



Project Promise Summative Evaluation Report 2016-2017



21st Century Community Learning Centers Grant

Report completed by

Mc³
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Overview and History

Charles R. Drew K-8 Center remains a Title 1 program located in the Liberty City community in Miami, FL. The school went from a “C” rating in 2014-15 to a “B” rating for both the 2015-16 and 2016-17 school years. The current gains in academic performance at Charles R. Drew K-8 Center are considered a team effort. The school experienced a record 29-point increase in 3rd grade students reported at or above grade level in English/Language Arts. Fifty-three percent of all 3rd grade students have improved in English/Language Arts, up from 24% of students last year. Although these academic gains are notable Charles R Drew continues to be identified, as a high need school in terms of the need for academic as well as trauma informed emotional support. Poverty also remains an issue of concern in the Liberty City community, as the school has a high (98%) Free and Reduced Lunch (FRL) population, placing Charles R. Drew in the top percentile among all Florida schools for poverty. The school also continues to have a majority minority population reflecting demographics of 97% African-American and 3% Hispanic.

Miami Children’s Initiative After School Program: Project Promise School Year 2016-2017

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 2016-2017 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 Dr. Tisa McGhee (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 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 June 13, 2016, the first day of summer to July 29th, 2016 and the first day of the academic school year August 22nd, 2016 to the end of the academic year June 8, 2017.

It includes the following 6 sections:

- **Student Characteristics** provides information about the students served, including demographics, enrollment, and daily attendance.
- **Program Operations** describes operations at the sites, including the typical and total time of operation for various reporting timeframes.
- **Staff Characteristics** provides information on the composition of staff at each site, including staff demographics, ratio of staff to students, staff quality (training and certifications), and turnover.
- **Objectives & Outcomes** provides information on program objectives, how those objectives are measured, data analysis methods, progress toward objectives, and finding implications and recommendations.



- **Progress towards Sustainability** provides information on partner collaborations undertaken to ensure the sustainability of 21st CCLC program and enhance the quality of the services offered.
- **Lessons Learned & Recommendations** includes an overall assessment the 21st CCLC programs and program-wide recommendations to enhance program quality.

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 PACER 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 2016-2107 school year. Project Promise projected to serve 120 students with this grant. A total of 155 students attended at least one day of Project Promise. Of those 155, seven were withdrawn leaving the total number of regularly participating students of 147. The after-school program started with approximately 114 students in August and by September 13 more students enrolled to bring the enrollment to 127 students. An average attendance of 109 students attended daily throughout the school year. Three Weekend/Holiday sessions enrolled an average of 32 students. Overall average daily attendance was 142% for the 2016 Summer, 91% for the afterschool program and 56% 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 Summer 2016 and School Year 2016-2017.

Project Promise	Total Enrolled Attending (Attending at least one day)				Regularly Participating (Attending 30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Charles R Drew	0	53	102	155	0	48	99	147
Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. Only Summer + Only School Year + Summer AND School Year = Total.								

Student Demographics

The average age range of participating students is 5 to 13 years old in grades kindergarten to 5th grade. Eighty-two males and 73 females are included in the number of total participating students, no participants gender were unknown. For regularly participating students 78 were male and 69 female with no 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	DK		Male	Female	DK	
Charles R Drew	82	73	0	5-13	78	69	0	5-13
*DK = Don't Know/Could Not Be Determined.								

Project Promise collected population specific information including student data on Limited English Language Proficiency and Special Needs during the 2016-2017 school year. Tables 3 & 4 represent the missing data.

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

Project Promise	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK
Charles R Drew	7	104	44	13	98	45
*DK = Don't Know/Could Not Be Determined.						

Table 4. Students with Special Needs: Regularly Participating Students.

Project Promise	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK
Charles R Drew	7	101	39	95	13	39
*DK = Don't Know/Could Not Be Determined.						

