



Project Promise Summative Evaluation Report 2015-2016

21st Century Community Learning Centers Grant



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Overview and History

Charles R. Drew K-8 Center located in Liberty City is a school-wide Title 1 program. Since the securing of this grant great gains have been made as the school went from a “C” rating in 2014-15 to a “B” rating after release of the school’s 2015-16 public school grade. Despite these gains Charles R. Drew K-8 Center continues to be identified, as a high need school in terms of academic achievement and poverty. The school remains with a majority minority population reflecting demographics of 97% African-American and 3% Hispanic. Additionally, Charles R. Drew K-8 Center has a Free and Reduced Lunch (FRL) population of 98%, placing Charles Drew in the top percentile among all Florida schools for poverty.

Miami Children’s Initiative After School Program: Project Promise School Year 2015-2016

Miami Children’s Initiative’s (MCI) goal is to transform Liberty City into a thriving community where 100% of children graduate from college or a post-secondary setting. MCI, funded by a 21st Century Community Learning Center grant and in joint partnership with Miami Dade County Public Schools created Project Promise to provide afterschool, weekend/holiday, and summer programming for 120 of Charles R. Drew K-8 Center students. The mission of Project Promise is to provide an afterschool program targeting students in grades to K-5 to receive academic and personal enrichment services including: academic remediation, homework assistance, tutoring, mentoring, Project Based Learning, social skills training, arts education, and physical fitness. Programs objectives are to:

- 1) Increase academic achievement in English Language Arts, writing, math, and science
- 2) Increase good nutrition and physical fitness
- 3) Increase positive behavior
- 4) Increase parent involvement

Academic improvement achieved through individualized academic success plans were measured throughout the 2015-2016 school year.

The Summative Evaluation



Overall Evaluation Areas

The Measurable Objective Assessment is associated with the following needs and gaps: 1) low academic achievement 2) poor health and nutrition 3) behavioral support 4) services for Adult Family Members.

The Evaluation Process

This evaluation, conducted by an independent evaluator (Mc3 Consulting Inc), assesses the extent to which measurable objectives in the first year of the project were attained. It also assesses the quality of the project and provides recommendations that emerged from the data. The primary users are the of the evaluation data are MCI project administrators to apply the findings for the improvement of the project, with secondary users are program officers at the Florida and U. S. Departments of Education, who may use the evaluation to review similar programs funded by the 21st CCLC. Additional audiences may be administrators and teachers at the school and other professionals interested in the effect of after-school programs on elementary school students.

This summative report covers the period from August 24, 2015, the first day of the academic school year 2015-2016 to the end of the academic year June 9, 2016. It includes

The following sections:

- Overview and History
- Program Operations
- Objectives and Outcomes
- Lessons Learned & Recommendations
- Student Characteristics
- Staff Characteristics
- Progress Toward Sustainability

Individual student data such as attendance, report card grades (Reading, Math, and Science) related to each outcome were collected electronically from Charles R. Drew. Objective assessments, project based learning outcomes for academic and behavior outcomes were documented as well as Catch data, family activities at adult family member events were recorded on paper and online survey instruments. Focus groups and individual interviews were also held with parents and students to gather programmatic information on program satisfaction and progress. All evaluation activities coordinated by the evaluation team included teachers, program staff, students, adult family members and additional individual service providers.



Student Characteristics

Total Student Enrollment and Attendance

Student Enrollment and Attendance has progressed positively over the 2015-2106 school year. Project Promise projected to serve 120 students with this grant. A total of 156 students attended at least one day of Project Promise. Of those 156, thirty-eight were withdrawn leaving the total number of regularly participating students of 118. The after-school program started with approximately 78 students in August and by September 15 more students enrolled to bring the enrollment to 93 students. An average attendance of 92 students attended daily throughout the school year. Three Weekend/Holiday sessions enrolled an average of 57 students. Overall attendance was 77% for the afterschool program and 71% for the Weekend/Holiday sessions, just below the goal. Table 1 shows the total number of students enrolled and the number of regularly participating students (30 days or more) for the school year.

Table 1. Student Enrollment: Total and Regularly Participating Students for School Year 2015-2016.

