

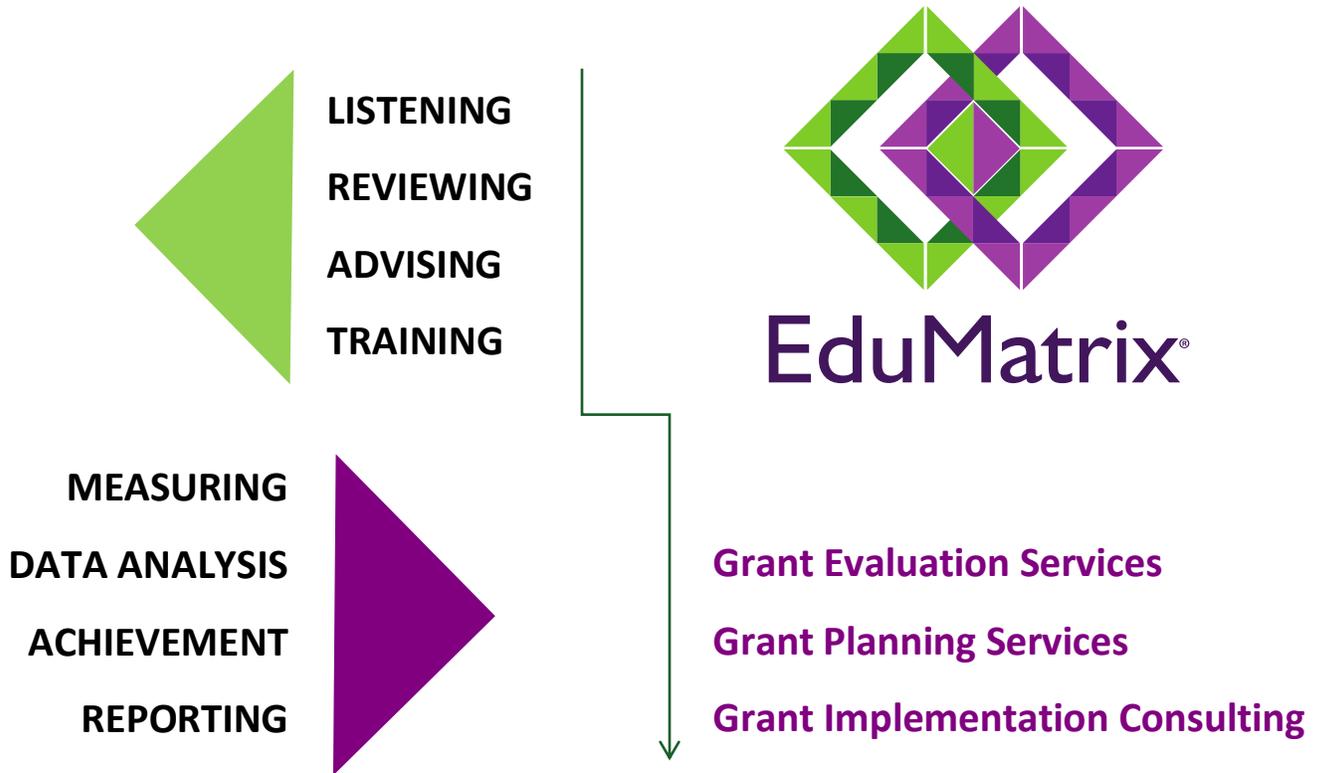
**2018-19**

# **Summative Evaluation Report**

**Southwest FL  
Workforce  
Development  
Board –  
Miracle 1  
21<sup>st</sup> CCLC Grant**



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This report was prepared for the Southwest Florida Workforce Development Board 2018-2019  
21<sup>st</sup> Century Community Learning Center (CCLC) Miracle 1 grant.



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# 1.0 OVERVIEW AND HISTORY

## 1.1 Introduction

Southwest Florida Workforce Development Board received funding to operate the Miracle 1 21<sup>st</sup> Century Community Learning Center (CCLC) grant project at Eden Park Elementary School, Lake Trafford Elementary School, and Pinecrest Elementary School for the 2018-2019 project year (August 1, 2018 – July 31, 2019). This is the fifth year of the five year funding period that was initially awarded by the FDOE. This report will include the results of the Summative Evaluation that was completed for the 2018-2019 21<sup>st</sup> CCLC project year. The Summative Evaluation is considered the year-end report and informs the center and other stakeholders about the progress that has been made during the 2018-2019 project year, while also driving decision-making regarding program improvement and sustainability. Student characteristics, program operations, staff characteristics, objectives and outcomes, and the sustainability plan will be detailed in the report along with a variety of tables and charts that visually represent relevant program data. Southwest Florida Workforce Development Board has improved their 21<sup>st</sup> CCLC programming starting with the first year of programming through the fifth year of programming. Each year, challenges were overcome and achievements were made. Students were introduced to new ways of learning and teachers were able to teach in non-traditional ways. The program supplemented the learning that took place during the regular school day and allowed students to dig deeper into academic concepts and personal enrichment activities. Students have improved academically and socially while taking part in the 21<sup>st</sup> CCLC program. Adult family members have gained more knowledge about how to be more involved in their child's life and learned about other topics, including parenting skills. Overall, the 21<sup>st</sup> CCLC program for each of the five years has positively impacted the students, adult family members and the community. This organization is thankful for the 21<sup>st</sup> CCLC funding and the opportunities that it gave to the program participants for years one through five.

## 1.2 21<sup>st</sup> Century Community Learning Centers

Per the Florida Department of Education website (fldoe.org), the "21<sup>st</sup> CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core

academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.”

(<http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/program-summaries.stml>)

21<sup>st</sup> CCLC programs offer a variety of academic and enrichment activities including –

- (1) remedial education activities, academic enrichment learning programs, providing additional assistance to students to allow the students to improve their academic achievement
- (2) math and science education activities
- (3) arts and music education activities
- (4) entrepreneurial education programs
- (5) tutoring and mentoring programs
- (6) after school activities for LEP students that emphasize language skills and academic achievement
- (7) recreation activities
- (8) telecommunications and technology education programs
- (9) expanded library service hours
- (10) program that promotes parental involvement and family literacy
- (11) program that provides assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement
- (12) drug and violence prevention programs, counseling programs, and character education programs.

### 1.3 Program Description

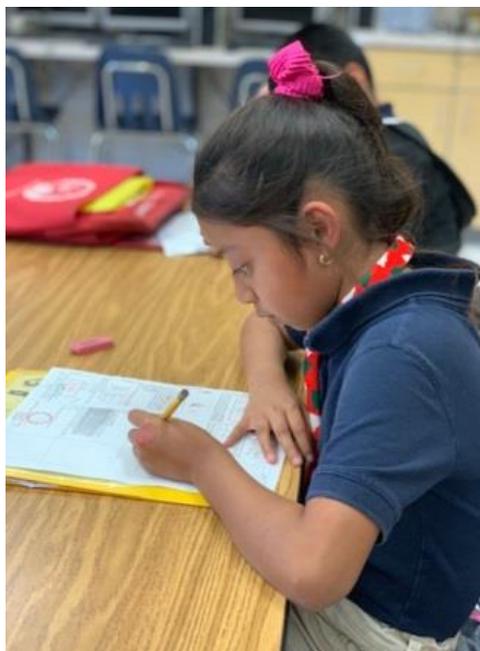
The Southwest FL Workforce Development Board Miracle 1 grant sites were funded by the same 21<sup>st</sup> Century Community Learning Centers (CCLC) grant during the 2018-2019 academic year. Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary served as the three individual 21<sup>st</sup> CCLC program sites. The 21<sup>st</sup> CCLC programs integrated academics with various fun hands-on project-based learning activities, homework/tutoring, personal and physical enrichment activities, and opportunities for positive youth development and personal growth. Education services to promote parental involvement were provided through adult family member activities and workshops.

Each site provided students with opportunities for academic enrichment and personal enrichment to support students in meeting state and local standards in English Language Arts, Math, and Science. All students in the program received free services. The students at Eden

Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary received an after-school nutritious supper, homework/tutoring assistance, and both academic and enrichment activities by certified teachers and qualified staff at no charge to parents. The 21<sup>st</sup> CCLC program offered a safe, enriching, and structured after-school learning environment for students, and no students were denied admission due to special needs or disabilities. The students interacted daily with positive staff modeling prosocial skills. The students also learned life skills, social skills, effective communication skills, collaboration, and team work.

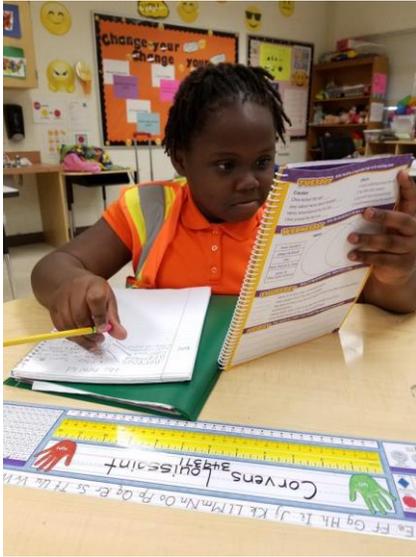
### **Homework Assistance Services**

All students participated in homework time each day. Homework and tutoring time were offered in all the 21<sup>st</sup> CCLC afternoon programs. Homework services enabled staff to communicate with adult family members about homework, grades, and student progress. Teachers tracked student progress towards grade level skills and provided feedback to the students' core teachers and adult family members. Student centered approaches such as individual, small group tutoring, and computer assisted instruction were effectively utilized. Students benefited from the homework time and tutoring with certified teachers. Furthermore, paraprofessionals were utilized for additional support to assist students in comprehending and/or completing their homework. Teachers used weekly progress monitoring strategies to track and monitor students' progress.



Students benefited from the homework and tutoring help with certified teachers. The students worked on computers and learned a variety of skills. Teachers differentiated instruction daily at each 21<sup>st</sup> CCLC site. The teachers assisted bilingual students and their adult family members who needed additional support. The teachers often grouped students to work in ability-based groupings to better meet their academic needs. The groups reinforced Math and Reading skills and enhanced the skills that students were progressing in. Furthermore, the paraprofessionals were utilized for additional support while students were in the small groups. Adult family members were appreciative of the homework and tutoring services since many adult family members do not speak fluent English.

## English Language Arts, Math and Science



The Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary certified teachers used a variety of curricula and resources. Modifications were incorporated as needed for the lessons to accommodate the different ability levels and students with developmental and learning abilities.

The *i-Ready English Language Arts* software was used to ensure that students' individual learning needs were met. This computer software gave teachers access to detailed data, fostered students' engagement, and ensured that students had access to material that meet Florida state standards expectations. I-Ready helped students to use strategic thinking and complex reasoning skills.

Students completed an i-Ready diagnostic assessment that enabled teachers to view their skills level. Based on the i-Ready reports, teachers identified students who were at grade level, below grade level, or above grade level. Teachers then assigned students online instruction and practice based on their individual needs. The teachers used graphs to track student progress to help guide their instruction.

For Science, the teachers asked students science questions based on state standards to guide instruction during experiments. The lessons allowed students to see, touch, smell, manipulate, and modify situations that included using critical thinking and problem-solving skills. The teachers bridged the gap between theory and practice to real-life learning and application of Science skills.



For English Language Arts, the students read independently and out loud as teachers engaged students in a discussion about the major points of the text. Students practiced reading skills individually and in groups. Students also acquired test taking skills to 1) read and comprehend text; 2) make a distinction between relevant and irrelevant evidence; and 3) justify why specific evidence or details are used to help make conclusions.

