispanic (25.7%), and White (20.0%). All parents (97.1%) were satisfied or very satisfied with the program as a whole. None of the survey respondents indicated that they were not satisfied.

All parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (94.3%). Additional staffing questions garnered similar results with parents reporting staff was able to work with their children (100%) and reporting staff related well to parents (85.7%). A majority of parents reported some level of satisfaction with the variety of activities offered (80.0%) and satisfaction with meals and snacks (40%). All parents were also satisfied with the safety of the program environment (94.3%).

When asked about program communication and assistance as a caregiver all respondents reported they were satisfied to some degree with the program's success in reaching out to them as parents (82.9%) and the program's success in helping them to become more involved in their child's education (85.7%).

When questioned if parents felt their child was happy in the program, most respondents reported to be satisfied or very satisfied (77.1%). In addition, a majority of parents reported satisfaction with the level of assistance in helping their child complete their homework (82.9%). They also indicated they were happy with the program's ability to assist their children with getting along with others (85.3%), to stay out of trouble (97.1%), and to learn to appreciate other cultures (88.6%).

--Most responding parents reported they would definitely recommend the program to other parents (79.4%) and they would enroll their child in the program if it were offered next year (85.3%). Given the scenario that program services would no longer be available, a majority of respondents indicated their children would be home alone (45.7%), participating in another afterschool program (17.1%), cared for by another relative (8.6%), cared for by a sibling (8.6%), cared for by a parent (8.6%), other (8.6%), or cared for by a friend or neighbor (2.9%).

TEACHER SURVEYS

Regular school day teacher surveys are a required federal reporting component utilized to ascertain student behavior changes during the regular school day. As such, their opinions indicate the extent of program impact on other areas of the student's life. Regular school day teachers completed the 12-question survey for 76 regularly participating students.

The following percentages represent the proportions of students identified by teachers as "improved" or "did not need to improve" on the respective survey items: students turning in their homework on time (72.4%), quality of homework turned in (67.1%), improved class participation (71.1%), improvement for volunteerism in the classroom (64.5%), attending class regularly (82.9%), being attentive in class (71.1%), and behaving well in class (76.3%). Teachers also indicated "improved" or "did not need to improve" on academic performance (80.2%), students coming to school motivated to learn (73.7%), getting along well with other students (86.8%), and improvement in student self-efficacy - belief they can do well in school (81.4%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (70.7%).

STUDENT SURVEYS

Student surveys consisted of 8 questions that all grade levels responded to with a majority of questions rated on a three point Likert scale: "definitely," "somewhat," or "not at all." Students in all grades completed the survey for a total of 62 responses. Responses to all questions answered on the survey were mostly positive. A small majority (68.4%) reported they "definitely" enjoyed the activities in their afterschool program with (30.4%) reporting they somewhat enjoyed the activities. The most positive response (83.5%) came from students in response to "Did your afterschool program have adults who care about you." Table 25 provides results for all student survey responses.

Table 25: Student Survey Results

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Did you enjoy the activities in your afterschool program?	54 (68.4)	21 (30.4)	1 (1.3)
Did your afterschool program have adults who care about you?	66 (83.5)	12 (15.2)	1 (1.3)
Did you feel safe at your afterschool program?	55 (69.6)	24 (30.4)	0 (0.0)
Did your afterschool program help you get along well with others?	50 (63.3)	28 (35.4)	1 (1.3)
Did your afterschool program help you understand that following rules is important?	63 (79.7)	14 (17.7)	2 (2.5)
Did your afterschool program help you solve problems in a positive way?	52 (65.8)	21 (26.6)	6 (7.6)
Did your afterschool program help you with your homework?	62 (78.5)	14 (17.7)	3 (3.8)
Did your afterschool program help you improve your grades?	53 (67.1)	20 (25.3)	6 (7.6)

Middle school students were also asked, “If you were not in your afterschool program between 3:00 PM and 6:00 PM, who would you usually be with, and what would you be doing?” The majority student responses indicated students would be hanging out with friends (69.6%), and participating in entertainment activities such as watching TV (74.7%).

Table 26: Student Survey Results – Middle School Specific Questions

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all- Didn't Talk About	☹ Not at all- Talked About Not Helpful
	Did your afterschool program help you understand setting goals is important? (middle school only)	54 (69.2)	20 (25.6)	2 (2.6)
Did your afterschool program help you understand how to make career choices? (middle school only)	40 (51.3)	27 (34.6)	2 (2.6)	9 (11.5)
Did your afterschool program help you understand that doing drugs is wrong? (middle school only)	51 (65.4)	13 (16.7)	2 (2.6)	12 (15.4)
Did your afterschool program help you understand that violence is wrong? (middle school only)	58 (74.4)	14 (17.9)	2 (2.6)	4 (5.1)

LESSONS LEARNED AND RECOMMENDATIONS

The agency currently manages other 21st CCLC programs, so many of the agency-wide program issues are pertinent to both projects. During this project year, staff began using an online platform to record program attendance and object assessment data. Administrative and center level staff worked diligently to keep attendance up to date, which in turn enabled the administrative staff time to review and submit timely deliverables.

The administrative staff aspires to put forth policies and procedures that not only meet the expectations of the funder, but that surpass expectation. The administrative staff prides themselves on creating best practice policies and procedures that are utilized as examples for other agencies. With that said, there is often a disconnect between agency expectation and center staff practice.

During the 2015-16 school year, all center visitations were unannounced and completed without the assistance or presence of the project director. This was deliberate to get a true picture of center level operations. Staff was accommodating during the visitation, and made all pertinent documents available for review. Parent interviews conducted during pick up indicated most parents were satisfied with the program. A parent at Richmond Heights Middle stated, "I love the program, her homework is done by the time she gets home, and I do not have to rush to school to pick her up after school." Best practices observed included the need to let students socialize when working on projects. This is supported in research as a retention technique that precludes the program from feeling like the regular school day.

Noted operational issues included revision of or adherence to the schedule. The schedule provided did not align with program activities, and at Cutler Bay Middle, only one activity aligned with the provided schedule. This supports concerns that center level staff are altering the administration provided policies and procedures. Of particular concern are the day's activities ending and students headed home by 5:45 pm when the program is scheduled from 4:00 to 7:00 pm. Both programs had very few students left for the last hour of the program. In addition, students who signed themselves out of the program were noticed loitering on campus. Similar to the other 21st CCLC project, staffing issues were utilized as the basis for a "disorganized" day. A contingency plan should be a requirement for all staff administration to sign off at the inception of the project year.

The following recommendations are based on site visitation, and staff consultation:

1. The project may consider creating a tutoring track for those students that with baseline academic scores of a "C" or below to focus instruction for those students not meeting the state benchmark.

2. The project may consider creating and posting center location schedules online and on the center communication boards, noting that alterations are only approvable at the administrative level.
3. Center activities did not align with those proposed on the center schedules or in the project application. The center staff should be monitored throughout the project year for adherence to Read2Succeed policies and procedures. This may require extra manpower in order to monitor all centers within Read2Succeed.
4. Parent night attendance is extremely low. The project may consider surveying parents to create parent night opportunities that align with parent needs. This may increase the desire of parents to participate. The project may also consider having parents sign a section of the enrollment application indicating they understand the requirement for parents to attend one or more facilitated events.

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