Project Promise	Total Enrolled Attending (at least one day)	Regularly Participating Enrollment (30 days or more)
	School Year Only	School Year Only
	156	118

Student Demographics

The average age range of participating students is 5 to 13 years old in grades kindergarten to 5th grade. A total of 65 males and 60 females are included in the number of total participating students, unknown data for 31 students. For regularly participating students 54 were male and 51 female with 13 students unknown. Table 2 provides data for demographics on student gender.



Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Project Promise	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
	65	60	31	5-13	54	51	13	5-13

Project Promise did not collect population Specific information including data on Limited English Language Proficiency, Special Needs and Free or Reduced-Price Lunch during the 2015-2016 school year. Plans are in place for collection of these data points for Project Promise next year. Tables 3 & 4 represent the missing data.

Table 3. Population Specifics: Total Participating Students.

Project Promise	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK	Yes	No	DK
	0	0	156	0	0	156	0	0	156

*DK = Don't Know/Could Not Be Determined.

Table 4. Population Specifics: Regularly Participating Students.

Project Promise	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK	Yes	No	DK
	0	0	118	0	0	118	0	0	118

*DK = Don't Know/Could Not Be Determined.

Student Race and Ethnicity data is based on data collected by the Program Administrator throughout the program. A majority of total participating students are of Black or African-American heritage (96%), which is consistent with Charles R. Drew demographics. Two percent identify as Hispanic or Haitian.



Table 5. Student Race and Ethnicity: Total and Regularly Participating Students.

Project Promise	Total Participating Students								Regularly Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Haitian	Data Not Provided	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Haitian	Data Not Provided
	0	0	151	3	0	0	2	0	0	0	113	3	0	0	2	0

Tables 6 & 7 represent the student grade for total and regularly participating students. The largest majority of participants remained in kindergarten (20%), followed by 3rd grade (18%) and 4th grade (14%) for regularly participating students. Missing data for both Table 6 (33) and Table 7 (13) are provided.

Table 6. Student Grade for Total Participating Students.

Project Promise	Grade In School*							Total
	K	1	2	3	4	5	Data Not Provided	
	29	17	19	26	21	11	33	156
* Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were in during the 2015-2016 Academic Year.								

Table 7. Student Grade for Regularly Participating Students.

Project Promise	Grade In School*							Total
	K	1	2	3	4	5	Data Not Provided	
	24	16	16	21	17	11	13	118
* Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were in during the 2015-2016 Academic Year.								



Program Operations

Program operations for K-1st graders are from 2-6pm and from 3:05-6pm for 2-5th grade Monday through Friday. The total number of hours of service is 4.5, and the average number of service hours is 22.5 hours per week. Three weekends and holiday services were provided for 8 hours per day. Table 8 demonstrates the total number of weeks the center was open was 41 with a total of 185 days of service. Five extra days of service were provided for the week spring break at 8 hours per day.

School Year Operation

Table 8. School Year 2015-2016 Operation.

Project Promise	Total # weeks THIS center was open	Total # days THIS center was open	Typical # days per week THIS center was open	Typical # hours per week THIS center was open				Total # days THIS center operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends / Holidays
	41	185	5	0	0	22.5	8*	0	0	182	3*
*3 Saturdays											



The center was open 5 days per week and the schedule for program activities are below.

MCI's Project Promise Daily Program Schedule

Grade	2:00 - 2 :15	2:15 - 3: 15	3:15 - 4:15	4:15 - 5:15	5:15 - 6:00	6:00 - 6:30		
Kindergarten	Snack	CATCH (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner		
1st Grade	Snack		Homework, Tutoring, & Remediation	Project Based Learning		Dinner		
		3:00 - 3:15	3:15 - 3:45	3:45 - 4:30	4:30 - 5:30	5:30 - 6:00	6:00 - 6 :30	
Wednesday (K-5)	ALL GROUPS MEET FROM 2:00 - 6:00 PM							
2nd Grade	School	School	Snack	CATCH (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner
3rd Grade	School	School	Snack	CATCH (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner
4th Grade	School	School	Snack	CATCH (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner
5th Grade	School	School	Snack	CATCH (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner
								

Staff Characteristics

Staff Demographics

Project Promise pays a total of six school day teachers with no volunteers. Of the six school day teachers 4 were female and 2 were male and all were African American. Two Center Administrators leading the team are an African-American female and a Caucasian male. The team consists of nine Family Advocates (non-teaching School Day Staff). The nine family advocates consists of 6 female and 3 males 8 of which are African-American and one Hispanic. Nine Masters level college students from Barry University also contributed to the volunteer staff, of the nine all were female and African-American except for one Hispanic.