Academic Subject/Content Area	CURRICULA AND RESOURCES USED FOR 21 <sup>st</sup> CCLC Program
<b>English/Language Arts</b>	<p><b>Pinecrest Elementary</b>  <i>i-Ready English Language Arts, MobyMax, and Lakeshore STEM Challenge Kit</i></p> <p><b>Lake Trafford Elementary</b>  <i>iReady, Lakeshore STEM Challenge centers, BizWorld, Spiral Review of Standards, Flash Cards</i></p> <p><b>Eden Park Elementary</b>  <i>SRA READING PROGRAM and i-Ready English Language Arts</i></p>
<b>Mathematics</b>	<p><b>Pinecrest Elementary</b>  <i>Prodigy, Fast Math, MobyMax, and Lakeshore STEM Challenge</i></p> <p><b>Lake Trafford Elementary</b>  <i>FastMath, Prodigy, Lakeshore centers, BizWorld, Spiral Review of Standards, Flash Cards</i></p> <p><b>Eden Park Elementary</b>  <i>FastMath and MobyMax Mathematics</i></p>
<b>Science</b>	<p><b>Pinecrest Elementary</b>  <i>Lakeshore STEM Challenge centers</i></p> <p><b>Lake Trafford Elementary</b>  <i>Lakeshore STEM Challenge centers, Spiral Review of Standards</i></p> <p><b>Eden Park Elementary</b>  <i>Environmental PBL and Scholastic Current Science</i></p>

Project-Based Learning (PBL)

The Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary 21<sup>st</sup> CCLC program’s certified teachers implemented teaching strategies to bridge students’ learning from the school day to the afterschool program and created student-centered learning environments that kept students motivated, focused, and engaged in the academic and personal enrichment activities.

The students completed a variety of project-based learning projects that encouraged experiential learning. The PBLs were successfully implemented with various themes throughout the year. The PBL themes were integrated within and woven throughout all the personal enrichment activities. The 21<sup>st</sup> CCLC teachers were encouraged to use student work, teacher observation, student presentation, group discussions, role play, and student performances to evaluate and assess student progress.

In the 21<sup>st</sup> CCLC programs, students worked individually and in groups on Science, Language Arts, Physics, Natural Science, Social Studies, and Mathematics. The students used critical thinking skills, decision making, problem solving, collaboration, and communication skills to create and then present their final project or assignment. Students benefited from these activities that allowed them to use their creativity, learn about commitment, hard work, teamwork, goal setting, and dealing with challenges.



Examples of some of the PBLs students worked on are described below:

#### Battleship, PBL

The students enjoyed playing Battleship game with Graphing Battleship Activity page to graph ordered pairs. The teachers reviewed the instructions, parts of a coordinate plane, and how ordered pairs are written and plotted. The students played in pairs and used strategies to plot their points on graphing paper and sink their opponent's ships.

#### Lakeshore STEM Challenge

The students enjoyed rotating between centers and learning about the scientific process using the Lakeshore STEM Challenge Kit. The students designed, planned, built, and tested while using problem solving skills. For each STEM challenge, students were provided with project instructions, then encouraged to plan, create, test, and ask did it work? If students were not successful completing their project, the teacher asked them "how," "why," "what if" questions and encouraged them to try something different with materials or changing a step in the process. The students enjoyed working on several STEM Challenges. The students worked individually and in pairs to help each other solve the STEM challenges.

## Math/Strategies for Multiplication and Division

Students learned various strategies for solving division problems.



- Whole Group Launch:
  - Unit #, lesson session, and essential question presented, and students recorded in notebooks.
  - Teachers introduced launch equation.
  - The students were grouped accordingly into three groups (1: Enrichment, 2: On-level, and 3: Need Additional Support). The three groups were used to create center rotations.
  - Six students were selected to solve the equation on ipads “infused learning” and their work was displayed and analyzed by the class.
  - Students completed a Timed Round Robin of their solution with their table group.
  - Before center rotations began the teacher reviewed the activities that would be completed and reminded students of expectations. The Math workshop activity directions was also reviewed with the students.
- Center Rotations:
  - Students rotated through the following 3 center activities:
    - Teacher: Strategies for division
    - Computer: MobyMax
      - Students worked to complete lessons on their performance level.
    - Explore: Missing Factors Game
- Whole Group Closure:

The teacher conducted a lesson summary to review essential questions. Students were encouraged to participate and answer questions.

Students learned various strategies for solving multiplication problems.

Examples of objectives for multiplication lessons:

- How can doubling and halving help us solve multiplication problems?
- Determining the effect on the product when a factor is doubled or halved
- Developing strategies for multiplying that involve breaking apart numbers

### Garden Environmental Science, PBL

Students learned about life science and put their knowledge into use by:

- Learning about what locations are best for planting their vegetable garden considering things such as flat land, a place that receives a lot of sunlight, etc.
- Learning how to prepare and how to maintain the vegetable garden.

Students discussed and predicted what fruits and vegetables. Students completed a garden plan, planted seeds, and discussed healthy eating choices.

### BizWorld, PBL

The teachers used the Biz World curriculum to teach students business concepts using real-world scenarios that require students to apply their understanding of Math and ELA skills and concepts. The students applied the basics of entrepreneurship, business and finance in a real world setting by creating and operating their own businesses. Students were encouraged to tap into their entrepreneurial spirits: “Lead confidently, think critically and creatively, be financially responsible, and understand the value of teamwork.”

Students worked in teams and learned about businesses, identifying successful businesses, business plans, identifying jobs in the company, budgeting, finances, and manufacturing techniques. Students were afforded the opportunity to make merchandise items, set up a storefront for their business and present their business.

### Healthy Living, PBL

At Lake Trafford, students worked as a whole class and in small groups using a multitude of resources to learn the importance of Healthy Living both presently and for the future and how it will apply to their lives.



### **Personal Enrichment Activities**

In addition to learning core academic content, 21<sup>st</sup> CCLC students at Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary also participated in personal enrichment activities each day. The students were engaged in team sports activities, service learning, health and nutrition education, arts, character education, music, dance, and gardening. Moreover, the program adopted key social/emotional

activities and lessons using suggestions from Carol Dweck’s *Growth Mindsets*. The 21<sup>st</sup> CCLC staff were committed to the program and enriching students’ cognitive, social, and emotional learning.

### Character Education



The teachers used a variety of resources to teach character education. Students learned about numerous social skills and character traits-responsibility, empathy, caring, compassion, and kindness. The teachers taught students about cultural differences and the importance of respecting others. The teachers engaged students in open discussions about what it means to respect people’s differences. The students enjoyed participating in social-emotional team building activities. At Pinecrest Elementary students participated in a 4-5-week program

on Bullying that was provided by David Lawrence Center.

### 7 Habits of Highly Effective People/Kids

Through Miracle University, teachers taught students the 7 Habits of Highly Effective People and happy kids. The students learned about personal leadership based on habits that build on each other. The progression is pictured as a tree for the elementary age groups to understand that “strong roots and growing tall” are important. Students learned to take responsibility and accountability for their attitudes and actions. The teachers engaged students in learning and practicing the 7 habits through songs, skits, discussions, and small group activities.



The 7 Habits:

1. Be Proactive® = You're in Charge of YOU
2. Begin with the End in Mind® = Have a Plan
3. Put First Things First® = Work First, Then Play
4. Think Win-Win® = Everyone Can Win
5. Seek First to Understand, Then to Be Understood® = Listen Before You Talk
6. Synergize® = Together Is Better
7. Sharpen the Saw® = Renew and Grow

The students learned about having a win-win attitude, positive behavior, language, how to respect each other, being a leader, goal setting, and staying on task throughout the year.



### Physical Fitness-Team Sports

Personal fitness was provided by teachers, and students participated in various team sports (i.e., soccer, basketball, kickball, baseball, dodgeball). Students learned and practiced the basic skills and techniques of the sports (i.e., soccer, basketball, baseball). Students learned about team work and the importance of showing good sportsmanship. Students also learned about the benefits of engaging in daily physical activity each day. Teachers engaged students in games and sports activities and taught students about nutrition, healthy eating and exercise habits. Students learned interpersonal and intrapersonal skills as the teachers engaged them in interactive games to increase cardiovascular endurance, flexibility, and improve muscle strength.

### Art

The United Arts Council (UAC) engaged students in the creative art process to achieve artistic goals. Students learned various elements and types of artwork, art vocabulary, art materials and supplies. The students also learned about patterns and how they apply to art. The students enjoyed creating various pieces of artwork.

Students benefited from the personal enrichment activities that allowed them to use their creativity, learn about commitment, perseverance, motivation, hard work, teamwork, goal

setting, and dealing with challenges. In addition, the teachers engaged students in service learning and encouraged character traits-responsibility, empathy, caring, compassion, and kindness.



Personal Enrichment Activity	Curricula and Personal Enrichment Activities
<p><b>Physical Fitness:</b></p>	<p><b>Pinecrest Elementary</b>            -Kagan Teambuilding            -Brain Breaks (flag football, Soccer, etc.)            -Teambuilding exercises</p> <p><b>Lake Trafford Elementary</b>            -Organized sports such (i.e., soccer, flag football, kickball, basketball)            -Teambuilding activities (i.e., the human knot, Inside-Outside Circle, Capture the Flag, Look, Go, Create, Snake in the Gutter, Giants, Wizards, and Elves)</p> <p><b>Eden Park Elementary</b>            -Organized Sports</p>
<p><b>Health and Nutrition:</b></p>	<p><b>Pinecrest Elementary</b>            University of Florida Nutrition Program &amp; Mindful Schools            - Six Educational Family Night Sessions            - 10 Minute Mindfulness Activities</p> <p><b>Lake Trafford Elementary</b>            -Mindfulness activities            -Garden Club            -Family Nutrition nights</p> <p><b>Eden Park Elementary</b>            -Environmental PBL (Garden)            -Family nights (Nutrition program)</p>
<p><b>Character Education:</b></p>	<p><b>Pinecrest Elementary</b></p>

	<p>-7 Habits of Highly Effective Kids          -Program Monitors/Leaders          -4-5-week program on Bullying (David Lawrence Center)</p> <p><b>Lake Trafford Elementary</b>          -Growth Mindset concepts          -Safety Patrols          -7 habits activities in classroom and concepts throughout the program including; leadership roles in classroom, 7 habits posters, habit of the day cards, 7 habits writing prompts.          -Bullying Prevention Program</p> <p><b>Eden Park Elementary</b>          -7 Habits Lessons          -Social-emotional team building activities</p>
<b>Art:</b>	<p><b>Pinecrest Elementary</b>          -Six-week Session on learning art techniques through various projects (United Arts Council)</p> <p><b>Lake Trafford Elementary</b>          -Mindfulness Art- Students worked on an art project while listening to meditation music          -United Arts Council (UAC) Art- An art instructor worked with the students on various art projects.</p> <p><b>Eden Park Elementary</b>          -Art &amp; Mindfulness (UAC classes)          -Dance (UAC classes)</p>
<b>Music:</b>	<p><b>Pinecrest Elementary</b>          -Miracle Band (United Arts Council)</p> <p><b>Lake Trafford Elementary</b>          -Meditation music          -UAC Dance- a dance instructor practiced dance routines with the students</p> <p><b>Eden Park Elementary</b>          -Guitar lessons (UAC classes)          -Various Band instruments (UAC classes)</p>
<b>Social-Emotional</b>	<p><b>Eden Park Elementary</b>          -Bullying Prevention Program (David Lawrence Center Staff)</p>
<b>Entrepreneur</b>	<p><b>Eden Park Elementary</b>          -BizWorld          -4H Sewing sessions for 5th grade</p>

### Adult Family Member Activities

The 21<sup>st</sup> CCLC programs at Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary encouraged adult family member participation and offered creative workshops, events, and activities for all the adult family members throughout the grant year. Adult family member activities were designed to provide information, resources, improve social/emotional interactions and relationships with adults and students, and to enhance parenting and communication skills.

The workshops and events were facilitated by staff and local partners. Various communication methods were used throughout the year to engage adult family members in the workshops and events. Flyers were distributed in advance of the events. An introductory open house was held at each site to provide adult family members with information on the Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary 21<sup>st</sup> CCLC programs. The 21<sup>st</sup> CCLC staff discussed program goals, requirements, rules and expectations, attendance policy, and provided an overview of program offerings and activities.