Student Race and Ethnicity data is based on data collected on intake into the 2016-2017 academic year program. A majority of the total participating students are of Black or African-American heritage (85%), which is consistent with Charles R. Drew demographics. Two percent identify as Hispanic or Haitian. One student identified as other, but is placed in the unknown column.

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

Project Promise	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown**	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown
Charles R Drew	2	-	147	5	-	1	2	-	139	5	-	1
* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.												
** Unknown = Racial/ethnic group is unknown or cannot be verified. (Other)												

Tables 6 & 7 represent the student grade for total and regularly participating students. The largest majority of participants moved to the first grade (25%), followed by kindergarten (23%), and 4th grade (16%) and 3rd grade (15%) for both total and regularly participating students.

Table 6. Student Grade for Total Participating Students

Project Promise	K	Grade In School*						Data Not Provided	Total
		1	2	3	4	5			
Charles R Drew	35	38	14	24	25	19	-	155	
* 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 2016-2017 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	
Charles R Drew	33	38	12	22	24	18	-	147

** 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 2016-2017 Academic Year.*

Ninety-eight percent of Charles R. Drew students receive free/reduced lunch. Tables 8 and 9 below represent the total and regularly participating students who have the status, and it appears students participating in Project Promise are similar to the overall school demographic. Seventy-three percent of the total participating students and 74% of regularly participating students reported they receive free/reduced lunch and 25% for regularly participating students the status was unknown. Only one student reported not receiving free/reduced lunch.

Table 8. Free/Reduced Lunch Status of Total Participating Students

Project Promise	Free or Reduced-Price Lunch		
	Yes	No	DK
Charles R Drew	113	1	41

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

Table 9. Free/Reduced Lunch Status for Regularly Participating Students

Project Promise	Free or Reduced-Price Lunch		
	Yes	No	DK
Charles R Drew	109	1	37

Program Operations

Summer 2016 Operation

During the summer of 2016 the program operations served K-5th grades, Monday through Friday from 9am-5pm. The average number of hours of service delivered was 7.47 over 14 days in June 2016 and 8 hours over 34 days in July 2016. Table 10 below demonstrates program operations occurred for total of 48 days over 7 weeks.



Table 10. Summer 2016 Operation

Project Promise	Total number of weeks THIS center was open	Typical number of days per week THIS center was open	Typical number of hours per week THIS center was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Charles R Drew	7	5	7.47-8	-	-

School Year Operation 2016-2017

During the 2016-2017 academic year operations for K-1st graders were from 2-6pm and from 3:05-6pm for 2-5th grades, Monday through Friday. The total number of hours of service delivered was 4.5, and the average number of service hours per week is 22.5. Three weekends and holiday services were provided for an average of 6 hours per day and five extra days of service were provided for the week of spring break at 8 hours per day. During 3 days in October 2016 the program was closed due to a hurricane and school closure. Table 11 demonstrates the total number of weeks the center was open was 39 with a total of 185 days of service, typical hours per week did not include the average number of hours for weekends and holidays as they do not occur each week.

Table 11. School Year 2016-2017 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
Charles R Drew	39	185	5	-	-	4.5	-	-	-	177	8

The center was open 5 days per week and the schedule for program activities during the 2016-2017 academic year are on the following page.



Monday to Friday Daily Program Schedule K-5th Grade



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	Spark(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	Spark / Common Threads (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner
3rd Grade	School	School	Snack	Spark / Common Threads (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner
4th Grade	School	School	Snack	Spark / Common Threads (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner
5th Grade	School	School	Snack	Spark / Common Threads (Fitness & Nutrition)	Homework, Tutoring, & Remediation	Project Based Learning	Personal Enrichment	Dinner

* Personal Enrichment: Positive Action , Arts for Learning, Social Skills

Staff Characteristics

Staff Demographics

Project Promise paid a total of six school day teachers; three center administrators and one staff type non-teaching school day staff (security officer), and seven advocates during the summer of 2016. The six school day teachers consisted of 5 females and 1 male; and four of the six were African-American, and two identified as Haitian-American. Two of the three center administrators were female, one Hispanic and one African-American with the Coordinator being a Caucasian male. The team consisted of seven Student Advocates (other) 5 females and 2 males four who identified as African-American and 2 identified as Haitian American. Seven Masters level Social Work students from Barry University also contributed to the volunteer staff; of the seven all were female and 6 identified as African-American and one Caribbean-American. Five



parent volunteers consisted of African-American females. Fourteen high school volunteers assisted during the summer 2016, no identifying information was gathered on this group.