Table 9a. Regular Staff by Paid and Volunteer Status.

Staff Type*	Project Promise	
	2015-2016 School Year	
	Paid	Volunteer
School Day Teachers (former and substitute)	6	0
Center Administrators and Coordinators	2	0
Other Non-Teaching School Day Staff	9	0
Parents	0	8
College Students	0	9 - Barry Interns 3 - UM Students
High School Students	12	6
Community Members	0	0
Subcontracted Staff	7- Arts for Learning 1- Max Scholar	1
Other**	0	0

* These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

Student-to-Staff Ratio

One certified teacher and one student advocate were assigned to each grade level making the average staff to student ratio 1:10. Table 10 represents the number of staff and the number of students for each grade.

Table 10: Ratio of Student to Staff

Grade	# of Staff	# of Students
K	2	20
1 st	2	19
2 nd	2	18
3 rd	2	19
4 th	2	19
5 th	2	14



Staff Training

All staff received a total of 10 professional development opportunities for a total of 1570 hours. One week of orientation training (40 hours) was held for new staff on all components of Project Promise including Max Scholar training. A training held on 9/12/15 “Dedicated To Your Success” provided additional support for the staff over a 6 hour training. A list of trainings are shown below:

- 1-5. Project Promise – Staff Training and Orientation
Monday, August 17, 2015 to Friday, August 21, 2015
6. Project promise - Dedicated To Your Success
Saturday, September 12, 2015
7. Project promise - Building for the Future
Friday, October 30, 2015
8. Project promise - Charting the Course
Saturday, March 5, 2016
9. Project promise - Summer Program Planning
Tuesday, March 8, 2016
10. Project promise – Professional Development Training
Friday, June 3, 2016

Objectives and Outcomes

Project Promise aims to accomplish change in 11 objectives total: academic grades (6), personal enrichment (3) and family engagement (2). Objective progress is reported below for 101 students who were enrolled and considered as “regularly attended” as of June 9, 2016.

Academic Objectives

Success Criteria: Students will either maintain an A or B or will improve their academic grade by one letter from the beginning to the end of the year.

- A. 70% of regularly participating students will improve to a satisfactory English /Language Arts grade or above, or maintain a high grade across the program year.



Objective progress: 48% of students earned satisfactory grades of A, B or C in English/ Language Arts demonstrating meaningful progress.

Total Number of Participants Measured at End of Year: 97

Total Number of Participants Meeting Success Criterion: 47

B. 70% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.

Objective progress: 54% of students earned satisfactory grades of A, B or C in Mathematics demonstrating meaningful progress.

Total Number of Participants Measured at End of Year: 96

Total Number of Participants Meeting Success Criterion: 52

C. 70% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.

Objective progress: 72% of students earned satisfactory grades of A, B or C in Science, which exceeded the benchmark.

Total Number of Participants Measured at End of Year: 97

Total Number of Participants Meeting Success Criterion: 70

Personal Enrichment (Suspension, Behavior, Nutrition)

Suspensions

D. 80% of participating students will decrease their suspension as measured by school/district records.

Objective progress: 72% of students were able to reduce their behavior referrals to 1 or less over the school year which approached the benchmark.

Total Number of Participants Measured at End of Year: 18

Total Number of Participants Meeting Success Criterion: 13

Nutritional Improvement is supported through 3 activities: healthy snacks, physical activities and nutrition education.

E. 80% of participating students will improve their good nutrition as measured by curriculum-based assessment.



Objective progress: 46% of students were able to improve their good nutrition, which implies some progress is being made in this area.

Total Number of Participants Measured at End of Year: 39
Total Number of Participants Meeting Success Criterion: 18

Behavior Improvement is enhanced through activities such as enrichment programs and social skill development.

F. 80% of participating student will improve their positive behavior as measured by curriculum-based assessment.

Objective progress: 59% of students were able to improve their good nutrition, which implies meaningful progress is being made in this area.

