

READ2SUCCEED, INC.

21st Century Community Learning Centers
(13U-2447B-7PCC2)
(Cohort 11)

Summative Evaluation 2016-17



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1.0 OVERVIEW AND History

Read2Succeed was founded in 2005 by a dedicated group of community members. Agency wide, Read2Succeed creates fun and creative learning opportunities through direct assistance to students struggling with academic performance or facing risk of grade level retention. Read2Succeed programs are not only created to increase academic performance, but also to increase social development and literacy rates throughout the community.

Over the past nine years, Read2Succeed has offered programs such as after-school tutoring, FCAT preparation, literacy and ESOL classes for adult learners, parenting skills, family counseling, and community empowerment workshops. These combined programs served thousands of low-income, immigrant children and families in Southwest Miami-Dade County. Read2Succeed consistently demonstrated positive outcome measures with participant performance increases above 80% in all of its programs. Community workshop satisfaction surveys demonstrated over 90% of participants are highly satisfied with the agency's workshops. Read2Succeed received high marks on all performance reports from its previous, local funding agencies including Miami-Dade County, The Children's Trust, Miami-Dade County Public Schools and the Miami Nice Project.

Over the past five years, Read2Succeed successfully implemented *I 2 Will Succeed* - (13U-2447B-7PCC2) at two middle school center locations: Cutler Ridge Middle, a Title 1 school with 90% Free and Reduced Lunch status and Richmond Heights Middle, a Title 1 school with 89% Free and Reduced Lunch status. Over the course of the 2016-17 grant, Read2Succeed proposed to impact the lives of 79 students in grades 6-8 during the afterschool and 51 students during summer and 47 students during select weekend and holiday dates of services (see Figure 1).

Program components included academic enrichment enhanced through skill building and project- based learning; personal enrichment focused on physical education and nutrition;

dropout prevention; character education; service learning; tutoring and homework; and targeted adult family services.

The program design had both centers operating for five days per week, three hours per day from 4:00-7:00PM for 15 hours weekly. *Select / 2 Will Succeed* weekend/holiday dates of services are scheduled for nine hours per day from 8:00AM-4:30PM. *Read2Succeed* Summer 2016 programming was eight hours per day, five days per week for 40 hours weekly. Overall, 170 afterschool dates of service were proposed at Cutler Ridge Middle and 170 afterschool dates of service at Richmond Middle. Both Cutler Ridge and Richmond Heights Middle proposed six weekend/holiday dates of service.

2.0 STUDENT CHARACTERISTICS

Based on review of the 2014-15 FLDOE project application award, *Read2Succeed* was to serve students attending Cutler Ridge 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. Review of program records indicated all students participating in the project attended the targeted schools during the day making them eligible and appropriate for services. Table 16 demonstrates 100% of participating students in the *Read2Succeed* 21st CCLC program received free or reduced lunch.

2.1 Total Student Enrollment and Attendance

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 199 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 Ridge Middle	84	40	36	8
Richmond Heights Middle	115	35	56	24
All Centers	199	75	92	32

Table 2 demonstrates regularly participating students were distributed across the summer 2016 only component at ($n=18$, 15.3%) and ($n=32$, 27.8%) both school year academics and summer component indicating a majority of Read2Succeed participants were distributed in the school year 2016-17 only component ($n=67$, 56.9%).

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 Ridge Middle	33	1	24	8
Richmond Heights Middle	84	17	43	24
All Centers	117	18	67	32

1. 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).”

Read2Succeed operated during both the summer and school year components. Following 2016-17 summative guidance, students were calculated across both components to calculate their “regular participation.” Table 3 indicates there were 117 regularly attending students for the summative reporting period. Therefore, $n=117$ will be utilized for objective progression throughout the remainder of the summative reporting. Figure 3 demonstrates only 58.8% of enrolled participants were also regular participants indicating a majority of students attended the program on a short-term basis either utilizing the center as a drop-in program or withdrawing after trying the program.

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 Ridge Middle	51	33	84
Richmond Heights Middle	31	84	115
All Centers	82	117	199

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

Per the 2016-17 21st CCLC Request for Application guidelines, a project’s “minimum performance thresholds of daily attendance have been established at 85%,” with programs not meeting these guidelines considered at risk. Table 4 & 5 demonstrates the Read2Succeed project is well below minimum performance standards for all components with an average of ($n=101$, 76%) students in attendance daily throughout the afterschool component and ($n=65$, 61.5%) in attendance during summer 2016. Weekend and Holiday dates of service were also not well attended with ($n=17$, 35.5%) of students attending.

Table 4: Read2Succeed - Average Daily Attendance (ADA) – Summer 2016

Center	Targeted Summer Attendance	Summer Attendance Average	
		n	%
Cutler Ridge Middle	45	25	57
Richmond Heights Middle	60	40	66
All Centers	105	65	61.5

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

Center	Targeted Afterschool Attendance	Afterschool Attendance Average	
		n	%
Cutler Ridge Middle	29	60	69
Richmond Heights Middle	50	41	83
All Centers	79	101	76

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

Center	Targeted Weekend/Holiday Attendance	Weekend/Holiday Attendance Average	
		n	%
Cutler Ridge Middle	21	6	29
Richmond Heights Middle	26	11	42
All Centers	47	17	35.5

2.2 Student Demographics

Table 8 demonstrates a majority of regularly participating students were male participants at (56.4%, $n=66$) with female participants at (43.6%, $n=51$) respectively. Table 7 mirrors Table 8, representing total enrollment for purposes of federal reporting.