During the 2016-2017 school year seven school day teachers, six center administrators and six advocates were paid to support the Project Promise program as seen in table 12 below. The seven school day teachers consisted of 6 females and 1 male; all identified as African-American. The six center administrators consisted of the CEO, a Hispanic female, the Senior Program Coordinator a, African-American female, the newly hired Site Coordinator and Project Director identify as an African-American male a Caucasian male, and two female curriculum coordinators, one African-American and one Caucasian. The team consists of six paid Student Advocates (non-teaching School Day Staff) and 12 volunteers. The six family advocates consisted of 5 females and 1 male; all of which identify as African-American. The twelve volunteers consisted of 3 males and 9 females, and their ethnicity is comprised of 3 Haitian-Americans, 2 Hispanic-Americans, and 4 African-Americans. Six Masters level college students from Barry University also contributed to the volunteer staff, five identified as African-American and one Caribbean American.

Table 12. Regular Staff by Paid and Volunteer Status

Staff Type*	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	6	-	7	-
Center Administrators and Coordinators	3	-	6	-
Other Non-teaching School Day Staff	1	-	-	-
Parents	-	5	-	-
College Students	-	7	-	6
High School Students	14	-	-	-
Community Members	-	-	-	-
Sub-contracted Staff	-	-	-	-
Other** Student Advocates	7	-	6	12

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.

* These categories represent the regular responsibilities of program staff during the regular school day.

** Use this category if data do not fit in specific categories provided.



Student-to-Staff Ratio

One certified teacher and one student advocate were assigned to each grade level making the average student to staff ratio 12:1 for academic programming and 11:1 for personal enrichment. The ratios were consistent throughout the 2016-2017 program year. Barry University MSW students and community member volunteers were scheduled regularly to enhance the student to staff ratios when possible.

Staff Training

Project Promise and MCI conducted monthly staff meetings that included professional development or data reviews for quality improvement. Professional development topics included behavior modification, classroom management, how to implement curricular and instructional adjustments and refinements, Student and Family Advocate roles and responsibilities, data management, developing leadership skills, CPR/First Aid, Challenging Behaviors. The external evaluator provided training regarding measures, data collection and the use of data to improve programming in order to support the professional growth of the program staff. When applicable the Site Coordinator disseminated applicable information received from seminars and community resources to program staff.

Staff Turnover

During the 2016-2017 school year MCI's Chief Financial Officer, Internal Evaluator, CEO, and Project Director all transitioned from the organization. Also a new Site Coordinator, Mr. Cullins joined the organization in August 2016.

Certified Teachers

A total of 7 certified teachers deliver English/Language Arts, Math and Science activities as required. Certified teachers provided group and individualized instruction, met student to teacher ratios, aligned themselves with the program's instructional plans to meet program goals and objectives.



Objectives and Outcomes

Project Promise aimed to accomplish change in a total of 11 objectives: academic grades (6), personal enrichment (3) and family engagement (2) using a variety of activities to meet the needs of children and families in the program. Objective progress is reported below for 148 students who were enrolled and considered as “regularly attended” as of June 2017.

Objectives and Activities

Project Promise offered several activities to meet student and family needs as well as the objectives outlined below. Alignment of the structured objectives and activities provide a basis for evaluation and achievement of the objectives.