Highlights of the adult family member activities for Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary are summarized below:

#### Adult Family Member Events

<b>Eden Park Elementary</b>	Highlight #1: Program Orientation - Power Point about Miracle Program concepts & academic goals. Family Nutrition Program – UF provided parents with gifts at the end of each meeting (six meetings throughout year)  Family Night Nutrition presentation and Parent Café activity <a href="https://www.beststrongfamilies.org/parent-cafes">https://www.beststrongfamilies.org/parent-cafes</a> Parent Café Activity- Parents were provided with a “safe Space” to learn, grow, and get to the heart of the matter with conversations that meant something to them and for their families. Parents shared their parental experiences with each other, and some parents volunteered to talk about their experiences with the whole group. This was a very engaging activity. Topics discussed included “How do you talk so your children will listen?” and “How to listen so your children will talk?”
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<b>Lake Trafford Elementary</b>	<p>Highlight #1: Through the 6 Family Nutrition nights, parents learned about healthy habits and healthy foods. Families learned how to make healthy meals, while being educated on statistical healthy facts.</p> <p>Highlight #2: Participating families were entered into raffles for every nutrition session they attended. These raffles consisted of essential home items, as well as educational materials for their kids.</p>
<b>Pinecrest Elementary</b>	<p>Highlight #1: Educational and informational sessions were provided to parents on a healthier lifestyle. Recipes and healthy lifestyle practices were provided to parents so they could implement them at home.</p> <p>Highlight #2: Many parents shared their experiences and struggles in implementing a healthier lifestyle. Due to language barriers, many of the parents felt comfortable in translating for other parents which led to friendships being created.</p>

### **Advisory Board**

An advisory board was established for Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary 21<sup>st</sup> CCLC program. The advisory boards comprised of parents, students, teachers, community members and other stakeholders. Advisory board meetings were held throughout the year. Each meeting included an attendance sign-in sheet, an agenda, and meeting minutes that were recorded. The advisory board was committed to and supportive of the 21<sup>st</sup> CCLC program. Board members utilized their expertise and provided input on program needs, discussed programming concerns, and provided guidance on ways to improve by spreading the word about the 21<sup>st</sup> CCLC program in the community, incorporating new curriculums to support students' learning, and engaging adult family members. Recommendations, parent input, and teacher feedback were welcomed. The advisory board was a great asset to the Eden Park Elementary, Lake Trafford Elementary, and Pinecrest Elementary 21<sup>st</sup> CCLC programs.

## 1.4 Program Evaluation

EduMatrix served as the external evaluator for this grantee for the 2018-2019 grant year. Both formative and summative evaluations were performed. Formative evaluations provide the program with feedback from both formal (i.e., surveys, objective performance measurements, progress monitoring reporting) and informal (i.e., program and classroom visits, meetings, conference calls) assessments throughout the year. This type of feedback promotes continuous growth and improvement. The summative evaluation reflects the program's overall annual performance, recommendations for program improvement, and reporting outcomes. Quantitative and qualitative data were both analyzed using a mixed methods research design. Various types of data were collected to provide a thorough understanding about program findings versus quantitative or qualitative data alone.

Mixed methods data analysis was included in the collection and analysis of independent and dependent variables and the relationships between these variables was defined. Triangulation through the mixed methods research design approach allowed for a complete and strong evaluation of quantitative and qualitative program data. Program evaluation best practices was utilized throughout the evaluation process and included defining patterns in collected evaluation data, disaggregating program data, analyzing site visit results and providing feedback (qualitative), establishing academic and enrichment connections (quantitative data) and using evaluation results to make recommendations. This led to relevant recommendations for program improvement regarding data collection efforts, completeness of data and connecting program implementation to grant outcomes.

Data was collected at various times throughout the year for evaluation. EduMatrix performed a data analysis on the program's baseline data, mid-year data and end-of-year data. The data source used for evaluation was the objective assessment (report card grades, test scores, etc.) that is tied to each grant objective. Data was analyzed using data collection and statistical software for test statistics, and to conduct significance tests, correlations, standard deviation and an inductive and deductive analysis. Collected data results were disaggregated as follows: number of days for student attendance, student enrollment by age, gender, ethnicity, grade level, school, free/reduced lunch status, program academic activities, number of family member activities/workshops offered and attended, description of family member offerings, frequency of attendance and number of family members that took the assessments. Evaluation activities were scheduled around the program schedule and did not interfere with program offerings. All qualitative and quantitative data collection methods were discussed in advance to ensure this. As part of the evaluation plan an outcomes and implementation analysis was conducted to assess program impact, which included calculating increase and decrease in

student pre/mid/post test scores to measure progress towards meeting each grant objective at the mid-year time point and the end-of-year time point. Student recruitment strategies, program activities, student retention, participation, program operational plans and sustainability are all factors that were considered during the implementation analysis which occurs at various time points throughout the year. Formative evaluation results were used to inform the program how it was progressing at mid-year. Summative evaluation results were used to develop this report and inform the program, stakeholders and community members about the overall performance of the program from the beginning to the end of the grant year.

EduMatrix conducted at least two site visits at this 21<sup>st</sup> CCLC site during the 2018-2019 grant year to collect qualitative data. A formal checklist was used to identify program offerings and operations on the day of the visits. The external evaluator also interviewed the program leadership during each site visit to gain a more informed perspective on how the program was progressing towards meeting each grant objective at the time of the visit. After each site visit, a site visit report was generated and provided to the program so that program leadership would know what they were doing well and also know which items needed to be worked on or improved. For each site visit that was made during the grant year, the site visit reports revealed that the program was operating at a satisfactory level.

# 2.0 STUDENT CHARACTERISTICS

This section provides information about the students served by your program, including demographics, enrollment, and daily attendance.

## 2.1 Student Enrollment and Attendance

Table 1 below details the number of total enrolled and regularly participating students that attended the program during the 2018 summer program only, the 2018-2019 school year only and for both summer and school year.

**Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2018 and 2018-2019 Academic Year.**

Center Name	Total Enrolled Attending (at least one day)			Regularly Participating Enrollment (30 days or more)		
	Total	Summer	Academic Year	Total	Summer	Academic Year
Lake Trafford Elementary	179	40	154	148	0	148
Pinecrest Elementary	167	36	149	145	0	144
Eden Park Elementary	211	39	192	176	0	176

## 2.2 Student Demographics

Tables 2-11 below detail the number of total enrolled and regularly participating students that attended the program and includes information about their gender, age range, limited English proficiency status, disability status, race/ethnicity, grade level and free or reduced lunch status. If the program did not have the information for any of these specific areas or the parent or target school did not provide this information to the program, those student numbers are included in the tables below under the “Data Not Provided”.

**Table 2. Summer 2018 – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.**

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided*		Male	Female	Data Not Provided	
Lake Trafford Elementary	20	20	0	9-12	0	0	0	0
Pinecrest Elementary	18	18	0	9-13	0	0	0	0
Eden Park Elementary	26	13	0	9-13	0	0	0	0

*\* Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.*

**Table 3. 2018-2019 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.**

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided*		Male	Female	Data Not Provided	
Lake Trafford Elementary	81	73	0	8-12	78	70	0	8-12
Pinecrest Elementary	70	79	0	8-13	68	76	0	8-13
Eden Park Elementary	98	93	1	8-12	87	89	0	8-12

*\* Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.*

**Table 4. Summer 2018 – Population Specifics: Total Participating Students.**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Lake Trafford Elementary	7	33	0	31	9	0	40	0	0
Pinecrest Elementary	27	9	0	31	5	0	36	0	0
Eden Park Elementary	26	13	0	15	24	0	39	0	0

*\* Data Not Provided = Information is unknown, cannot be verified, or not reported.*

**Table 5. 2018-2019 Academic Year – Population Specifics: Total Participating Students.**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Lake Trafford Elementary	94	60	0	113	41	0	151	3	0
Pinecrest Elementary	113	36	0	123	26	0	149	0	0
Eden Park Elementary	104	88	0	126	66	0	191	1	0

*\* Data Not Provided = Information is unknown, cannot be verified, or not reported.*

**Table 6. Summer 2018 – Population Specifics: Regularly Participating Students.**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Lake Trafford Elementary	0	0	0	0	0	0	0	0	0
Pinecrest Elementary	0	0	0	0	0	0	0	0	0
Eden Park Elementary	0	0	0	0	0	0	0	0	0

*\* Data Not Provided = Information is unknown, cannot be verified, or not reported.*

**Table 7. 2018-2019 Academic Year – Population Specifics: Regularly Participating Students.**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Lake Trafford Elementary	92	56	0	109	39	0	145	3	0
Pinecrest Elementary	110	34	0	119	25	0	144	0	0
Eden Park Elementary	98	78	0	116	60	0	176	0	0

*\* Data Not Provided = Information is unknown, cannot be verified, or not reported.*

**Table 8. Summer 2018 – Student Race and Ethnicity: Total and Regularly Participating Students.**

Center Name	Total Participating Students								Regularly Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided
Lake Trafford Elementary	0	0	15	23	0	2	0	0	0	0	0	0	0	0	0	0
Pinecrest Elementary	0	0	6	30	0	0	0	0	0	0	0	0	0	0	0	0
Eden Park Elementary	0	0	4	33	0	2	0	0	0	0	0	0	0	0	0	0

*\* Data Not Provided = Information is unknown, cannot be verified, or not reported.*

**Table 9. 2018-2019 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students.**

Center Name	Total Participating Students								Regularly Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided
Lake Trafford Elementary	0	0	35	119	0	0	0	0	0	0	34	114	0	0	0	0
Pinecrest Elementary	0	0	20	129	0	0	0	0	0	0	19	125	0	0	0	0
Eden Park Elementary	0	0	19	166	0	7	0	0	0	0	16	153	0	7	0	0

*\* Data Not Provided = Information is unknown, cannot be verified, or not reported.*

**Table 10. 2018-2019 Academic Year – Student Grade for Total Participating Students.**

Center Name	Grade In School*														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Lake Trafford Elementary	0	0	0	0	51	56	47	0	0	0	0	0	0	0	154
Pinecrest Elementary	0	0	0	0	24	60	65	0	0	0	0	0	0	0	149
Eden Park Elementary	0	0	0	0	81	80	31	0	0	0	0	0	0	0	192

*\* Grade levels are exclusive, as students can only be in one grade level.*

**Table 11. 2018-2019 Academic Year – Student Grade for Regularly Participating Students.**

Center Name	Grade In School*														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Lake Trafford Elementary	0	0	0	0	47	54	47	0	0	0	0	0	0	0	148
Pinecrest Elementary	0	0	0	0	23	57	64	0	0	0	0	0	0	0	144
Eden Park Elementary	0	0	0	0	75	72	29	0	0	0	0	0	0	0	176

*\* Grade levels are exclusive, as students can only be in one grade level.*

# 3.0 PROGRAM OPERATIONS

The program operations information is detailed in sections 3.1 and 3.2 below which includes 2018 summer operations data and 2018-2019 school year operations data.

## 3.1 Summer Operation

The following table includes information about the 2018 summer program for this grantee.

**Summer 2018 Operation**

Site Name	Total number of <u>weeks</u> THIS site was open:	<u>Typical</u> number of <b>days per week</b> THIS site was open:	<u>Typical</u> number of <b>hours per week</b> THIS site was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Eden Park Elem	4	4	32	0	0
Lake Trafford Elem	4	4	32	0	0
Pinecrest Elem	4	4	32	0	0

## 3.2 Academic Year Operation

The 2018-2019 school year operations information is detailed in the table below which includes information about the total number of weeks, days and days per week each site was open, the typical number of hours per week each site was open, and the total number of days each site operated.

**School Year 2018-19 Operation**

Site Name	Total # <b>weeks</b> THIS site was open:	Total # <b>days</b> THIS site was open:	<u>Typical</u> # <b>days per week</b> THIS site was open:	<u>Typical</u> # <b>hours per week</b> THIS site was open:				<u>Total</u> # <b>days</b> THIS site operated:			
				Before School	During School	After School	Holiday/School Break Days (Hours per DAY)	Before School	During School	After School	Weekends/ Holidays
Eden Park Elem	36	132	4	0	0	12	4	0	0	132	4
Lake Trafford Elem	36	132	4	0	0	12	4	0	0	132	4

<b>Pinecrest Elem</b>	36	132	4	0	0	12	4	0	0	132	4
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## 4.0 STAFF CHARACTERISTICS

This section provides information on the composition of staff at each site including staff demographics, ratio of staff to students, staff training, staff turnover, and certified teachers.

### 4.1 Staff Demographics

The following tables detail the staffing type for each site and includes information about whether those staff were paid or considered volunteers for the 2018-2019 school year program.