Table 7: Enrolled Students Gender Distribution

Center	Enrolled	Gender
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	Students	Male	Female
Cutler Ridge Middle	84	58	26
Richmond Heights Middle	115	57	58
All Centers	199	115	84

Table 8: Regularly Participating Students Gender Distribution

Center	Regularly Participating Students	Gender	
		Male	Female
Cutler Ridge Middle	33	25	8
Richmond Heights Middle	84	41	43
All Centers	117	66	51

Table 10 demonstrates student demographic data indicated 3.4%, $n=4$ of regularly participating students were identified in need of services to support English Proficiency and 11.1%, $n=13$ were identified as Exceptional Student Education (ESE). No students were identified as homeless. Table 9 mirrors Table 10, representing total enrollment for purposes of federal reporting.

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 Ridge Middle	84	3	81	16	68	0	84
Richmond Heights Middle	115	8	107	12	103	0	115
All Centers	199	11	188	28	171	0	199

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 Ridge Middle	33	1	32	5	28	0	33

Richmond Heights Middle	84	3	81	9	75	0	84
All Centers	117	4	113	13	103	0	117

A majority of regularly participating students in the project were reported as Black (43.5%, $n=51$). Table 12 presents a detailed profile of race distribution indicating the remaining students were Hispanic (37.6%, $n=44$), White (11.9%, $n=14$), Multiracial (5.5%, $n=3$), and two students without race & ethnicity information. Table 11 mirrors Table 12, representing total enrollment for purposes of federal reporting.

Table 11: Enrolled Students Race & Ethnicity Distribution

Center	Enrolled Students	Race						
		American Indian/Alaska Native	Asian/Pacific Islander	Black	Hispanic	White	Multiracial	DK
Cutler Ridge	84	2	1	17	46	13	3	2
Richmond Heights	115	1	-	58	41	13	1	1
All Centers	199	3	1	75	87	26	4	3

Table 12: Regularly Participating Students Race & Ethnicity Distribution

Center	Regularly Participating Students	Race						
		American Indian/Alaska Native	Asian/Pacific Islander	Black	Hispanic	White	Multiracial	DK
Cutler Ridge	33	2	-	7	16	5	2	1
Richmond Heights	84	1	-	44	28	9	1	1
All Centers	117	3	-	51	44	14	3	2

Table 14 demonstrates regularly participating students were distributed across all proposed grade levels with the largest number of students reported in 6th grade (43.5%, $n=51$) and the least in 8th grade (21.4%, $n=25$). Table 13 mirrors Table 14, representing total enrollment for purposes of federal reporting.

Table 13: Enrolled Students Grade Level Distribution

Center	Enrolled Students	Grade		
		6	7	8
	N	6	7	8
Cutler Ridge Middle	84	35	23	26
Richmond Heights Middle	115	45	43	27
All Centers	199	80	66	53

Table 14: Regularly Participating Students Grade Level Distribution

Center	Regularly Participating Students	Grade		
		6	7	8
	n	6	7	8
Cutler Ridge Middle	33	14	10	9
Richmond Heights Middle	84	37	31	16
All Centers	117	51	41	25

Table 16 demonstrates 58.6%, $n=75$ of reported regularly participating students participated in the free or reduced lunch program with 22.7% of student lunch data not available.

Table 15: Enrolled Students Family Demographics

Center	Enrolled Students	Free or Reduced Price Lunch		
		Yes	No	DK
	N	Yes	No	DK
Cutler Ridge Middle	84	84	-	-
Richmond Heights Middle	115	115		
All Centers	199	199		

Table 16: Regularly Participating Students Family Demographics

Center	Regularly Participating Students	Free or Reduced Price Lunch		
		Yes	No	DK
	n	Yes	No	DK
Cutler Ridge Middle	33	33	-	-

Richmond Heights Middle	84	84
All Centers	117	117

3.0 PROGRAM OPERATIONS

Read2Succeed’s award notification denoted a funding period from 8/01/16 to 7/31/17. Services began on August 29, 2016, as approved in the approved 2016-17 Request for Application (RFA). Read2Succeed proposed 215 dates of services at both Cutler Ridge Middle School and Richmond Heights: 39 dates in the summer of 2016; 170 dates in academic year 2016-17; and six weekend/holiday dates of service.

Table 17: Read2Succeed’s – Summer 2016 Typical Operation

Summer 2016 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 Ridge Middle	8	5	42.5	0	0
Richmond Heights Middle	8	5	42.5	0	0

3.2 School Year Operation

In addition to the minimum guidelines for yearly operation, program guidance states that each center must operate a “minimum of twelve (12) afterschool hours per week.” Overall all students had 34 weeks of school year operation. Table 18 demonstrates typical operations of Read2Succeed centers have students participating for five days a week. Both centers operate for three hours per day, Monday through Friday from 4:00-7:00PM, 15 hours weekly.

Table 18: Read2Succeed’s – Academic Year 206-2017

Academic Year 2016-2017 Operations			
Total Number	Typical Number	Typical Number of Hours per Week	Total Number days THIS center operated:

Center	of Weeks of Operation	of Days per week	Before School	During School	After- school	Weekend/ Holidays	Before School	During School	After- school	Weekend/ Holidays
Cutler Ridge Middle	37		0	0	15	8.5			170	
Richmond Heights Middle	37		0	0	15	8.5			170	

4.0 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. In identifying staff for afterschool programs, there is a need for strong leadership. In defining strong leadership in an afterschool program, this does not just denote that leadership is able to manage staff. It is essential the leadership is not only experienced in management, but is experienced in the delivery of structured afterschool programming. Important management characteristics are advanced education, longevity with the program site, and “bottom-up” management style implementation (Making Afterschool Better – Policy Brief). Bottom-up management style implies team members are invited to participate in every step of the management process; decisions on the course of action taken are made by the whole team.

4.1 Demographics

For the 2016-17 there were 6 paid staff members supporting Cutler Bay Middle, as shown in Table 19. Of the 6 paid staff members at Cutler Bay Middle 2(34%) were male and 4(66%) were female. There were 8 staff members at Richmond Heights Middle, as shown in Table 20. Of the 8 paid staff members at Richmond Middle 1(12.5%) was male and 7(87.5%) were female.