Table 14. Objectives and Description of Activities

Objective	Description of Activities Used To Assess Objectives
<p>Academic Objective 1a: 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.</p>	<ul style="list-style-type: none"> • <i>Project-Based Learning activities</i> • <i>Tutoring</i> • <i>Individualized subject devoted attention</i> • <i>Additional support provided by program student advocates</i> • <i>Use school data resources in partnership with school administration (i.e. iReady, student portal) to assess student performance</i> • <i>Focus on students needing additional academic attention</i> • <i>Team meetings to share information regarding students with highest needs with school day teachers and program teacher to assist in improving student’s performance</i> • <i>Student advocates collect information on weekly progress from school day teachers for those specific students identified as needing individualized attention</i> • <i>Implement programmatic changes as needed</i>
<p>Objective 1b: 70% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.</p>	
<p>Objective 1c: 70% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.</p>	
<p>Florida Standard Assessment (FSA) Objective 2a: 40 % of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.</p>	<p><i>One to one support provided by certified teachers and program education advocates. Use of school data resources in partnership with school administration (i.e. iReady, student portal) to assess student performance data, data review</i></p>

<p>Objective 2b: 55% of regularly participating students will achieve a satisfactory level or above in mathematics.</p>	<p><i>meetings with program teachers to gain additional insight to student challenges, providing additional assistance to challenged students to improve student FSA performance.</i></p>
<p>Objective 2c: 75% of regularly participating students will achieve a satisfactory level or above in science.</p>	
<p>Personal Enrichment Objective 3: 80% of participating students will improve their good nutrition as measured by curriculum-based assessment.</p>	<p><i>All students participated in weekly physical education activities. Pre, mid and post PACER measures were collected to assess progress.</i></p>
<p>Objective 4: 80% of participating students will decrease their suspension as measured by school/ district records.</p>	<p><i>Behavioral support provided by Barry University, MSW students through assessments, individual, group and family counseling during school and program hours. Additional school administration support also assisted in the decrease of behavioral referrals.</i></p>
<p>Adult Family Member Performance Objective 5: 85% of the adult family members of regularly participating students will increase their involvement in student education as measured by logs.</p>	<p><i>Parent engagement activities provided monthly assisted in increasing family involvement. Attendance logs received at each activity.</i></p>
<p>(Other) Objective 6: 80% of the adult family members of regularly participating students will increase their involvement in student education as measured by perceptual survey (teacher).</p>	
<p>Objective 7: 80% of participating student will improve their positive behavior as measured by curriculum-based assessment.</p>	<p><i>Positive Action curriculum used for personal enrichment and character awareness activities focusing on positive behavioral traits. Pre, mid and post Skills for Greatness measures were used to assess progress. Additional behavioral support provided by Barry University MSW students through assessments, individual, group and family counseling during school and program hours.</i></p>



Data Collection Methods

Measures and Data Collected:

Academic Objectives: Academic objective progress is measured by quarterly report card grades, conduct grades and the Florida Standards Assessment (FSA) scores as well as any End-of-Course assessment data provided by teachers.

Personal Objectives: Progress towards meeting the personal objectives are measured by self-reported student surveys and assessments.

Measures:

Positive Action – Skills for Greatness Survey
PACER score- total number of laps completed by student

Family Member Objectives: All of the family member objectives data is collected through attendance logs, informal activity surveys, and a teacher survey.

Data Collection Timeline:

Per the program evaluation plan data are collected at three points: baseline, mid-year and at end of the year. To provide time for analysis of the data the Program Director collects data as soon as it is available within a month of reporting due dates to ensure timely submission of required reports.

The Project Director (PD) or Site Coordinator (SC) with the support of the external evaluator, Mc3 Consulting Inc. (Mc3), worked with Charles R. Drew's administration to secure MDCPS' district quarterly student grades, conduct grades and FSA scores. The PD or SC then uploaded data for analysis by the external evaluator. The SC was responsible for administering, collecting, and submitting the assessments and surveys, such as the family member logs, character surveys, and fitness assessments for analysis by Mc3.