#### Eden Park

Staff Type	Summer of 2018				Fall Term School Year (Aug-Dec)				Spring Term School Year (Jan-May)			
	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females
School Day Teachers	2	0	0	2	6	0	0	6	6	0	0	6
Center Administrators and Coordinators	1	0	0	1	1	0	0	1	1	0	0	1
Other Non-teaching School Day Staff	1	0	0	1	2	0	0	2	2	0	0	2
Parents	0	0	0	0	0	0	0	0	0	0	0	0
College Students	3	0	0	3	7	0	0	7	7	0	0	7
High School Students	0	0	0	0	0	0	0	0	0	0	0	0
Community Members	0	0	0	0	0	0	0	0	0	0	0	0
Sub-contracted Staff	10	0	8	2	4	0	1	3	4	0	1	3
Other (if staff does not fall into any category above)												

*The highest level of education completed out of all paid 21st CCLC teaching staff at this site during School Year: Master's  
During Summer: Bachelor's*

*The highest level of education completed out of all your paid paraprofessional/program assistant staff at this site during School Year: Associates  
During Summer: Associates*

## Pinecrest

Staff Type	Summer of 2018				Fall Term School Year (Aug-Dec)				Spring Term School Year (Jan-May)			
	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females
School Day Teachers	0	0	0	0	6	0	1	5	6	0	1	6
Center Administrators and Coordinators	1	0	0	1	1	0	0	1	1	0	0	1
Other Non-teaching School Day Staff	1	0	0	1	3	0	0	3	2	0	0	2
Parents	0	0	0	0	0	0	0	0	0	0	0	0
College Students	1	0	0	1	4	0	1	3	5	0	1	4
High School Students	0	0	0	0	0	0	0	0	0	0	0	0
Community Members	0	0	0	0	0	0	0	0	0	0	0	0
Sub-contracted Staff	10	0	8	2	4	0	1	3	2	0	1	1
Other (if staff does not fall into any category above)	0	0	0	0	0	0	0	0	0	0	0	0

The highest level of education completed out of all paid 21st CCLC teaching staff at this site during School Year: Master's  
During Summer: Associates

The highest level of education completed out of all your paid paraprofessional/program assistant staff at this site during School Year: Associates

During Summer: Associates

## Lake Trafford

Staff Type	Summer of 2018				Fall Term School Year (Aug-Dec)				Spring Term School Year (Jan-May)			
	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females
School Day Teachers	1	0	1	0	4	0	2	2	6	0	2	4
Center Administrators and Coordinators	1	0	0	1	1	0	0	1	1	0	0	1
Other Non-teaching School Day Staff	0	0	0	0	4	0	1	3	3	0	1	2
Parents	0	0	0	0	0	0	0	0	0	0	0	0
College Students	3	0	0	3	8	0	0	8	7	0	0	7
High School Students	0	0	0	0	0	0	0	0	0	0	0	0
Community Members	0	0	0	0	0	0	0	0	0	0	0	0
Sub-contracted Staff	10	0	8	2	2	0	2	0	4	0	1	3
Other (if staff does not fall into any category above)	0	0	0	0	0	0	0	0	0	0	0	0

The highest level of education completed out of all paid 21st CCLC teaching staff at this site during School Year: Bachelor's  
During Summer: Bachelor's

The highest level of education completed out of all your paid paraprofessional/program assistant staff at this site during School Year: Associates

During Summer: Associates

## 4.2 Student-to-Staff Ratio

The student-to-staff ratio at this site was approximately 10:1 for academic enrichment and up to 20:1 for personal enrichment activities. The program made a positive impact in both academic and personal enrichment classes with these ratios.

## 4.3 Staff Training

All 21<sup>st</sup> CCLC staff (teachers and paraprofessionals) received professional development training during the 2018-2019 project year and participated in the following workshops:

### 21<sup>st</sup> CCLC Professional Development

Month	Title of All Professional Development sessions offered to Teachers and Staff During the Month	Length of PD Session	Audience
August 2018	New Hire staff Orientation	1 hour	New hires staff
September 2018	9/15 - 7 Habits of Highly Effective People	7 hours	Program staff and teachers
September 2018	9/22 - - 7 Habits of Highly Effective People	7 Hours	Program staff and teachers
October 2018	10/1 - Positive Behavior	1.5 Hours	Program staff
November 2018	9/9 – Students Engagement	1.5 Hours	Program staff
January 2019	01/11 – Class Management Strategies	2.0 Hours	Program staff
January 2019	01/25 – Principles of Behavior	1.5 Hours	Program staff
January 2019	01/27 – Responding to a Crisis	2.0 Hours	Program staff
February 2019	02/08 – 7 Habits Review	1.0 Hours	Program staff
March 2019	3/8 – Connecting with Children: Interactions and Relationships	2.0 Hours	Program staff
March 2019	3/8 – Spring camp	1.5 Hours	Program staff
March 2019	3/13 – Beyond School Hours conference debrief	1.5 Hours	Program Coordinators
March 2019	3/22 – 7 Habits Review	1.0 Hour	Program staff
March 2019	3/27 – Classroom Management: Praises,	2.0 Hours	Programs staff

	Clear instructions and the Need for fun		
May 2019	5/27- Summer camp Orientation	1.0	Program staff

#### 4.4 Staff Turnover

At the Eden Park Elementary site, 4 paraprofessionals were “lost” due to turnover. Of the 3 paraprofessionals that were lost, 4 were replaced during the program year. At the Pinecrest Elementary site, 1 paraprofessional was “lost” due to turnover. Of the 1 paraprofessional who was lost, 1 was replaced during the program year.

At the Pinecrest Elementary site, staff turnover can be detrimental to the program especially when the site has to stay in ratio. However, due to the amount of teachers Pinecrest hires, when a staff member is no longer working there are more than enough coverage to provide academic guidance and supervision. The program strives to have more than enough adults including college student, paraprofessional and teachers. In doing this, it ensures when isn’t a gap of services being provided to the students. In order to decrease burnout through the school year, the site completes the following steps: a.) The teacher start date is later than the student start date so that teachers may have enough time to get prepare for the program b.) Administration provides the teachers with materials they may need c.) Administration ensures there is another adult staff member that can assist them.

At the Eden Park Elementary site, there were a few college students leaving their job positions to pursue their college education; however, that did not affect our program. We still had enough teachers to cover all of the classrooms and provide great academic support. Also, administration developed a support/training system for new staff that ensured consistency on the students’ routine and class management.

In efforts to ensure staff retention, administration often provides incentives or positive notes reminding our staff and teachers of the impact they make on our program and students.

#### 4.5 Certified Teachers

For the academic classes that included English Language Arts, Math and Science lessons, there were 6 certified teachers implementing the academic curriculum during the 2018-2019 school year at Eden Park Elementary site. For the academic classes that included English Language Arts, Math and Science lessons, there were 6 certified teachers implementing the academic curriculum during the 2018-2019 school year at Pinecrest Elementary site. For the academic classes that included English Language Arts, Math and Science lessons, there were 6 certified

teachers implementing the academic curriculum during the 2018-2019 school year at Lake Trafford Elementary site.

## 5.0 OUTCOMES and FINDINGS

This section provides information on program objectives, how those objectives are measured, data collection and analysis methods, progress toward meeting grant objectives, student success, additional grant findings and recommendations.

### 5.1 Objectives, Activities, Data Collection, and Inclusion

The program used the grant objectives to guide the teacher instruction and parent involvement initiatives during the 2018-2019 school year. In the table below, each objective is listed with the corresponding description of activities for each, measures and data collected, data collection timeline, continuous assessment, data quality, and student/parent inclusion.

#### Objectives and Description of Activities

Objectives	Summative Evaluation Reporting Requirements
40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	<p><b>Activities and Frequency:</b> Direct instruction, whole group/small group instruction, paper-based and computer-based activities, homework help, role-playing, project-based learning activities, multisensory activities, review and mastery activities, and differentiated instruction activities. These activities occurred 4-5 days per week.</p> <p><b>Measures and Data Collection:</b> Report card grades were collected for each student. No other variables were examined.</p> <p><b>Data Collection Timeline:</b> Report card grades were collected at the end of each nine week period that the program was in operation.</p> <p><b>Continuous Assessment:</b> Data was analyzed at three time points during the grant year – Baseline (December 2018), Mid-Year (March 2019) and End-of-Year (June 2019). Baseline data served as a starting point for data analysis. Mid-year data was compared to baseline data at the mid-year time point and served as a formative assessment during the year to guide program decisions in regards to teacher instruction and curriculum implementation. Mid-year data analysis also served as a tool to measure program progress towards meeting each grant objective. End-of-year data was compared to baseline data at the end-of-year time point to measure whether this grant objective was</p>

	<p>met or not by the conclusion of the grant program year. The results of the end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program were not assessed for this objective, however, all students that had fall 2018 report card grades and spring 2019 report card grades AND whose grades were reported on the student-level data reporting tool were assessed. Students that did not have the aforementioned report card grades to assess, due to reasons unknown (may have been due to late enrollment, absence, withdrawal, etc.), were not able to be included and were excluded from the analysis of this grant objective.</p>
<p>30% of regularly participating students will achieve a satisfactory level or above on English Language Arts/Writing.</p>	<p><b>Activities and Frequency:</b> Direct instruction, whole group/small group instruction, paper-based and computer-based activities, homework help, role-playing, project-based learning activities, multisensory activities, review and mastery activities, and differentiated instruction activities. These activities occurred 4-5 days per week.</p> <p><b>Measures and Data Collection:</b> FSA English Language Arts scores were used to determine if this objective was met or not met. These scores were collected for each student that took the FSA in 2019. Each score was converted into a level. Only students that scored a level 3 or above and whose score was reported on the Student-Level Data Reporting Tool spreadsheet were included in the analysis for this objective.</p> <p><b>Data Collection Timeline:</b> 2019 English Language Arts FSA scores were received by school districts in May, June or July of 2019. These FSA scores were reported to the external evaluator for analysis during these three months.</p> <p><b>Continuous Assessment:</b> Data was analyzed for this objective at the end of the program year (June/July 2019). The results of this end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program were not assessed for this objective, however, all students that took the English Language Arts FSA in 2019 AND whose scores were reported on the student-level data reporting tool were able to be included in the analysis for this objective. Students that did not have the aforementioned FSA scores to assess, due to reasons unknown (may have been due to the FSA for this objective not being administered to their grade level, late enrollment, absence, withdrawal, etc.), were not able to be included and were excluded from the analysis of this grant objective.</p>
<p>40% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.</p>	<p><b>Activities and Frequency:</b> Direct instruction, whole group/small group instruction, paper-based and computer-based activities, homework help, role-playing, project-based learning activities, multisensory activities, review and mastery activities, and differentiated instruction activities. These activities occurred 4-5 days per week.</p> <p><b>Measures and Data Collection:</b> Report card grades were collected for each student. No other variables were examined.</p> <p><b>Data Collection Timeline:</b> Report card grades were collected at the end of each nine week period that the program was in operation.</p> <p><b>Continuous Assessment:</b> Data was analyzed at three time points during the grant year – Baseline (December 2018), Mid-Year (March 2019) and End-of-Year (June 2019). Baseline data served as a starting point for data analysis. Mid-year data was compared</p>