Table 19: CBM Regular Staff Paid and Volunteer Status

Cutler Bay Middle	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	2	0	3	0
Center administrators and coordinators	2	0	2	0
Other non-teaching school day staff	2	0	1	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	0	0
Other	0	0	0	0
Total	6	0	6	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.

Table 20: RHM Regular Staff Paid and Volunteer Status

Richmond Heights Middle	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	4	0	4	0
Center administrators and coordinators	2	0	2	0
Other non-teaching school day staff	3	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	0	0
Subcontracted Staff	0	0	0	0
Other	0	0	0	0
Total	9	0	8	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.

4.2 Student-to-Staff Ratio

Based on review of project schedules, certified teachers were utilized in all academic components, as required by FLDOE daily. Read2Succeed staffing documentation indicated the project acquired the appropriate number of student to staff ratio of 15:1 for all academic activities. Subsequent observations during site visitations substantiated appropriate student to staff ratios with many instances where the student to staff ratio was much lower than needed. Table 21 provides a snapshot of the 15 staff members who worked throughout the project school year. A majority of staff held school day teacher positions during the regular school day (n=8, 53%), followed by other non-teaching school day staff (n=5, 33.3%), center administrator and coordinators (n=2, 13.7%).

Table 21: Staff Regular School Day Primary Responsibilities

Regular Staff Type	Total
	Paid
School day teachers (former and substitute)	8
Center Administrator and Coordinators	2
Center Administrator and Coordinators	5
Total	15

4.3 Staff Training

Staff participated in professional development on August 25, 2016, prior to the beginning of the year to review: the calendar of events, site enrollments, new documents and procedures, grant objectives, 5-star quality rating, rules and regulations, and meal procedures. During this orientation meeting, the curriculum administrator reviewed CHAMPs classroom management procedures, program curriculum, and supplemental online program resources.

Subsequent professional development included “Promoting Health and Wellness” that provided ideas for integration of health and wellness curriculum best practices. During this session, participants learned food safety practices, cultural sensitivity, and emotional awareness around health and wellness. Participants were provided with a handout of online resources linked to Florida Standards. “Shining a Light on Self-Esteem” was facilitated in the

spring to highlight the integration of Whole Child concepts. Teachers were provided with a theoretical basis of how self-esteem affects academic achievement, along with resources to support healthy self-esteem in project students.

4.4 Staff Turnover

All staff is recruited from target schools and is recommended by the principal. This allows us to create a network of care, not only for the students but the staff as well. With this, we lost minimal staff through the years. Cutler Bay Middle lost a paraprofessional during the summer and the second one during the school year. Due to their reduce numbers it was determined that staff would not be replaced until enrollment picked up. Richmond Heights Middle maintained the same staff the entire program year.

4.5 Certified Teachers

All Academic activities are led by certified teachers. Richmond Heights maintained 3 certified teachers on site daily for two hours per day. Cutler Bay Middle maintained two certified teachers on site daily for two hours per day. All certified teacher credentials were very verified by the program director and maintained in each employee file.

5.0 OBJECTIVES and OUTCOME

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 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.

5.1 Objectives and Activities

Table 22: Objectives and Description of Activities

Objective	Description of Activities
80% of regularly participating students will maintain high performance or improve their reading as measured by report card grades.	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(reading, math, science). Tutors provided one-on-one and small group homework assistance to strengthen students’ skills and worked to increase student growth, confidence, and
80% of regularly participating students will maintain high performance or improve their mathematics as measured by report card grades.	

80% of regularly participating students will maintain high performance or improve their science as measured by report card grades.	achievement.
75% of regularly participating students will maintain high performance or improve their health awareness as measured by curriculum-based assessment.	Read2Succeed implemented a structured nutrition and fitness program, supplemented by Project Based Learning opportunities.
80% of regularly participating students will increase their physical fitness as measured by curriculum-based assessment.	
80% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).	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.
80% of the adult family members of regularly participating students will report their awareness of community resources as measured by perceptual survey (parent).	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.
80% of regularly participating students will increase their involvement in student education as measured by logs.	

5.2 Data Collection Methods:

5.2.2 Measures and Data Collected:

To collect all data regarding academic enrichment objectives, student enrollment applications contain a Miami Dade County Public School (MDCPS) release of record form, allowing Read2Succeed (R2S) access to pertinent student data. For the reading, math and science objectives report cards are utilized to

ascertain success. R2S continuous relationship with MDCPS staff and administration allowed the program assistant to request report cards and standardized testing directly from the regular school day staff each nine week quarter. Report cards were made available to R2S each quarter. Report cards were entered into a web-based data system.

Pre, mid, and post personal enrichment assessment was conducted under the guidance of the lead teacher by the certified teachers. After completion the program director and program assistant scored all completed assessment. For mid and post testing the lead teacher was provided the list of student requiring assessment to ensure all available students had comparison data. All assessments were entered in to a web- based data management system.

5.2.2 Data Collection Timeline:

Domain Academic- English Language Art/ Writing:

Objective 1: 80% of regularly participating students will maintain high performance or improve their reading as measured by report card grades.

Measures and Data Collected	Data Timeline	Continuous Assessment	Student Inclusion
report card grades	Grades will be collected quarterly(Nov, Feb, Apr, Jun)	Progress will be monitored quarterly	All regular 21 st CCLC participants

Domain Academic- Mathematics

Objective 2: 80% of regularly participating students will maintain high performance or improve their mathematics as measured by report card grades.

Measures and Data Collected	Data Timeline	Continuous Assessment	Student Inclusion
report card grades	Grades will be collected quarterly(Nov, Feb, Apr, Jun)	Progress will be monitored quarterly	All regular 21 st CCLC participants

Domain Academic- Science

Objective 3: 80% of regularly participating students will maintain high performance or improve their science as measured by report card grades.