Total Number of Participants Measured at End of Year: 61
Total Number of Participants Meeting Success Criterion: 36

Adult Family Member (Engagement)

G. 85% of participating family members will increase their involvement in student education

Objective progress: 80% of students were able to increase their involvement in student education, which is approaching the benchmark.

Total Number of Participants Measured at End of Year: 15
Total Number of Participants Meeting Success Criterion: 12

Other Findings

Ninety-eight students responded to nine questions on the student survey administered via survey monkey.

- 94% indicated they enjoyed the activities in the after-school program
- 87% indicated they definitely had someone in the after-school program who cared about them.
- 93% indicated that they felt safe in the after-school program

Teachers were asked to respond to 12 statements about individual students by recording a number that signified each student's status regarding that response to the following questions:

- Turning in homework on time.
- Completing quality homework to your satisfaction
- Paying attention and participating in class
- Volunteering (e.g., for extra credit or more responsibilities)

- Attending class regularly
- Being attentive in class
- Behaving well in class
- Improved academic performance
- Coming to school motivated to learn
- Getting along well with other students (positive interactions)
- Improved self-efficacy (belief they can do well in school)
- Parents are interested and/or involved in their child's schooling

Only 10 students did not need to improve turning in their homework on time and completed quality homework to their satisfaction.

Teachers reported more than half of the students improved being attentive in class and behaving well in class. Fifty-eight percent reported improved academic performance of their students.

A total of 62 Adult Family Members responded to the 21 questions on the Adult Family Members survey administered via survey monkey.

- 95% indicated they were very satisfied or satisfied with the afterschool program as a whole
- 100% indicated they were very satisfied or satisfied with the variety of activities the program offers.
- 100% would recommend the program to others
- 99% would sign their child up for the program again, one did not respond

Statements for the question "What is the one thing you would like to see changed about your child's after school program?" included:

"Nothing " "Everything's good" "I am very satisfied" "Nothing, they're great!!!"

"I am very satisfied with the MCI program, they have helped with resources for my child's possible disability. They are very active and very helpful overall. Also my child was picked on and her phone was stolen and the issue was handled urgently and with care."

"I don't think that there is nothing that needs to be changed about the program I think that all the staff are doing a amazing job with the program as well as the children"

Student Success Snapshot: MM

MM is the youngest of seven children living with her grandparents in Liberty City. She is in the 5th grade preparing to go to middle school. MM reports that she is doing well in school, earning an "A" in writing, a "B" in Language Arts however was not doing well in her math class. She indicated that math and science were her favorite classes although



“sometimes, I don’t understand it”. One of the traits that MM has is perseverance as she admits once she gets the hang of math processes...it gets easier. She reports that The Diary of a Wimpy Kid is one of her favorite books and she loves to read. When asked how does she like being a part of the MCI Project Promise program she said “I love it, it is fun! I get to learn”.

MM attend Project Promise since the beginning of the program and is a regularly attending student. MM ended the school year consistent grades in Language Arts and Science and improved her math grade from the first to the 4th quarter. When asked how did she achieve this improvement MM and her grandmother indicated it was due to Project Promise staff.

Overall Findings for Each Objective

Academic Objectives:

- **Language Arts Overall progress:** Meaningful progress achieved.
- **Mathematics Overall progress:** Meaningful progress achieved.
- **Science Overall progress:** Exceeded the benchmark.

Personal Enrichment (Suspension, Nutrition, Behavior)

- **Suspensions Overall progress:** Approached the benchmark.
- **Nutrition Overall progress:** Some progress made in this area.
- **Behavior Improvement Overall progress:** Meaningful progress achieved.

Adult Family Member (Engagement)

- **Overall progress:** Approaching the benchmark.

Progress Towards Sustainability

MCI has partnered with Miami-Dade County Public Schools and specifically, Charles R Drew K-8 Center, to provide afterschool programming through Project Promise. In addition to the main partnership with the school MCI has partnered with Arts for Learning to provide art enrichment services; Max Scholar to provide remediation software and support; Mind Works to provide enhanced student curriculum and Mc3 Consulting Inc to provide external evaluation services. Table 11 provides data regarding the type of subcontracted services and the estimated value of the services.