	<p>to baseline data at the mid-year time point and served as a formative assessment during the year to guide program decisions in regards to teacher instruction and curriculum implementation. Mid-year data analysis also served as a tool to measure program progress towards meeting each grant objective. End-of-year data was compared to baseline data at the end-of-year time point to measure whether this grant objective was met or not by the conclusion of the grant program year. The results of the end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program were not assessed for this objective, however, all students that had fall 2018 report card grades and spring 2019 report card grades AND whose grades were reported on the student-level data reporting tool were assessed. Students that did not have the aforementioned report card grades to assess, due to reasons unknown (may have been due to late enrollment, absence, withdrawal, etc.), were not able to be included and were excluded from the analysis of this grant objective.</p>
<p>40% of regularly participating students will achieve a satisfactory level or above on Math.</p>	<p><b>Activities and Frequency:</b> Direct instruction, whole group/small group instruction, paper-based and computer-based activities, homework help, role-playing, project-based learning activities, multisensory activities, review and mastery activities, and differentiated instruction activities. These activities occurred 4-5 days per week.</p> <p><b>Measures and Data Collection:</b> FSA Math scores were used to determine if this objective was met or not met. These scores were collected for each student that took the FSA in 2019. Each score was converted into a level. Only students that scored a level 3 or above and whose score was reported on the Student-Level Data Reporting Tool spreadsheet were included in the analysis for this objective.</p> <p><b>Data Collection Timeline:</b> 2019 Math FSA scores were received by school districts in May, June or July of 2019. These FSA scores were reported to the external evaluator for analysis during these three months.</p> <p><b>Continuous Assessment:</b> Data was analyzed for this objective at the end of the program year (June/July 2019). The results of this end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program were not assessed for this objective, however, all students that took the Math FSA in 2019 AND whose scores were reported on the student-level data reporting tool were able to be included in the analysis for this objective. Students that did not have the aforementioned FSA scores to assess, due to reasons unknown (may have been due to the FSA for this objective not being administered to their grade level, late enrollment, absence, withdrawal, etc.), were not able to be included and were excluded from the analysis of this grant objective.</p>
<p>40% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high</p>	<p><b>Activities and Frequency:</b> Direct instruction, whole group/small group instruction, paper-based and computer-based activities, homework help, role-playing, project-based learning activities, multisensory activities, review and mastery activities, and differentiated instruction activities. These activities occurred 4-5 days per week.</p> <p><b>Measures and Data Collection:</b> Report card grades were collected for each student. No other variables were examined.</p>

<p>grade across the program year.</p>	<p><b>Data Collection Timeline:</b> Report card grades were collected at the end of each nine week period that the program was in operation.</p> <p><b>Continuous Assessment:</b> Data was analyzed at three time points during the grant year – Baseline (December 2018), Mid-Year (March 2019) and End-of-Year (June 2019). Baseline data served as a starting point for data analysis. Mid-year data was compared to baseline data at the mid-year time point and served as a formative assessment during the year to guide program decisions in regards to teacher instruction and curriculum implementation. Mid-year data analysis also served as a tool to measure program progress towards meeting each grant objective. End-of-year data was compared to baseline data at the end-of-year time point to measure whether this grant objective was met or not by the conclusion of the grant program year. The results of the end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program were not assessed for this objective, however, all students that had fall 2018 report card grades and spring 2019 report card grades AND whose grades were reported on the student-level data reporting tool were assessed. Students that did not have the aforementioned report card grades to assess, due to reasons unknown (may have been due to late enrollment, absence, withdrawal, etc.), were not able to be included and were excluded from the analysis of this grant objective.</p>
<p>30% of regularly participating students will achieve a satisfactory level or above on Science.</p>	<p><b>Activities and Frequency:</b> Direct instruction, whole group/small group instruction, paper-based and computer-based activities, homework help, role-playing, project-based learning activities, multisensory activities, review and mastery activities, and differentiated instruction activities. These activities occurred 4-5 days per week.</p> <p><b>Measures and Data Collection:</b> Science State Assessment scores were used to determine if this objective was met or not met. These scores were collected for each student that took the FSA in 2019. Each score was converted into a level. Only students that scored a level 3 or above and whose score was reported on the Student-Level Data Reporting Tool spreadsheet were included in the analysis for this objective.</p> <p><b>Data Collection Timeline:</b> 2019 Science State Assessment scores were received by school districts in May, June or July of 2019. These FSA scores were reported to the external evaluator for analysis during these three months.</p> <p><b>Continuous Assessment:</b> Data was analyzed for this objective at the end of the program year (June/July 2019). The results of this end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program were not assessed for this objective, however, all students that took the Science State Assessment in 2019 AND whose scores were reported on the student-level data reporting tool were able to be included in the analysis for this objective. Students that did not have the aforementioned FSA scores to assess, due to reasons unknown (may have been due to the FSA for this objective not being administered to their grade level, late enrollment, absence, withdrawal, etc.), were not able to be included and were excluded from the analysis of this grant objective.</p>

<p>50% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).</p>	<p><b>Activities and Frequency:</b> Direct instruction, whole group/small group instruction, trial and error activities, mental focus activities, internal motivation activities, multisensory activities, review and mastery activities, competition, teamwork activities, and differentiated instruction activities. These activities occurred 4-5 days per week.</p> <p><b>Measures and Data Collection:</b> Data for this personal enrichment assessment was collected for each student by the program to measure student performance and/or participation (scores, participation data, completion data, logs, or other form of data). No other variables were examined.</p> <p><b>Data Collection Timeline:</b> Data for this personal enrichment assessment was collected at three time points during the grant year – Baseline (December 2018), Mid-Year (February 2019) and End-of-Year (June 2019).</p> <p><b>Continuous Assessment:</b> Data was analyzed at three time points during the grant year – Baseline (December 2018), Mid-Year (March 2019) and End-of-Year (June 2019). Baseline data served as a starting point for data analysis. Mid-year data was compared to baseline data at the mid-year time point and served as a formative assessment during the year to guide program decisions in regards to teacher instruction and curriculum implementation. Mid-year data analysis also served as a tool to measure program progress towards meeting each grant objective. End-of-year data was compared to baseline data at the end-of-year time point to measure whether this grant objective was met or not by the conclusion of the grant program year. The results of the end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program were not assessed for this objective, however, all students that had data for this objective (entered onto the Student-Level Data Reporting Tool) were included in the EduMatrix data analysis. Students that did not have two data points, due to reasons unknown (may have been due to late enrollment, absence, withdrawal, etc.), were not able to be included in the analysis and were excluded from the analysis of this grant objective. In order to compare two data points and measure student performance, there must be data presented for both data points. If there is data for only one data point, no analysis could be performed.</p>
<p>65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre/post assessment.</p>	<p><b>Activities and Frequency:</b> Direct instruction, whole group/small group instruction, trial and error activities, mental focus activities, internal motivation activities, multisensory activities, review and mastery activities, competition, teamwork activities, and differentiated instruction activities. These activities occurred 4-5 days per week.</p> <p><b>Measures and Data Collection:</b> Data for this personal enrichment assessment was collected for each student by the program to measure student performance and/or participation (scores, participation data, completion data, logs, or other form of data). No other variables were examined.</p> <p><b>Data Collection Timeline:</b> Data for this personal enrichment assessment was collected at three time points during the grant year – Baseline (December 2018), Mid-Year (February 2019) and End-of-Year (June 2019).</p> <p><b>Continuous Assessment:</b> Data was analyzed at three time points during the grant year – Baseline (December 2018), Mid-Year (March 2019) and End-of-Year (June 2019). Baseline data served as a starting point for data analysis. Mid-year data was compared to baseline data at the mid-year time point and served as a formative assessment during</p>

	<p>the year to guide program decisions in regards to teacher instruction and curriculum implementation. Mid-year data analysis also served as a tool to measure program progress towards meeting each grant objective. End-of-year data was compared to baseline data at the end-of-year time point to measure whether this grant objective was met or not by the conclusion of the grant program year. The results of the end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program were not assessed for this objective, however, all students that had data for this objective (entered onto the Student-Level Data Reporting Tool) were included in the EduMatrix data analysis. Students that did not have two data points, due to reasons unknown (may have been due to late enrollment, absence, withdrawal, etc.), were not able to be included in the analysis and were excluded from the analysis of this grant objective. In order to compare two data points and measure student performance, there must be data presented for both data points. If there is data for only one data point, no analysis could be performed.</p>
<p>10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).</p>	<p><b>Activities and Frequency:</b> Direct instruction, whole group instruction, parent/child activities, question and answer activities, comprehension checks, take-home activities, parent involvement activities, and school awareness activities. These activities occurred at least 6 times during the grant year.</p> <p><b>Measures and Data Collection:</b> Scores from the computer literacy parent assessment were collected for each parent that took the assessments. No other variables were examined.</p> <p><b>Data Collection Timeline:</b> Parent assessment scores were collected at the beginning (pre) and end (post) of each parent workshop that was offered.</p> <p><b>Continuous Assessment:</b> Data was analyzed at the end of the program year (June 2019). Baseline data served as a starting point for data analysis and end-of-year data was compared to baseline data at the end-of-year time point to measure whether this grant objective was met or not by the conclusion of the grant program year. The results of the end-of-year data analysis will be a key factor in program planning for subsequent grant years.</p> <p><b>Data Quality:</b> Data was provided for this objective. The overall data quality for this objective was acceptable and able to be evaluated and analyzed. Parent attendance to program offerings (workshops, presentations, etc.) for parents is a factor in regards to data quality. When high numbers of parents attend each program offering for parents, the program is able to collect more data for this objective. When more data is collected, the data serves as a better representation of all of the parents of 21<sup>st</sup> CCLC participating students.</p> <p><b>Student Inclusion:</b> 100% of students that had enrolled in the program had parents (or adult family members) that were not assessed for this objective. Some parents were not able to attend the adult family member events that were offered, however, most parents did complete the pre and post assessment if they were in attendance. Parents that did not have two scores to assess (pre/post test score for the workshop/event that they attended) due to reasons unknown (may have arrived late or left early which caused them to miss taking the pre or the post assessment), were not able to be included and were excluded from the analysis of this grant objective. In order to</p>

	compare two scores to measure increase or decrease, there must be two scores. If only one score is available, no analysis could be performed.
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## 5.2 Data Analysis and Results: Progress Toward and Achievement of Objectives

### Objective 1

#### *Elementary School Students*

#### *Objective Assessment Plan:*

40% of regularly participating elementary school students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.

#### *Success Criterion:*

Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F/1E/2E to C or above OR improve from 1E to 2E. Maintaining 1E or 2E does not meet the standard of success, nor does maintaining a C to 2E or vice versa.

#### Findings:

1. Objective met.
2. Total students with sufficient data – **454**
3. 63% of regularly participating students met the stated success criterion.

#### Objective Status –

63% of regularly participating elementary school students with sufficient data showed improvement in English Language Arts grades across the program year. The success criterion was found comparing first and fourth quarter English Language Arts grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade

to at least a C grade. Of 454 students with sufficient data to measure the criterion, 286 students met the criterion.

Table 1.1: SFWDB Miracle 1 English Language Arts Grade Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Eden Park</i>	173	112	65%
<i>Lake Trafford</i>	138	89	64%
<i>Pinecrest</i>	143	85	59%
<b>All Sites</b>	<b>454</b>	<b>286</b>	<b>63%</b>

\*Students with sufficient data to measure objective criterion

## Objective 2

### Elementary School Students

#### Objective Assessment Plan:

30% of regularly participation students will achieve a satisfactory level or above on English Language Arts/Writing

#### Success Criterion:

Attain an Achievement Level 3 (satisfactory) or higher

#### Findings:

1. Objective met.
2. Total students with sufficient data – **330**
3. 37% of regularly participating students met the stated success criterion.

#### Objective Status—

37% of regularly participating elementary school students with sufficient data showed improvement in reading skills across the program year or maintained a high level of reading skills. The success criterion was found using the Florida Standards Assessment English Language Arts/Writing score, attained at the end of the year respectively. A satisfactory score is considered a Level 3 or higher. Of 330 students with sufficient data to measure the criterion, 123 of the students met the criterion.

Table 2.1: SFWDB Miracle 1 FSA ELA

	Total Students*	Met Objective	Met Objective (%)
<i>Eden Park</i>	66	22	33%

Lake Trafford	131	47	36%
Pinecrest	133	54	41%
<b>All Sites</b>	<b>330</b>	<b>123</b>	<b>37%</b>

\*Students with sufficient data to measure objective criterion

### Objective 3

#### Elementary School Students

##### Objective Assessment Plan:

40% of regularly participating elementary school students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.

##### Success Criterion:

Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F/1E/2E to C or above OR improve from 1E to 2E. Maintaining 1E or 2E does not meet the standard of success, nor does maintaining a C to 2E or vice versa.

##### Findings:

1. Objective met.
2. Total students with sufficient data – **456**
3. 65% of regularly participating students met the stated success criterion.