Measures and Data Collected	Data Timeline	Continuous Assessment	Student Inclusion
report card grades	Grades will be collected quarterly(Nov, Feb, Apr, Jun)	Progress will be monitored quarterly	All regular 21 st CCLC participants

Domain: Personal Enrichment- Behavior & Problem- Solving

Objective 4: 80% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).

Measures and Data Collected	Data Timeline	Continuous Assessment	Student Inclusion
perceptual survey	Pre: August Mid: January Post: May	Progress monitored pre, mid, post	All regular 21 st CCLC participants

Domain: Personal Enrichment- Health & Nutrition

Objective 5: 75% of regularly participating students will maintain high performance or improve their health awareness as measured by curriculum-based assessment.

Measures and Data Collected	Data Timeline	Continuous Assessment	Student Inclusion
California Dairy Assessment	Pre: August Mid: January Post: May	Progress monitored pre, mid, post	All regular 21 st CCLC participants

Domain: Personal Enrichment- Health & Nutrition

Objective 6: 80% of regularly participating students will increase their physical fitness as measured by curriculum- based assessment.

Measures and Data Collected	Data Timeline	Continuous Assessment	Student Inclusion
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PACER	Pre: August Mid: January Post: May	Progress monitored pre, mid, post	All regular 21 st CCLC participants
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Domain: Adult Family Member Performance

Objective 7: 80% of the adult family members of regularly participating students will report their awareness of community resources as measured by perceptual survey (parent).

Measures and Data Collected	Data Timeline	Continuous Assessment	Student Inclusion
perceptual survey	Conclusion of each parent night	Progress monitored mid, post	All regular 21 st CCLC participants

Domain: Adult Family Member Participation

Objective 8: 80% of regularly participating students will increase their involvement in student education as measured by logs.

Measures and Data Collected	Data Timeline	Continuous Assessment	Student Inclusion
event sign- in sheets	Conclusion of each parent night	Progress monitored mid, post	All regular 21 st CYCLIC participants

5.2.3 Data Quality:

To ensure fidelity each respective student's pre, mid, and post assessment is conducted by the same administrator. All assessments are scored by the program director and program assistant and entered in a web- based data management system.

5.2.4 Continuous Assessment

Academic objectives are monitored quarterly upon receipt of report cards. All personal enrichment objectives are tracked and analyzed after mid and post assessment.

5.2.5 Student Inclusion

All students upon entry complete pre-testing, this on-going during the academic year.

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

5.3.1 Objective 1: 80% of regularly participating students will maintain high performance or improve their reading as measured by report card grades.

Reading comprehension was targeted through Project Based Learning (PBL) activities that occurred daily in the program. In addition to PBL activities, students were offered additional assistance during daily homework time and skill building. Quarterly language arts report card grades were provided electronically from project administration. Read2Succeed (Elementary) students with paired grades were analyzed based on the numerical value associated with the 4-point grading scale (A=90-100; B=80-89; C=70-79; D=60-69; F=0-59).

The success criterion added to the quarterly grade measure was a “C or better.” It should be noted that success criterion for many of the objectives involves only the end of year assessment measure. Therefore, achievement related to paired assessments will have a different measurement population than the success criteria population; i.e., a student may not have paired language arts grades, but may have a fourth quarter language arts grade of a “C or better” increasing the number of usable instruments for the success criterion assessment.

Table 23: Average Language Arts Improvement-Project Quarterly Report Card Grades

Regularly Participating (30-Day)	Usable Instruments	Meeting Standard of Success at EOY	
N	n	n	%
117	95	50	53%

Table 23 demonstrates in language arts, usable instruments for 95 students. The success criterion was ($n=50$, 53%) of students maintained or improved to a C or better. – **Some**

Progress

End- of- Year Programmatic Changes and Rationale

Proposed Changes: Review fidelity of curriculum implementation and consider extending time spent on PBL activities with a English Language Arts focus. Also consider extending homework time to allow for tutoring of students identified in need.

Rationale: Quarter 1 and Quarter 4 English Language Arts report card grades indicate that 53% of students showed an increase or maintained a B or above on English/language arts grades compared with the objective assessment benchmark of 70%.

End- of- Year Data Collection/ Evaluation Changes and Rationale

Proposed Changes:

None Rationale: None

5.3.2 Objective 2: 80% of regularly participating students will maintain high performance or improve their mathematics as measured by report card grades.

Math skills were targeted through Project Based Learning (PBL) activities that occurred daily in the program based on grade level cohort assignment. In addition to PBL activities, students were offered additional assistance during daily homework time and through teacher led skill building exercises. Quarterly math report card grades were provided electronically from project administration. Read2Succeed students with paired grades were analyzed based on the numerical value associated with the 4-point grading scale (A-F) as previously described. The success criterion added to the quarterly grade measure was a “C or better.”

Table 24 demonstrates in mathematics, usable instruments for 96 students. The success criterion was ($n=50$, 52%) of students maintained or improved to a C or better. – **Some**

Progress

Table 24: Average Math Improvement-Project Quarterly Report Card Grades

Regularly Participating (30-Day)	Usable Instruments	Meeting Standard of Success at EOY	
N	n	n	%
117	96	50	52%

End- of- Year Programmatic Changes and Rationale

Proposed Changes: Review fidelity of curriculum implementation and consider extending time spent on PBL activities with a Math focus. Also consider extending homework time to allow for tutoring of students identified in need.

Rationale: Quarter 1 and Quarter 4 Math report card grades indicate that 52% of students showed an increase or maintained a B or above on English/language arts grades compared with the objective assessment benchmark of 80%.

End- of- Year Data Collection/ Evaluation Changes and Rationale

Proposed Changes:

None Rationale: None

5.3.3 Objective 3: 80% of regularly participating students will maintain high performance or improve their science as measured by report card grades.