Data Quality:

Data quality, used for this evaluation is high. Standardized measures were used for academic objectives, including student grades; conduct grades and FSA results are collected at the district level and therefore accurately represent student performance and behavior. Other

data including: Positive Action and PACER measures could be improved for meeting the standard of rigor needed in implementation. Mc3 provided training for improved data collection and management efforts. Improvements in collecting adult family performance data including the gathering of sign in sheets and submitting for analysis are ongoing.

Continuous Assessment:

Data were collected in included observations, team meetings, visual representations, and training activities. Photos and work samples were regularly collected to show student progress on the project- based learning unit plans. School day teachers were consulted for additional subject materials for students' challenging areas. Certified teachers used data to guide decisions about individualized instruction. Feedback was provided to students to help ensure understanding and improve performance. Teachers met with the Site Coordinators and External Evaluator to assess data, and adjust curriculum, resources, and strategies suitably.

The Site Coordinator and the External Evaluator had regular communication with school principals, assistant principals, behavior specialists, school day teachers, and parents/guardians regarding data trends and concerns. The Project Director regularly walked through the program with the site coordinator to strategize regarding program improvements.

Student Inclusion:

Students enrolled in Project Promise's 21st Century program are encouraged to participate in all activities and assessments, however student participation is completely voluntary. A few students were not assessed due to absence, or if they chose not to participate or were not a part of the sample due to testing restrictions ie FSA testing of grades 3-5 only.

Data Analysis and Results: Progress Toward and Achievement of Objectives

Objective 1a. 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: 52% of students demonstrated meaningful progress.

Total Number of Participants Measured at End of Year: 130

Total Number of Participants Meeting Success Criterion: 67

Objective 1b. 70% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.

Objective progress: 55% of students demonstrated meaningful progress.

Total Number of Participants Measured at End of Year: 128

Total Number of Participants Meeting Success Criterion: 71

Objective 1c. 70% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.

Objective progress: 79% of students exceeded the benchmark.

Total Number of Participants Measured at End of Year: 128

Total Number of Participants Meeting Success Criterion: 101

The chart below demonstrates the achievement of academic objectives 1a, 1b and 1c. The data below demonstrates meaningful progress for both English/Language Arts and Mathematics and exceeding the standard of success for Science.