##### Objective Status –

65% of regularly participating elementary school students with sufficient data showed improvement in mathematics grades across the program year. The success criterion was found comparing first and fourth quarter mathematics grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 456 students with sufficient data to measure the criterion, 296 students met the criterion.

Table 3.1: SFWDB Miracle 1 Mathematics Grade Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
Eden Park	174	128	74%
Lake Trafford	139	75	54%

<i>Pinecrest</i>	143	93	65%
<b>All Sites</b>	<b>456</b>	<b>296</b>	<b>65%</b>

\*Students with sufficient data to measure objective criterion

#### **Objective 4**

*Elementary School Students*

*Objective Assessment Plan:*

40% of regularly participation students will achieve a satisfactory level or above on mathematics

*Success Criterion:*

Attain an Achievement Level 3 (satisfactory) or higher

Findings:

1. Objective met.
2. Total students with sufficient data – **333**
3. 57% of regularly participating students met the stated success criterion.

Objective Status—

57% of regularly participating elementary school students with sufficient data showed improvement in mathematics skills across the program year or maintained a high level of mathematics skills. The success criterion was found using the Florida Standards Assessment Mathematics score, attained at the end of the year respectively. A satisfactory score is considered a Level 3 or higher. Of 333 students with sufficient data to measure the criterion, 190 of the students met the criterion.

*Table 4.1: SFWDB Miracle 1 FSA Mathematics*

	Total Students*	Met Objective	Met Objective (%)
<i>Eden Park</i>	67	47	70%
<i>Lake Trafford</i>	134	73	54%
<i>Pinecrest</i>	132	70	53%
<b>All Sites</b>	<b>333</b>	<b>190</b>	<b>57%</b>

\*Students with sufficient data to measure objective criterion

#### **Objective 5**

*Elementary School Students*

*Objective Assessment Plan:*

40% of regularly participating elementary school students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.

*Success Criterion:*

Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F/1E/2E to C or above OR improve from 1E to 2E. Maintaining 1E or 2E does not meet the standard of success, nor does maintaining a C to 2E or vice versa.

Findings:

1. Objective met.
2. Total students with sufficient data – **453**
3. 74% of regularly participating students met the stated success criterion.

Objective Status –

74% of regularly participating elementary school students with sufficient data showed improvement in science grades across the program year. The success criterion was found comparing first and fourth quarter science grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 453 students with sufficient data to measure the criterion, 335 students met the criterion.

*Table 5.1: SFWDB Miracle 1 Science Grade Improvement - Elementary*

	Total Students*	Met Objective	Met Objective (%)
<i>Eden Park</i>	173	127	73%
<i>Lake Trafford</i>	137	94	69%
<i>Pinecrest</i>	143	114	80%
<b>All Sites</b>	<b>453</b>	<b>335</b>	<b>74%</b>

\*Students with sufficient data to measure objective criterion

**Objective 6**

*Elementary School Students*

*Objective Assessment Plan:*

30% of regularly participation students will achieve a satisfactory level or above on science

*Success Criterion:*

Attain an Achievement Level 3 (satisfactory) or higher

Findings:

1. Objective met.
2. Total students with sufficient data – **121**
3. 33% of regularly participating students met the stated success criterion.

Objective Status—

33% of regularly participating elementary school students with sufficient data showed improvement in science skills across the program year or maintained a high level of science skills. The success criterion was found using the Florida Standards Assessment Science score, attained at the end of the year respectively. A satisfactory score is considered a Level 3 or higher. Of 121 students with sufficient data to measure the criterion, 40 of the students met the criterion.

Table 6.1: SFWDB Miracle 1 FSA Science

	Total Students*	Met Objective	Met Objective (%)
<i>Eden Park</i>	19	4	21%
<i>Lake Trafford</i>	43	10	23%
<i>Pincrest</i>	59	26	44%
<b>All Sites</b>	<b>121</b>	<b>40</b>	<b>33%</b>

\*Students with sufficient data to measure objective criterion

**Objective 7**

*Elementary School Students*

*Objective Assessment Plan:*

50% of regularly participating students will improve their positive behavior as measured by perceptual survey

*Success Criterion:*

Maintain a score of 80 and above OR improve from pre-assessment by at least 1 point

Findings:

1. Objective met.
2. Total students with sufficient data – **379**
3. 97% of regularly participating students met the stated success criterion.

Objective Status—

97% of regularly participating elementary school students with sufficient data indicated an improvement in their positive behavior as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-attendance from approximately the beginning and end of the program year respectively. Mid-year scores were only considered in the occasion when students were not present at the time of the initial assessment. Of 379 regularly participating students presented with sufficient data, 368 students met the criterion.

Table 7.1: SFWDB Miracle 1 Positive Behavior Statistics

	Total Students*	Min	Max	M	SD
<b>Pre Scores</b>	379	0	100	31.6	23.5
<b>Post Scores</b>	379	0	100	83.6	17.9
<b>Difference or Change in Score</b>	379	-50	100	52.1	25.6

\*Indicates total number of students with sufficient data to measure the success criterion

Elementary school students’ positive behavior improved by an average of 52.1 points over the course of the program year. The standard deviation (SD) of change in score is 25.6 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 7.2: SFWDB Miracle 1 Positive Behavior Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Eden Park</i>	129	121	94%
<i>Lake Trafford</i>	117	115	98%
<i>Pinecrest</i>	133	132	99%
<b>All Sites</b>	<b>379</b>	<b>368</b>	<b>97%</b>

\*Students with sufficient data to measure objective criterion

## Objective 8

### *Elementary School Students*

#### *Objective Assessment Plan:*

65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment

#### *Success Criterion:*

Maintain a score of 80 and above OR improve from pre-assessment by at least 1 point on at least one assessment

#### Findings:

1. Objective met.
2. Total students with sufficient data – **196**
3. 90% of regularly participating students met the stated success criterion.

#### Objective Status—

90% of regularly participating elementary school students with sufficient data indicated an improvement in their engagement in visual/performing arts as measured by pre-post assessments over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Students must improve on at least one assessment over the course of the program year in order to meet the success criterion. Of 196 regularly participating students presented with sufficient data, 177 students met the criterion.

*Table 8.1: SFWDB Miracle 1 Visual and Performing Arts Engagement - Elementary*

	Total Students*	Met Objective	Met Objective (%)
<i>Eden Park</i>	70	64	91%
<i>Lake Trafford</i>	86	79	92%
<i>Pinecrest</i>	40	34	85%
<b>All Sites</b>	<b>196</b>	<b>177</b>	<b>90%</b>

\*Students with sufficient data to measure objective criterion

## Objective 9

### Elementary School Students

#### Objective Assessment Plan:

10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey

#### Success Criterion:

Maintain a score of 80 and above OR improve from pre-assessment by at least 1 point on at least one assessment

#### Findings:

1. Objective met.
2. Total family members with sufficient data – **122**
3. 98% of regularly participating family members met the stated success criterion.

#### Objective Status—

98% of regularly participating elementary school family members with sufficient data indicated an improvement in their parenting skills as measured by perceptual surveys over the course of the program year. Adult family members must improve on at least one survey over the course of the program year in order to meet the success criterion. Of 122 regularly participating family members presented with sufficient data, 120 students met the criterion.

Table 9.1: SFWDB Miracle 1 Family Parenting Skills Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Eden Park</i>	36	36	100%
<i>Lake Trafford</i>	15	15	100%
<i>Pincrest</i>	71	69	97%
<b>All Sites</b>	<b>122</b>	<b>120</b>	<b>98%</b>

\*Students with sufficient data to measure objective criterion

## 5.3 Stakeholders' Surveys

This section includes the findings from the student, family member, and teacher end-of-year surveys.

### Adult Family Member Survey Data

#### *Adult Family Member Survey Results*

	Very Satisfied (%)	Satisfied (%)	Not Sure (%)	Unsatisfied (%)	Very Unsatisfied (%)	Not Applicable (%)
How satisfied are you with this after school program as a whole?	52	45	4	0	0	0
Staff warmth and friendliness	51	46	3	0	0	1
Ability of staff to work with my child	53	46	1	0	0	1
Ability of staff to relate to me as a parent	48	43	7	0	0	1
Variety of activities offered to my child	49	46	4	0	0	1
Safety of the program environment	56	42	1	0	0	1
My child's happiness with the program	55	41	3	1	0	0
Helping me become more involved with my child's education	52	43	5	0	0	0
Child's improvement in homework completion	48	46	3	1	0	2
Child's improvement in academic performance	43	51	5	0	0	2
Child's improvement in getting along with others	46	48	5	0	0	1
Child's improvement staying out of trouble	50	46	2	1	0	1

#### **Would you sign your children up for this program again?**

Yes – 83%

No – 1%

Maybe – 11%

No Answer – 5%

#### **If this after school program was no longer available, my child would be:**

Home alone – 10%

- Cared for by a parent – 23%
- Cared for by a sibling – 20%
- Cared for by another relative – 10%
- Cared for by a friend or neighbor – 10%
- Participating in a different after school program – 17%
- Other – 9%
- No Answer – 1%

### **Teacher Survey Data**

#### *Teacher Survey Results*

	Improved (%)	No Change (%)	Did Not Need to Improve (%)	Declined (%)
Turning in homework on time	74	9	14	2
Completing homework to your satisfaction	78	9	9	2
Participating in class	65	16	16	1
Volunteering	53	19	25	1
Attending class regularly	57	10	28	3
Being attentive in class	65	12	20	2
Behaving in class	59	13	26	1
Academic performance	78	8	10	3
Coming to school motivated to learn	71	11	15	2
Getting along well with other students	68	10	20	1
Believing they can do well in school	73	13	11	1
Parent interest and/or involvement	31	53	15	0

## **Student Survey Data**

### *Student Survey Results*

	Did Not Answer (%)	Definitely (%)	Somewhat (%)	Not At All (%)
Do you like the afterschool program?	1	68	28	3
Does your afterschool program have adults who care about you?	1	79	18	2
Do you feel safe during your afterschool program?	2	76	20	3
Does your afterschool program help you get along with others?	1	60	36	3
Does your afterschool program help you understand that following rules is important?	1	82	15	2
Does your afterschool program help you solve problems in a positive way?	1	72	23	3
Does your afterschool program help you with your homework?	1	83	13	3
Does your afterschool program help you improve your grades?	1	66	29	4

**Percentage of male students that completed the survey: 51%**

**Percentage of female students that completed the survey: 49%**

**Grade levels of students that completed the survey:**

Pre-Kindergarten – 0.3%

1<sup>st</sup> – 0.3%

2<sup>nd</sup> – 0.3%

3<sup>rd</sup> – 30.6%

4<sup>th</sup> – 37.6%

5<sup>th</sup> – 29.5%

6<sup>th</sup> – 0.3%

Unknown – 1.1%

## 5.4 Student Success Snapshot

Student: F.B. (4<sup>th</sup> grader)

When F.B. started in the 21<sup>st</sup> CCLC Miracle program at Eden Park Elementary, he could not speak English. His language barrier caused him to withdraw from team building activities; he was not able to understand instructions given by our professors. Throughout the school year, F. B. impressed us with his great manners and resiliency. His caring nature and personality allows him to work well with others. With time, he became the class Safety Patrol and a role model for his peers! F.B. has been showing great improvement in his Language skills and Mathematics. Due to attending Math tutoring three hours a week, his math skills have improved significantly. Now F.B is helping other students with Math during homework time! We are so proud of F.B.'s achievements this year. I am certain that F.B. will continue to do great in 5<sup>th</sup> grade.



## 5.5 Overall Findings for Each Objective

This section provides information on the program’s progress toward and achievement of each objective.