Science skills were targeted through Project Based Learning (PBL) activities that occurred daily in the program based on grade level cohort assignment. In addition to PBL activities, students were offered additional assistance during daily homework time and through

teacher led skill building exercises. Quarterly report card grades were provided electronically from project administration. Read2Succeed students with paired grades were analyzed based on the numerical value associated with the 4-point grading scale (A-F) as previously described. The success criterion added to the quarterly grade measure was a “C or better.”

Table 25 demonstrates in science, usable instruments for 117 students. The success criterion was (n=96, 72%) of students maintained or improved to a C or better. – **Approaching Benchmark**

Table 25: Average Science Improvement-Project Quarterly Report Card Grades

Regularly Participating (30-Day)	Usable Instruments	Meeting Standard of Success at EOY	
N	n	n	%
117	96	69	72%

End- of- Year Programmatic Changes and Rationale

Proposed Changes: None

Rationale: None

End- of- Year Data Collection/ Evaluation Changes and Rationale

Proposed Changes:

None Rationale: None

5.3.4 Objective 4: 80% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).

Table 26: Average Behavior & Problem- Solving Increase

Regularly Participating	Meeting Standard of Success
-------------------------	-----------------------------

(30-Day)	Usable Instruments		at EOY	
	N	n	n	%
117	53	25	47%	

Table 26 demonstrates in behavior & problem solving, usable instruments for 53 students. The success criterion was ($n=53$, 47%) of students would demonstrate an increase. – ***Some Progress***

End- of- Year Programmatic Changes and Rationale

Proposed Changes: Continue with current curriculum. Students may benefit from booster or review sessions to increase knowledge acquisition. Conversely, they may also retain behavior change knowledge if incorporated into a PBL plan or additional opportunities to role play are provided.

Rationale: The program is short of the targeted success threshold of 80% with 47% of students increasing their scores from baseline.

End- of- Year Data Collection/ Evaluation Changes and Rationale

Proposed Changes: None

5.3.5 Objective 5: 75% of regularly participating students will maintain high performance or improve their health awareness as measured by curriculum-based assessment.

Project Based Learning was utilized as a vehicle for all enrichment activities. Staff designed PBL that focused on academics, but also the enrichment targeted areas proposed in the application such as nutrition. Baseline and post nutrition assessments were collected via a

program created paper assessment that was scored and entered into an electronic database. The success criterion added to nutrition improvement was an “increase of 5%.”

Table 27: Average Nutrition Knowledge Improvement

Regularly Participating (30-Day)	Usable Instruments	Meeting Standard of Success at EOY	
N	n	n	%
117	53	38	72%

Table 27 demonstrates in personal enrichment health and nutrition, usable instruments for 53 students. The success criterion was ($n=35$, 72%) of students demonstrated a 5% increase in knowledge. – ***Approaching benchmark***

End- of- Year Programmatic Changes and Rationale

Proposed Changes: *Changes: None at this time.*

Rationale: *Quarter 1 and Quarter 4 Nutrition assessments demonstrate progress of more than 5% or a 4th quarter assessment of 72% or better. This marks meaningful progress towards achievement of the proposed benchmark.*

Data Collection/ Evaluation Changes and Rationale

Proposed Changes: *None needed at this time.*

Rationale: *None*

5.3.6 Objective 6: 80% of regularly participating students will increase their physical fitness as measured by curriculum- based assessment.

Students participated in physical fitness activities for a half hour daily based on their scheduled grade level cohort. To measure physical fitness improvement, the project selected the Progressive Aerobic Cardiovascular Endurance Run (PACER) assessment. The PACER is a multistage shuttle run designed to measure aerobic capacity, which is characterized by endurance, performance, and fitness. The objective of the PACER is to run as long as possible while keeping a specified pace. Students run back and forth across a 20-meter space at a pace that gets faster each minute. A point is scored for each 20-meter distance covered. The test is easier in the beginning but progressively gets more difficult. In comparison to distance running, the PACER is a more effective, fun, and easy way to measure aerobic capacity that encourages participation from all youth and is relatively easy to score and administer.

Table 28: Average Fitness Improvement

Regularly Participating (30-Day)	Usable Instruments	Meeting Standard of Success at EOY	
N	n	n	%
117	53	36	69%

Table 28 demonstrates in personal enrichment health and nutrition, usable instruments for 53 students. The success criterion was (n=36, 69%) of students increased by 2 laps. –

Approaching benchmark

End- of- Year Programmatic Changes and Rationale

Proposed Changes: None at this time.

Rationale: Quarter 1 and Quarter 4 PACER assessments demonstrate achievement of an increase of 2 or more laps.

Data Collection/ Evaluation Changes and Rationale

Proposed Changes: Consider utilizing PACER assessment as bi-weekly activity to familiarize students with assessment and collect additional measures.

Rationale: Data completeness may better inform attainment of success criterion. Data for 156 out of 171 students was available for analysis.

5.3.7 Objective 7: 80% of the adult family members of regularly participating students will report their awareness of community resources as measured by perceptual survey (parent).

Table 29: Adult Family Member Survey

Regularly Participating (30-Day)	Usable Instruments	Meeting Standard of Success at EOY	
N	n	n	%
117	45	45	100%

Table 29 demonstrates in adult family member survey, usable instruments for 45 family members. The success criterion was (n=45, 100%) of adult family members self-reported increase awareness of community resources– **Meet or exceeds benchmark**

End- of- Year Programmatic Changes and Rationale

Proposed Changes: None Rationale:

Objective meet

End- of- Year Data Collection/ Evaluation Changes and Rationale

Proposed Changes: None

Rationale: None

5.3.8 Objective 8: 80% of regularly participating students will increase their involvement in student education as measured by logs.