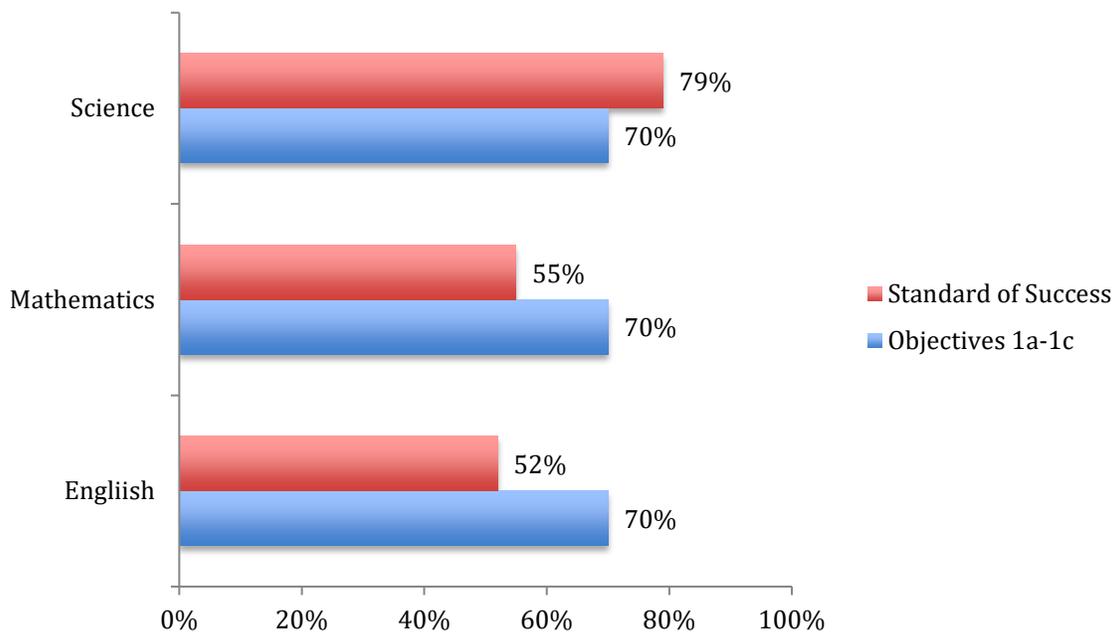


Chart 1. Academic Objective Achievement

Objective 2a. 40% of regularly participating students will achieve a satisfactory level or above in English language Arts/Writing.

Objective progress: 36% of regularly participating students attained a Level 3 or higher in English/Language Arts approaching the benchmark.

Total Number of Participants Measured at End of Year: 50
 Total Number of Participants Meeting Success Criterion: 18

Objective 2b. 55% of regularly participating students will achieve a satisfactory level or above in mathematics.

Objective progress: 39% of regularly participating students attained a Level 3 or higher in Mathematics demonstrating meaningful progress.

Total Number of Participants Measured at End of Year: 64
 Total Number of Participants Meeting Success Criterion: 25

Objective 2c. 75% of regularly participating students will achieve a satisfactory level or above in science.

Objective progress: 20% of regularly participating students attained a Level 3 or higher in Science demonstrating limited progress.

Total Number of Participants Measured at End of Year: 15
 Total Number of Participants Meeting Success Criterion: 3

Chart 2 below demonstrates the achievement of FSA objectives 2a, 2b and 2c. The data below demonstrates students approaching the benchmark for English/Language Arts and making meaningful progress in Mathematics and limited progress in Science.

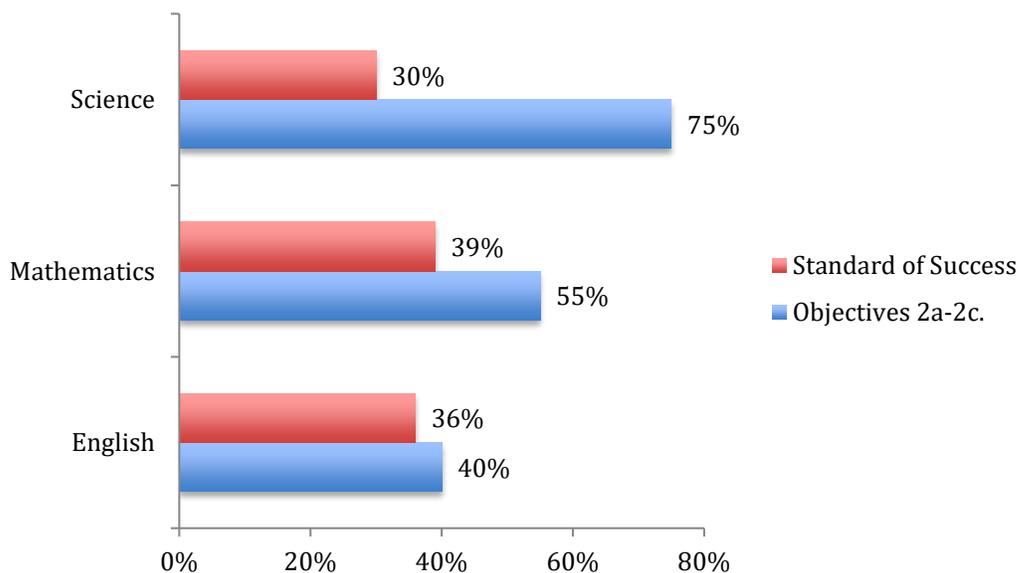


Chart 2. FSA Objective Achievement



Objective 3. 80% of participating students will improve their good nutrition as measured by curriculum-based assessment.