Objective	Findings	Programmatic Changes <i>(for future years of programming)</i>	Data Collection Changes <i>(for future years of programming)</i>
<p><b>Objective 1:</b> 40% of regularly participating elementary school students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.</p>	<p><b>Met/Not Met:</b> Objective met.  <b>Progress Outcome:</b> Meets or Exceeds Benchmark  <b>Total Students with Sufficient Data:</b> 454  <b>Met Success Criterion:</b> 63% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes:            EPE: No changes needed. Students will utilize iReady Reading 2x/a week, rather than once a week to provide them with a different approach to ELA focused on their individual needs. Writing centers will be increased to 3x/week rather than 2x/week. Program administration will communicate with the classroom teachers of the students that are in the program and collaborate on the tracking sheet that goes between School and Miracle.            LTE: No changes needed. Silent reading centers and writing centers will increase to 4x/week rather than 2x/week. Also, small group reading tutoring will be added for students needing that support.            PCR: No changes needed. Students will utilize iReady Reading 2x/a week, rather than once a week so they may master ELA skills needed to pass the FSA. Writing centers will be increased to 2x/week rather than 1x/week.</p> <p>Rationale:            Better ongoing collaboration and tracking between schools and the program will improve</p>	<p>No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Collecting report card grades has proven sufficient and effective for measuring this objective.</p>

			<p>the ability for both to assist struggling students effectively. Providing more silent reading and writing in centers will increase the amount of time students practice reading and writing. By adding tutoring sessions, teachers will provide additional reading support, including FSA practice questions. Increased iReady Reading and other ELA modules will provide additional opportunities for students to improve in this area.</p>	
<p><b>Objective 2:</b> 30% of regularly participation students will achieve a satisfactory level or above on English Language Arts/Writing</p>	<p><b>Met/Not Met:</b> Objective met.  <b>Progress Outcome:</b> Meets or Exceeds Benchmark  <b>Total Students with Sufficient Data:</b> 330  <b>Met Success Criterion:</b> 37% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes:</p> <p>EPE: No changes needed. Program administration will communicate with the classroom teachers of the students that are in the program and collaborate on the tracking sheet that goes between School and Miracle.</p> <p>LTE: No changes needed. Silent reading centers and writing centers will increase to 4x/week rather than 2x/week. Also, small group reading tutoring will be added for students needing that support.</p> <p>PCR: No changes needed. Writing centers will be increased to 2x/week rather than 1x/week. We will also do creative writing projects 2x a month.</p> <p>Rationale:</p> <p>An increase in communication between the school and the program will create a continuity of educational care</p>	<p>No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Collecting FSA scores has proven sufficient and effective for measuring this objective.</p>	

			to help student academic achievement. Providing more silent reading and writing in centers will increase the amount of time students practice reading and writing. By adding tutoring sessions, teachers will provide additional reading support, including FSA practice questions. Increased writing projects will provide additional opportunities for students to improve in this area.	
<p><b>Objective 3:</b> 40% of regularly participating elementary school students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.</p>	<p><b>Met/Not Met:</b> Objective met.  <b>Progress Outcome:</b> Meets or Exceeds Benchmark  <b>Total Students with Sufficient Data:</b> 456  <b>Met Success Criterion:</b> 65% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes:  EPE: No changes needed. The program will continue with current Math Review strategy, but add manipulatives and/or additional resources and activities that help to reinforce lesson plan content which help students better understand targeted standards/content being taught.  LTE: No changes needed. Math centers will continue at 3x/week and small group math tutoring will be added for students needing that support.  PCR: No changes needed. We will continue to Continue with current Math Review strategy, but add manipulatives and/or additional resources and activities that help to reinforce lesson plan content which helps students better understand targeted standards/content being taught.</p> <p>Rationale:  Reinforced lesson plan content will help students better understand targeted standards/content being taught. Providing more math</p>	<p>No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Collecting report card grades has proven sufficient and effective for measuring this objective.</p>	

			center time will increase the amount of time students practice fundamental math skills learned in day school. By adding tutoring sessions, teachers will provide additional math support.	
<b>Objective 4:</b> 40% of regularly participation students will achieve a satisfactory level or above on mathematics	<b>Met/Not Met:</b> Objective met. <b>Progress Outcome:</b> Meets or Exceeds Benchmark <b>Total Students with Sufficient Data:</b> 333 <b>Met Success Criterion:</b> 57% of regularly participating students met the stated success criterion		<p>Proposed Changes:</p> <p>EPE: Offering additional math manipulatives in which students can choose to engage.</p> <p>LTE: Math centers 3x/week, small group math tutoring will be added for students needing that support.</p> <p>PCR: No changes needed. We will continue to Continue with current Math Review strategy, but add manipulatives and/or additional resources and activities that help to reinforce lesson plan content which helps students better understand targeted standards/content being taught.</p> <p>Rationale: Additional math manipulatives will increase the likelihood of student participation and class engagement. Providing more math center time will increase the amount of time students practice fundamental math skills learned in day school. By adding tutoring sessions, teachers will provide additional math support. Reinforced lesson plan content will help students better understand targeted standards/content being taught</p>	No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Collecting FSA scores has proven sufficient and effective for measuring this objective.
<b>Objective 5:</b> 40% of regularly participating elementary school students will improve to a satisfactory	<b>Met/Not Met:</b> Objective met. <b>Progress Outcome:</b> Meets or Exceeds Benchmark <b>Total Students with Sufficient Data:</b> 453		<p>Proposed Changes:</p> <p>EPE: Students will receive extra support in Science provided by the school resource coach. Students will attend science center 2x/a</p>	No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Collecting report card grades

<p>science grade or above, or maintain a high grade across the program year.</p>	<p><b>Met Success Criterion:</b> 74% of regularly participating students met the stated success criterion</p>	<p>week. Centers will revolve around Science vocabulary words.          LTE: Science centers will increase to 2x/week rather than 1x/week.          PCR: Students will attend science center 2x/a week. Center will revolve around science vocabulary words. STEM projects may be added.</p> <p>Rationale:          Additional support in the area of Science will give students more opportunities to improve in this area throughout the year. Providing more science center time will increase the amount of time students science.</p>	<p>has proven sufficient and effective for measuring this objective.</p>
<p><b>Objective 6:</b> 30% of regularly participation students will achieve a satisfactory level or above on science</p>	<p><b>Met/Not Met:</b> Objective met.  <b>Progress Outcome:</b> Meets or Exceeds Benchmark  <b>Total Students with Sufficient Data:</b> 121  <b>Met Success Criterion:</b> 33% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes:          EPE: Students will receive extra support in Science provided by the school resource coach. Students will attend science center 2x/a week.          Centers will revolve around Science vocabulary words.</p> <p>LTE:          Science centers will increase to 2x/week rather than 1x/week.          PCR:          Students will attend science center 2x/a week. Center will revolve around science vocabulary words. STEM projects may be added.</p> <p>Rationale:          Additional science and STEM curriculum offered at the program will increase student exposure of main concepts and vocabulary of the subject area and improve their understanding. Providing more science center time will</p>	<p>No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Collecting FSA scores has proven sufficient and effective for measuring this objective.</p>

		increase the amount of time students science.	
<p><b>Objective 7:</b> 50% of regularly participating students will improve their positive behavior as measured by perceptual survey</p>	<p><b>Met/Not Met:</b> Objective met.  <b>Progress Outcome:</b> Meets or Exceeds Benchmark  <b>Total Students with Sufficient Data:</b> 379  <b>Met Success Criterion:</b> 97% of regularly participating students met the stated success criterion</p>	<p>EPE &amp; LTE: No changes needed. In efforts to increase the number of students improving their positive behavior , we will continue implementing the positive character concepts we have in place. Also, 7 Habit activity will increase to 2x/week, rather than 1x/week.  PCR: No changes needed. In efforts to increase the number of students improving their positive behavior , we will continue to use the positive rewards systems and the use of a positive character concepts.</p> <p>Rationale:  Continued implementation of positive character concepts and positive rewards systems will further expose students to positive reinforcement and positive behavior models throughout the school year.</p>	<p>No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Based on student performance, collecting 7 Habits scores has proven sufficient and effective for measuring this objective.</p>
<p><b>Objective 8:</b> 65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment</p>	<p><b>Met/Not Met:</b> Objective met.  <b>Progress Outcome:</b> Meets or Exceeds Benchmark  <b>Total Students with Sufficient Data:</b> 196  <b>Met Success Criterion:</b> 90% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes:  EPE: No changes needed. The program will continue offering multiple opportunities for students to engage with arts &amp; culture as well as exploring additional courses.  LTE: No changes needed. In efforts to increase the number of students improving their engagement in visual/performing arts , we will continue engaging them in the courses.  PCR: No changes needed. We will continue to offer visual/performing arts classes provided by United Arts Council to our students.</p> <p>Rationale:</p>	<p>No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Based on student performance, collecting various arts scores specific to each school's activities has proven sufficient and effective for measuring this objective.</p>

		Offering additional courses in which students can choose to engage will increase the likelihood of student participation as they can choose based on their interests.	
<p><b>Objective 7:</b> 10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey</p>	<p><b>Met/Not Met:</b> Objective met.  <b>Progress Outcome:</b> Meets or Exceeds Benchmark  <b>Total Students with Sufficient Data:</b> 122  <b>Met Success Criterion:</b> 98% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes:  EPE &amp; PCR: No changes needed. The program will continue providing to Family members with great amount of support and opportunities from the Nutrition program, and ask parents for suggestions on subjects they have been struggling with and would like to see incorporated in the family night meetings.  LTE: No changes needed. In efforts to increase the number of parents improving their parenting skills, we will continue encouraging parent participation and collaborating with day school events to increase parent participation.</p> <p>Rationale:  Continued encouragement and collaboration with school events will continue to give families more opportunities to engage with the program and complete a survey.</p>	<p>No changes needed. The program will continue with current data collection and evaluation practices in the upcoming program year. Based on adult family member participation, collecting adult assessment scores has proven sufficient and effective for measuring this objective.</p>

## 6.0 SUSTAINABILITY PLAN

### 6.1 Vision and Desired Results

- 6.1.1 Vision:** *Provide a vision statement which describes the primary goals, objectives, and focus of your program and organization/agency.*

We develop self-confident leaders who have a sense of purpose. Our students will become FutureReady by cultivating critical thinking skills, practicing resiliency and focusing on academic success.

- 6.1.2 Results Orientation:** *Summarize the results/outcomes of your program.*

Over the course of the past five years, Miracle has provided students with a plethora of support in academics and personal enrichment. During this time, the majority of Miracle students have shown a remarkable amount improvement in both areas. Continuous analysis of student data indicates large amounts of academic growth from the beginning to the end each year. This has been made evident through constant upward trends in student grades and FSA scores. In conjunction with day school efforts, many Miracle school site grades have increased tremendously. Miracle's focal role in this magnificent accomplishment has been acknowledged by all partners.

Miracle recognizes that Social and Emotional Learning (SEL) is critical for academic learning and personal and professional long-term success. The 7 Habits and Growth Mindsets are used to increase student resiliency and self-efficacy. To provide students with the critical foundation for proper self-management and discipline, The 7 Habits of Happy Kids and The Leader in Me are integrated within all units and daily activities. Through time, assessments and staff observations in this area indicate that students' personal leadership skills were developed with a strong foundation and interest in further developing these skills in the years to come.

**6.1.3 Strategies for Achieving Results:** *Outline the service and delivery strategies which were used to achieve your program's goals and objectives.*

Miracle has implemented a system for ongoing progress monitoring. This includes an analysis of student assessments, grades, and computer generated data. Each quarter, this data is analyzed by lead program staff to ensure data driven decision making. Program academic focuses, student groups, and tutoring efforts are shifted based on areas of concern. Such an approach ensures that all program components are shaped around the needs of the students attending the Miracle program.

Monthly site visits were conducted using a rubric to assess key implementation components that supported the continuous improvement process. In addition, Site Coordinators established Lighthouse Teams and met with key staff, and in some cases student leaders, regularly to discuss the monthly visit reports and other important improvement ideas also supporting the progress of attaining the objective benchmark levels.

Data collection was consistent and followed the project plan giving evidence in support of the program focuses or alerting staff to needed modifications to improve competencies as they related to attainment of the objectives.

## **6.2 Community Relationships**

**6.2.1 Building Community Support:** *Describe the strategies your organization employed to build and sustain broad-based community support.*

Miracle will pursue continued community support as it has successfully done over the past five years. The key strategy is marketing the successes of the program to key stakeholders and making the existing supporters the primary spokespeople for the program, i.e. our most visible cheerleaders.

Through a partnership with the Naples Children Education Foundation's Out of School Time Initiative, Miracle has been able to greatly expand its community partnerships and outreach. This partnership connects Miracle to many other community organizations so share a similar goal of student and community achievement.