Table 30: Adult Family Member Survey

Regularly Participating (30-Day)	Usable Instruments	Meeting Standard of Success at EOY	
N	n	n	%
117	99	45	45%

*Table 30 demonstrates in adult family member survey, usable instruments for 99 family members. The success criterion was (n=45, 45%) of adult family members increase their involvement on student education– **Some progress***

End- of- Year Programmatic Changes and Rationale

Proposed Changes: The program may consider contacting parents who have not attended at least one parent event to identify any barriers to parent attendance.

Rationale: The program had 48% out of the targeted 80% of parents in attendance at one parent event. This strategy has proven effective in previous years.

End- of- Year Data Collection/ Evaluation Changes and Rationale

Proposed Changes: None

Rationale: None

5.4 Other Findings

Adult Family Member Surveys

Sub-grantees are required by the United States Department of Education (USDE) to communicate, distribute, and collect parent surveys as part of the 21st CCLC project requirements. Parent survey results were provided electronically from site administration via the FLDOE 21st CCLC statewide evaluation subcontractor. Question #1 of the survey:

How satisfied

are you with this after school program as a whole was utilized to show parent satisfaction with the overall program. Parent responses to this item were recorded on a 6-point scale from 1=Very Satisfied to 6=Not Applicable. Findings presented in Table 30 indicate 84.5% of responding parents agreed or strongly agreed with satisfaction with the afterschool program as a whole.

Table 31: Parent Satisfaction-Federal Parent Surveys

Score/Descriptor	Frequency	Percent
1.0 = Very Satisfied	15	47
2.0= Satisfied	12	37.5
3.0= Not Sure	4	12.5
4.0= Unsatisfied	1	3
5.0= Very Unsatisfied	-	-
6.0= Not applicable	-	-
Total	32	100

Teacher Survey

Regular school day teacher surveys results were provided electronically from site administration via the FLDOE 21st CCLC statewide evaluation subcontractor. 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 73 regularly participating students.

Teachers indicated that they saw improvement or that students did not need to improve in turning in their homework in on time (59%). They also reported improvement or that students did not need to improve in the quality of homework turned in (56%). Teachers reported students showed significant improvement in paying attention and class participation (53.5 %); volunteerism in the classroom (43%); attending class regularly (67%); and positive behavior in class (68%). Most importantly; a majority of teachers indicated that students improved or did not need to improve their academic performance (60%) as a result of participation in the 21st CCLC program.

5.5 Student Success Snapshot

Student Snapshot

A student with substantial academic gains within the program was selected for interview. The student selected was a male in the eighth grade who regularly attended the Richmond Heights site that demonstrated academic progress over the past year. He has been a participant in the program since his sixth grade 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 (5) overall impressions of the program. School year 2016-17 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 C/B; maintaining a quarterly math grade of a B; maintaining a quarterly science of a B; along with a 10 point increase in his nutrition knowledge assessment and increase of three laps in his PACER physical fitness assessment.

Our selected interviewee had important feedback reflecting how students see the program. When asked what components of the program were most helpful, he stated “learning how to say things in English and understand better.” He also expressed how the program helped him make friends when he first arrived from Haiti. When asked about making changes to the program he added, “I wish the program had more homework time because homework is hard.” Our interviewee reported that the assistance of teachers “made me feel good and helped me learn.” When asked about lessons learned he responded, “that you keep trying because sometimes it takes more than once to get it right.”

5.6 Overall Findings for Each Objective

Please see section 5.3 Data Analysis and Results: Progress Toward and Achievement of Objectives

6.0 SUSTAINABILITY PLAN

6.1 Vision and Desired Results

6.1.1 Vision

Read2Succeed (R2S) is a community based organization with a mission rooted in a partnership to inspire, empower, and unite teachers, children and families through the power of reading. Read2Succeed is a community partnership that empowers youth and families by providing academic enrichment, educational & literacy services. Read2Succeed strives to create stronger communities by decreasing the illiteracy rates in children and help all minority families become self-sufficient.

6.1.2 Results Orientation

All programs funded through the 21st CCLC funding have rigorous reporting requirements.

The reporting of each program goes to the state, and in turn the state reports to the federal government, where the funds originate. From an operational perspective, evaluations (internal and external) provide feedback necessary for successful program implementation. These evaluations form the basis for quality improvement, as well as, identifying whether student and program outcomes are being met (accountability). Having an evaluation strategy that is shared with staff embeds a culture of quality improvement and is an opportunity to not only identify the needs within the program but, also the strengths (Afterschool Evaluation 101). With clear identification of inputs, outputs and goals that are directly related to one another, the intended delivery can be measured against what is being delivered.

The program was able to deliver consistent services to the population and Cutler Bay Middle and Richmond Heights Middle. Progress was made toward each objective as stated in section 5.3.

6.1.3 Strategies for Achieving Results

Through the use of the Stufflebeam's Context, Input, Process, and Product Evaluation Model (CIPP) we have been able to implement an effective evaluation model. In order to provide quality services that are effective and create a demonstrable impact, we continuously evaluate our program services in-house and through an external evaluator. This is done by establishing standardized data collection and recording procedures and also adhering to a stringent time table. We model a continuum of assessment of need; creation of objectives and goals that are need-related; analysis of activities that will modify behavior or increase knowledge based upon need; creation of tools that will track success of each activity; implementation of researched activities and best practices; collection and compilation of data; report on data compilation; and analysis of data compilation to determine if program modification is necessary. If it is determined modification is needed and we are not striving towards our objective, we begin with the initial phase of assessment of need.

6.2 Community Relationships

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 – 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. R2S is cognizant of the need to collaborate with students, parents, and community partners to institute successful programs. Table 26 outlines partnerships formed by Read2Succeed. Miami-Dade County Public Schools and Miami-Dade County donated facility use and the Center for Immigration Advancement provided immigration assistance to parents of participating students.