Table 11: Partnerships and Sub-Contracts

Project Promise	Type of Organization	Subcontract or (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
Arts for Learning	Arts	Yes	\$69,484	\$69,484	Enrichment Opportunities
Max Scholar	Curriculum	Yes	\$26,654	\$26,654	Remediation Software
Mind Works	Curriculum	Yes	\$10,380	\$10,380	Student Curriculum
Mc3 Consulting Inc	Evaluation	Yes	\$14,530	\$14,530	External Evaluator
Barry University	Counseling	No	\$50,000	0	Individual & Family Counseling

Note: Value of subcontract must be ZERO if the agency is listed as "No" in the subcontractor column. Likewise, the value of the subcontract must be greater than ZERO if the agency is listed as "Yes" in the subcontractor column.

Note: The USED's federal definition differentiates between a "partner" and a "subcontractor". A subcontractor receives compensation (to some extent) for their services; partners do not.

Lessons Learned & Recommendations

For a first time recipient of the 21st Century Grant Project Promise closely met and exceeded goals on some objectives.

The following findings emerged from the evaluation data:

- **Attendance:** The goal of serving 120 students was close to being achieved with 118 students regularly attending the Project Promise program, although the average attendance was 92. Additional enrollment is needed and consistent attendance is necessary to make the most impact.
- **Academic Goal Attainment:** The benchmark was exceeded in Science (72%). Academic objectives were not achieved in the areas of Language Arts (48%) and Math (54%) however meaningful progress was made in both areas.
- **Behavior:** 72% students decreased their suspensions and 59% improved their positive behavior using the Positive Action Curriculum.
- **Family Engagement:** 80% of Adult Family Members increased their involvement in student education.



- **Focus Group Parent Information:** A majority of adult family members and parents are very satisfied or satisfied with the overall afterschool program and report not wanting to change anything about the program.
- **Data:** Finding the appropriate measures for all data points (Nutrition) and data collection can be a challenge with all the data that needs to be collected.
- **Curriculum:** Max Scholar curriculum is not meeting the needs of the students. Need a curriculum specialist to assist with the needs of students and to facilitate the program.

Recommendations:

- **Attendance:** Encourage and maintain active student participation.
- **Academic Goal Attainment:** continue academic achievement planning as well as set accurate goals based on baseline data.
- **Staff Student Ratio:** Ensure staff to student ratios are aligned with program intent.
- **Adult Family Member Engagement:** Intensify efforts to engage Adult Family Members
- **Curriculum Specialist:** Hire curriculum specialist to improve programming.
- **Data collection timeline:** Establish and follow timeline for data collection and analysis.

Appendix A



Staff Professional Development Trainings

Project Promise - Staff Training and Orientation
Monday, August 17, 2015 to Friday, August 21, 2015

Project promise - Dedicated To Your Success
Saturday, September 12, 2015

Project promise - Building for the Future
Friday, October 30, 2015

Project promise - Charting the Course
Saturday, March 5, 2016

Project promise - Summer Program Planning
Tuesday, march 8, 2016

Project promise - Professional Development Training
Friday, June 3, 2016



Adult Family Member Activity

Event/Date	Attendance#
Back to School Family BBQ – 8/19/15	34 AFM
Red Carpet Event – 8/24/15	40 AFM
Project Promise After School Orientation – 8/24/15	40 AFM
Dad’s Take Your Child to School Day – 8/30/15	40 AFM
Liberty City Town Hall Meeting - 11/19/15	26 AFM
Thanksgiving Luncheon – 11/21/15	14 AFM
How Did We Do? – 12/18/15	11 AFM
“Chief Press Holiday Relief Event”	50 AFM
21st CCLC Advisory Board Meeting - 1/14/16	13 (Parents, Evaluator, Student, Teacher and Community Stakeholder)
21st CCLC Advisory Board Meeting - Friday, February 11, 2016	13 (Parents, Evaluator, Student, Teacher and Community Stakeholder)

Event/Date	Attendance#
21st CCLC Advisory Board Meeting - Friday, May 13, 2016	15 (Parents, Evaluator, Student, Teacher and Community Stakeholder)
Nutrition and Wellness - Monday, June 27, 2016	8 AFM
Christmas in July, Saturday, July 9, 2016	20 AFM