Miracle will continue to work with Collier community partners to sustain this highly successful and much-needed program. To date, both the Boys & Girls Club of Collier County and the Naples Children and Education Foundation (NCEF) have partnered with funding and/or in-kind contributions. Both have committed to continue support as needed to maintain the stability of funding and services in years to come. Additionally: (1) National foundations with like interests will be invited to support Miracle; (2) Partners in the IOSTI will seek projects that leverage funds from a variety of sources; (3) Collier County Public Schools will assist in seeking avenues to secure safety nets for Immokalee students and families in core academic areas; and (4) Miracle Advisory Board meetings will address sustainability through the leveraging of partnerships and stakeholders. Through competent management and focused delivery of program content, Miracle will continue to attract resources from current and future partners that provide quality service as well as potential material and financial resources.

**6.2.2 Strategic Partnerships:** *List the strategic partnerships developed by your program and describe the approaches used to build and sustain these partnerships. Describe the partnerships that will be important to continue to sustain this 21<sup>st</sup> CCLC program.*

Miracle is built on a partnership between SFWDB and CCPS. Program facilities, transportation services, student data and nutrition services are provided through this unique partnership. Through a grant provided by the Department of Health to CCPS, nutritious meals are provided daily at no cost during the afterschool program.

The Boys & Girls Club of Collier County (BGCCC) partners with Miracle to provide the base salary for one experienced full-time lead site coordinator. This partnership ensures strengthened ties between the two organizations. BGCCC has committed to also provide SFWDB with resources and support as needed to enhance the Miracle program's impact in the community.

NCEF partners with Miracle (via the SFWDB) through the Out-of-School Time Initiative, which is comprised of high-quality, out-of-school time programs that focus on closing the gaps of educational opportunity for at-risk children in Collier County. This exclusive initiative brings support in partnerships and resources to the program. These resources include professional development opportunities, additional materials, resources and services outside of those that are considered 21st CCLC allowable costs. NCEF has created and invested in the

IOSTI, which has and will afford Miracle the opportunities to collaborate with other Immokalee out-of-school time providers to ensure the non-duplication of services and the leveraging of resources.

Miracle will continue to work with Collier community partners to sustain this highly successful and much-needed program. All partners have expressed a like interest in the sustainability of the Miracle program and its tremendous efforts.

### Partnerships and Subcontracts

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Description of Services
1. Collier County Public Schools	SD	Yes	\$45,000	\$177,576	Contracted: teachers, transportation Contribution: Classroom
2. Naples Children & Education Foundation	Foundation - OTH	No	\$140,000	0	Funding
3. Southwest Florida Workforce Development Board	CBO	No	\$100,000	0	Food
4. United Arts Council	NPO	Yes	\$5,000	\$25,200	Artists, enrichment activities
5. Collier County Parks & Recreation	County - OTH	Yes	0	\$20,000	Recreational activities and location
6. Boys & Girls Club of Collier County	BGC	Yes	\$70,000	0	Staff and materials

## 6.3 Accounting for Change

**6.3.1 Developing Internal Strengths:** *Provide a summary of internal strengths and capacity to grow within this organization (e.g., expanding mission, professional development, teaching strategies, family counseling).*

SFWDB provides trainings and team building through consistent planning of sessions that are designed to increase skills in key areas in the Miracle 21st CCLC program. Professional development for the program staff is determined by an annual needs assessment. All staff participate in 7 Habits/Growth Mindsets, SEL and Kagan/Classroom Management trainings, and workshops based on meeting student needs. These sessions are led by certified teachers, CCPS staff as well as trained professionals.

To ensure that all efforts are cohesive, team meetings are conducted weekly. These meetings include the project director and site coordinators. During which, a breadth of program related topics are discussed. Monthly, staff lighthouse meetings are held at each site to ensure that program staff is supported and abreast on pertinent program related matters.

**6.3.2 Strategies for Development:** *Explain the strategies your organization employed to address current and future student and organization/agency needs.*

Careful and consistent research and communication are key factors for development. A great emphasis is placed on continuous staff development. Professional development is vital to the effectiveness and continuous improvement of the program. The staff professional development plan (PDP) includes 21st CCLC basics, disguised learning, classroom management strategies, 7 Habits of Highly Effective People and Growth Mindsets. All PDPs support program outcomes to provide a diversity of academic, enrichment and personal development opportunities and family educational engagement. Professional development for the program staff at large is determined by an annual needs assessment. All staff also participate in SEL and Kagan/Classroom Management trainings, and workshops based on meeting student needs. These sessions are led by certified teachers, CCPS staff, as well as trained professionals.

Miracle administration also works closely with school district staff to ensure alignment of efforts. Each site is staffed by day school teachers from that location so that students work with teachers they know (and vice versa) and who will have the opportunity to employ different instructional strategies and materials to support the mastery of the State standards. This ensures seamless communication and strong alignment between the day and out-of-school time programs. The lead teacher at each site strengthens the connection with day school by communicating with the teachers regarding homework completion and individual student needs. Close communication with the school district ensures that Miracle practices are in line with the diverse educational needs of our students.

**6.3.3 Adaptability to Change:** *Describe the strategies your organization/agency employed to adapt to a changing environment.*

The Immokalee community schools share common at-risk factors and challenges, performance levels, students and families. Throughout the course of the grant cycle, Miracle staff researches data surrounding community demographics and recent needs assessments. This data is used to drive efforts and ensure that the Immokalee community's needs are properly addressed and met. Miracle administrators consistently seek current research to learn and implement best service practices. Staff members also attend conferences surrounding areas of focus. These measures along with engaging conversations with surrounding community partners are executed with the intent to make changes that improve the effectivity of the 21st CCLC program.

## **6.4 Strategic Financing**

**6.4.1 Resource Requirements:** *Summarize the resources (service capacity, support resources, communication systems, etc.) that were required to carry out these strategies.*

Through SFWDB's partnership with the Collier County School District, Miracle has the capacity to service a great percentage of the Immokalee community. Teachers from the the Collier County School District are able to provide students with quality academic support after school. The district also provides transportation and a daily hot meal during the Miracle program. Collier

County Public Schools also assists in seeking avenues to secure safety nets for Immokalee students and families in core academic areas. The Miracle program aligns with each schools' individual initiatives by working closely with the administration to plan program projects that meet academic strands, therefore, supporting the day school and Miracle objectives and goals.

The Naples Children and Education Foundation (NCEF) partners with Miracle (via the SFWDB) to contribute professional development opportunities, additional materials, resources and services outside of those that are considered 21st CCLC allowable costs. NCEF has created and invested in the Immokalee Out of School Time Initiative, which has and will afford Miracle the opportunities to collaborate with other Immokalee out-of-school time providers to ensure the non-duplication of services and the leveraging of resources. To date, both the Boys & Girls Club of Collier County and the Naples Children and Education Foundation (NCEF) have partnered with funding and/or in-kind contributions. Both have committed to continue to support as needed to maintain the stability of funding and services in years to come

In efforts to ensure consistent communication between the Miracle program and its partners, Advisory Board meetings are held each quarter. The board, comprised of community stakeholders and partners (CCPS, NCEF and BGC), provides a forum to address sustainability through the leveraging of resources.

**6.4.2 Cost Management:** *Describe the strategies your organization employed to coordinate resources and control costs in order to be as efficient as possible.*

The overall Miracle budget is overseen by the SFWDB fiscal management department. It is reviewed and managed monthly in collaboration with partners including the school district for which teacher payroll and transportation costs reside. Strategies to coordinate the control of resources and cost effectiveness include close site management, clear and competent oversight, audits and accountability to the FLDOE as well as to the project Advisory Board. This includes the IOSTI initiative that ensures the non-duplication of services and leveraging of resources for out of school time programs in the Immokalee community.

**6.4.3 Revenue Enhancement:** *Provide a brief profile of current funding sources along with strategies for diversifying and sustaining future funding streams.*

The Naples Children and Education Foundation (NCEF) partners with Miracle (via the SFWDB) to provide funds (in years of reduction), contribute professional development opportunities, additional materials, resources and services outside of those that are considered 21st CCLC allowable costs. NCEF has created and invested in the Immokalee Out of School Time Initiative, which has and will afford Miracle the opportunities to collaborate with other Immokalee out-of-school time providers to ensure the non-duplication of services and the leveraging of resources.

To date, both the Boys & Girls Club of Collier County and the Naples Children and Education Foundation (NCEF) have partnered with funding and/or in-kind contributions. Both have committed to continue support as needed to maintain the stability of funding and services in years to come.

Additionally: (1) National foundations with like interests will be invited to support Miracle; (2) Partners in the IOSTI seeks projects that leverage funds from a variety of sources; (3) Collier County Public Schools assists in seeking avenues to secure safety nets for Immokalee students and families in core academic areas; and (4) Miracle Advisory Board meetings address sustainability through the leveraging of partnerships and stakeholders.

# 7.0 RECOMMENDATIONS, LESSONS LEARNED & CONCLUSION

## 7.1 Recommendations

A great effort was made by the program leadership and staff to meet all grant objectives for the 2018-2019 grant year. The program met 9 out of 9 grant objectives. No formal recommendations will be given due to the grantee meeting all of the grant objectives and operating a high quality program.

## 7.2 Lessons Learned

During the 2018-2019 grant year, the Southwest Florida Workforce Development Board's Miracle 1 21<sup>st</sup> CCLC grant program was able to get additional buy-in from staff, students and parents. This is a commendable achievement and something that each site has worked hard for. Mandatory grant deliverables were uploaded to the 21<sup>st</sup> CCLC state's deliverables website each month along with student attendance numbers. Lesson plans were implemented and students benefited from a plethora of engaging academic and personal enrichment activities, some of which were cross-curricular in nature. Students were also exposed to a variety of things that they had never seen or heard of prior to participating in the 21<sup>st</sup> CCLC program. They were able to use critical thinking skills to think deeply and build upon their existing foundation for learning. Program leadership, teaching staff, and program staff are looking forward to continuing to make an impact on student participants, adult family members and the community that is served.

These 21<sup>st</sup> CCLC sites also learned various lessons this year, overcame obstacles and continued to strive toward a high level of program implementation. Some of these lessons included how to best handle a variety of student behaviors and encourage regular student attendance, how to continue to motivate teachers and staff, how to recruit and engage adult family members to participate in the adult family member offerings, and also how to keep grant objectives and goals in the forefront of the minds of teachers, staff and parents. These lessons were helpful in making sure that the programs operated at a high level and will also be used in program planning in the future.

## 7.3 Conclusion

In conclusion, the Southwest Florida Workforce Development Board Miracle 1 21<sup>st</sup> CCLC grant operated at a high level. Meeting 9 out of 9 objectives is an exciting achievement. During the full five years of the grant, program leadership continued to work on bringing innovative concepts to life and helped program participants truly benefit from the academic, personal enrichment, and adult family member 21<sup>st</sup> CCLC program offerings. Each year was planned based on the recommendations from the year before and these sites were able to have a comprehensive 21<sup>st</sup> CCLC program that the program participants, adult family members and community did not want to see come to an end. Some students attended the 21<sup>st</sup> CCLC program at these sites for all five years and have truly benefited and grown both academically and socially. For the upcoming 2019-20 year (if awarded), program leadership plans to use the recommendations provided in this report as a reference point when planning all components of any future 21<sup>st</sup> CCLC programs. The goal is to make the upcoming 21<sup>st</sup> CCLC program year even more exciting, meaningful, and comprehensive than the year before. Southwest Florida Workforce Development Board is very thankful for the 21<sup>st</sup> CCLC funding that made the 21<sup>st</sup> CCLC program operation possible. It was a great way to serve students, adult family members and the community to help create better futures and have a long-term effect on academic improvement. Positive impacts were made in the last five years and the program hopes to continue this trend in the next five years. This 21<sup>st</sup> CCLC program is so valuable to all involved and the successful five year record can attest to how valuable it truly was.



"TELL ME AND I FORGET, TEACH ME AND I REMEMBER, INVOLVE ME AND I LEARN."

-Benjamin Franklin-



If you are interested in learning more about Southwest Florida Workforce Development Board and/or their 21<sup>st</sup> Century Community Learning Center (CCLC) Program please contact:



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