Organization	Organization Type	Sub-Contractor (Yes/NO)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-Contract	Contribution Type
Miami County Public Schools	SD	No	\$ 30,000.00	\$ -	Facility Usage
CIMA – Center for Immigration Advancement	CBO	No	\$ 5,000.00	\$ -	Partner will provide adult family member activity at no cost to the program.

6.3 Accounting for Change

The 21 Century Community Learning Centers (21st CCLC) are the only federally funded afterschool programs. Federal funding is first awarded to the states, which in turn fund various community schools and agencies to deliver services. There is now a substantial history of over

ten years behind this funding with a wealth of evaluation and research to support the positive effects 21st CCLC funding and programming has on students.

By providing consistent and reliable funding, the 21st CCLC provides an opportunity for programs to foster and support innovation (Harvard Family Research Project Research Update 8, 2012). This innovation not only contributes to the work of other 21st CCLC programs, but to the work of the afterschool and out of school time field in general. There is also a depth of knowledge about what works. This is not restricted to 21st CCLC, but extends to afterschool programs, out of school time and specific practices. This knowledge provides guidance and a base of best practice for existing programs to draw upon and supports quality improvement that ultimately leads to better outcomes for children.

Within the wealth of information, there are distinct areas of interest and trends that emerge within both organizational components of programs, as well as, operational or service delivery components. Organizational components include business and financial structure, staffing and professional development, evaluation, and partnership with the community. Operational (program delivery) components include program setting, participation, academic enrichment, personal enrichment, and caregiver involvement. These components are not inclusive as the knowledge base is wide and continually growing. The aforementioned basic principles provide a strong foundation of best practices proven to attain positive outcomes for participating students. While the 21st CCLC format provides the 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.

ORGANIZATIONAL ISSUES

Solid organizational structures both support and enable the smooth operation of an afterschool program. The organization has many functions, but looking within the scope of supporting an afterschool program, it operates as the liaison with many outside stakeholders (such as the funder or community) and also can support internal requirements such as staffing and professional development.

Financial

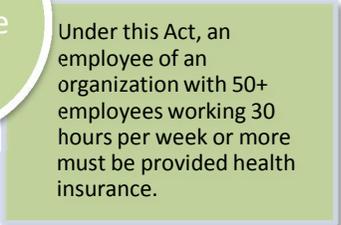
Assessing and ensuring the financial health and security of a nonprofit organization is part of ensuring sustainability and a future for the program. Areas of consideration generally consist of whether an organization is able to meet financial obligations, handling of debt, and if there are financial reserves. In 2002, largely in response to corporate scandals, the government passed the American Competitiveness and Corporate Accountability Act (more commonly known as the Sarbanes-Oxley Act). While this act does not legally apply to nonprofits, it provides guidance and best practice in assuring financial controls are in place within an organization. Key elements of the Sarbanes-Oxley Act include:

- Organizational budget, size and objectives
- Board and staff involvement in finances
- Establishment of audit and/or finance committees
- Organizational structure and governance
- Segregation of duties
- Recordkeeping and recording systems
- Authorization protocols
- Periodic board review
- Cost-benefit analysis

Larger organizations often have established infrastructure with established financial management and internal control processes. Yet, smaller or grassroots organizations may need additional development in order to ensure their financial health and security continue to meet the requirements to ensure sustainability. Budgets for the 21st CCLC programs are established as a component of the response to the Request for Proposals (RFP). Nonetheless, the allocations do not necessarily support all of the functions that must support a successful program. For instance, recent changes in healthcare legislation have potential impact on afterschool programs, as there is now a requirement that full time employees must be provided with health care, and defines full time as 30 hours per week or more. Although information on this impact is only beginning to emerge, many organizations have to make difficult social and financial decisions about how to control this added cost. For some, this has meant instituting strict limits on the number of hours part time employees are allowed to work. These limits



The Affordable Care Act



Under this Act, an employee of an organization with 50+ employees working 30 hours per week or more must be provided health insurance.

comply with the law and reduce budgetary strain, as most staff members are employed during the regular school day and receive benefits from their day school employer. Reducing hours for individuals may seem to be the most obvious solution to compliance but, it has the potential to create staffing issues for large programs with longer hours of

service during holidays and summer operations. In order to maintain required staffing ratios, programs will have to increase the number of staff available to keep the program within compliance. Given the difficulties in recruitment and retention, this may have significant detrimental effects on operation.

Staffing and Professional Development

In identifying staff for afterschool programs, there is a need for strong leadership. In defining strong leadership in an afterschool program, this does not just denote that leadership is able to manage staff. It is essential the leadership is not only experienced in management, but is experienced in the delivery of structured afterschool programming. Important management characteristics are advanced education, longevity with the program site, and “bottom-up” management style implementation (Making Afterschool Better – Policy Brief). Bottom-up management style implies team members are invited to participate in every step of the management process; decisions on the course of action taken are made by the whole team. With a firm understanding of the delivery and outcomes of 21st CCLC programs, these leaders also provide the vision and modeling required in the form of setting clear goals for programs (Huang, et al., 2010). From these goals, they are able to structure the program and curriculum to be consistent, leading to success. Simultaneously, evaluating and modifying the components in a paradigm of continuous quality improvement. Leaders understand the breadth of the program, from activities with the students to quality improvement based on monitoring and evaluation. Furthermore, bottom-up management is proven more inspiring and direct-line staff is better equipped to perform their tasks: higher motivation, less stressed and more able to absorb complexity.

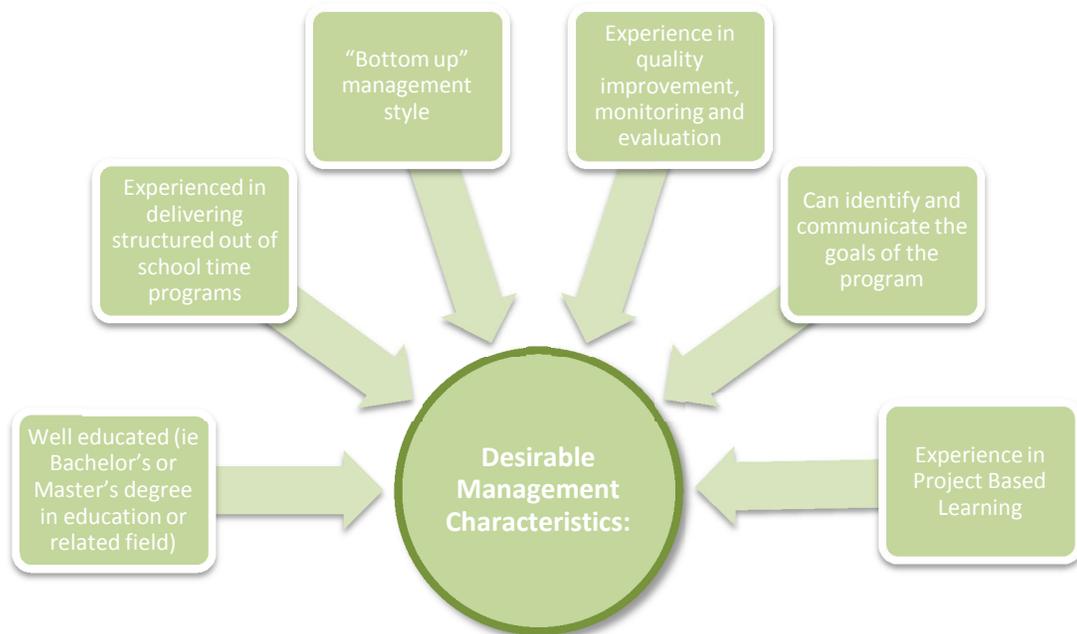


Figure 1: Desirable Management Characteristics

Without professional staff, management is restricted in its efficacy. High performing after-school programs have staff that are not only experienced with children, but are experienced in the education of children. This also includes appropriate educational backgrounds that are relevant to the needs of the program. Nonetheless, this does not essentially mean that every staff member must be a certified teacher. Characteristics of staff that are indicative in successful programs are that they have longevity at the program, are able to connect well with the students, and work effectively with not only colleagues but, also parents and day school teachers (Huang & Dietel, 2011).

Developing staff within the program through well-defined professional development activities that are tied to a personalized and structured professional development plan is just as important as utilizing staff resources. A range of professional development activities has been identified as effective, with recognition of the limitations within an afterschool program. It is suggested that in order to appropriately plan for staff development, the program utilizes

additional staff to cover away staff during program time as well as having predefined times as staff only time. Orientation to the program is essential. Orientation should include orientation not only to the site and the organization, but also to the mission of the 21st CCLC programs and the methods of instructional delivery (such as Project Based Learning). After orientation, venues for ongoing quality professional development can also vary. Florida's 21st CCLC programs integrate conferences into the requirements for funded programs, and have expectations regarding professional development of staff. 21st CCLC conferences give leaders and staff an opportunity for state and national exposure to a variety of quality learning. For the remaining staff, quality professional development can include in house seminars, peer led learning, mentoring opportunities, and staff retreats (Huang, et al., 2010). Professional development should develop staffs' knowledge of instructional methods as well as content areas, and how to align the two (Huang & Dietel 2011). Florida Steps to Success (2011) has developed core competencies for afterschool practitioners who clearly identify tiers of professional development that reflect best practice and link to expanded learning.

Paired with development of staff is the ability to retain them. This is often a difficult area not only in education, but especially in afterschool programs. Staff retention leads to many student based indicators of exemplary programs such as "strengthening student behavior, school attendance, work habits, and attitudes towards learning" (Huang, et al., 2010). Effective methods for retention within afterschool programs not only include a commitment to professional development but also creating an environment where staff feel respected, and have a sense of camaraderie with each other (Huang, et al., 2010). This has potential to become a self-affirming cycle. Other characteristics of programs with low turnover include environments that enable staff to be autonomous, self-directed and confident in their ability to be effective with the students.

6.4 Strategic Financing

As a growing organization, R2S continues to seek additional resources to support its mission. R2S will apply for United Way of Miami Dade County funding as well as The Children's Trust. R2S will continue to seek volunteers and in-kind donations that will allow us to increase our capacity. All of the services identified in this grant proposal are well within reasonable cost ranges determined after a careful analysis of available resources and programs marketed to serve at-risk youth in populations such as our own. R2S' grant proposal also places heavy emphasis on expending funds to bring services directly into the classroom while maximizing personal attention for each student through reinforcement delivered by appealing instructional technology.

7.0 LESSONS LEARNED AND RECOMMENDATIONS

1. The project may consider revising current or future objectives to reflect maintenance of student's current grade or minimum threshold (ex. Students maintain a "c" or better). The program has made substantial gains but, this is not reflected in the program's objective attainment due to the rigorous thresholds proposed in the original application.
2. It is recommended the project work with the evaluation team to revise the evaluation plan to include alternative forms of data collection to ensure that data is collected for all reporting periods and data is collected for students.
3. The program may consider ensuring the Project Director's ability to be onsite during data collection (pre/post testing) to ensure data is collected accurately and within the scope needed to evaluate the project.
4. It is recommended the project work with the evaluation team to facilitate a process to account for service learning projects and ascertain student engagement throughout the process.

5. It is recommended the project create a Family Night event database to track the number of events, data collected from each event, and caregivers attending. The program facilitated a staggering number of engaging events that were well received by recipients, as evidenced by commentaries available on their social marketing sites. However, the program is not able to quantify this data for sustainability and marketing.