Objective progress: 68% 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: 127

Total Number of Participants Meeting Success Criterion: 86

Objective 4. 80% of participating students will decrease their suspension as measured by school/ district records.

Objective progress: 61% of students were able to reduce their behavior referrals to 1 or less over the school year, which made meaningful progress.

Total Number of Participants Measured at End of Year: 96

Total Number of Participants Meeting Success Criterion: 59

Objective 7. 80% of participating student will improve their positive behavior as measured by curriculum-based assessment.

Objective progress: 75% of students were able to improve their good nutrition, which implies the objective approached the benchmark.

Total Number of Participants Measured at End of Year: 124

Total Number of Participants Meeting Success Criterion: 93

Chart 3 below demonstrates the achievement of personal enrichment objectives 3, 4, and 7. The data below implies meaningful progress for improving good nutrition and reducing suspensions and students approaching the standard of success for improving positive behavior.

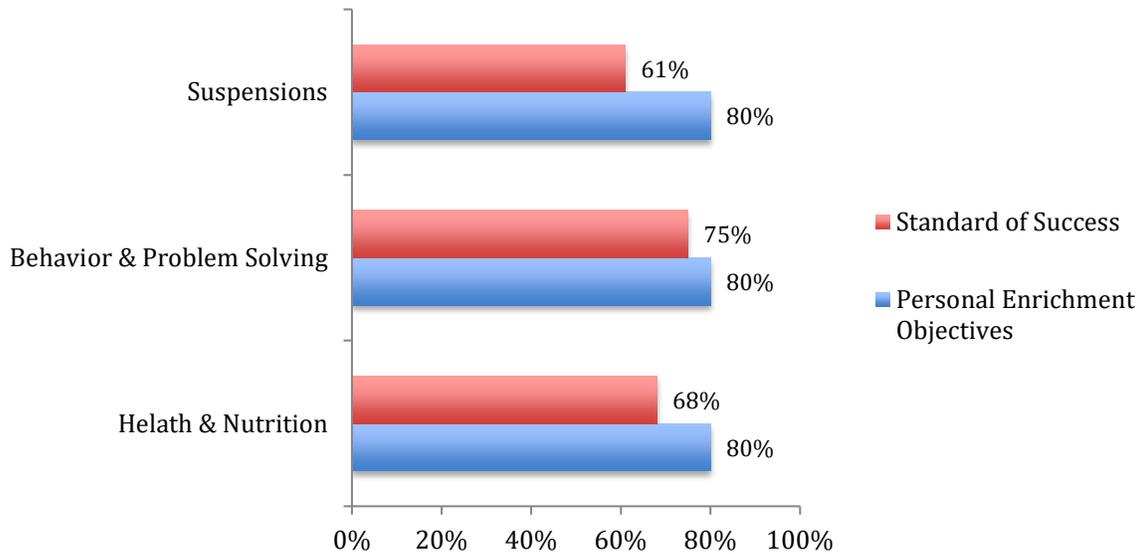


Chart 3. Personal Enrichment Objective Achievement

Objective 5. 85% of the adult family members of regularly participating students will increase their involvement in student education as measured by logs.

Objective progress: 88% of adult family members were able to increase their involvement in student education, which exceeded the benchmark.

Total Number of Participants Measured at End of Year: 50
 Total Number of Participants Meeting Success Criterion: 44

Objective 6. 80% of the adult family members of regularly participating students will increase their involvement in student education as measured by perceptual survey (teacher).

Objective progress: 71% of adult family members were able to increase their involvement in student education, which is approaching the benchmark.

Total Number of Participants Measured at End of Year: 129
 Total Number of Participants Meeting Success Criterion: 92

Chart 4 below demonstrates the achievement of adult family member objectives 5 and 6. The data below suggests adult family members exceeded the benchmark for increasing their involvement in student education and teachers noted that adult family members were approaching the standard of success for increasing their involvement in student education.

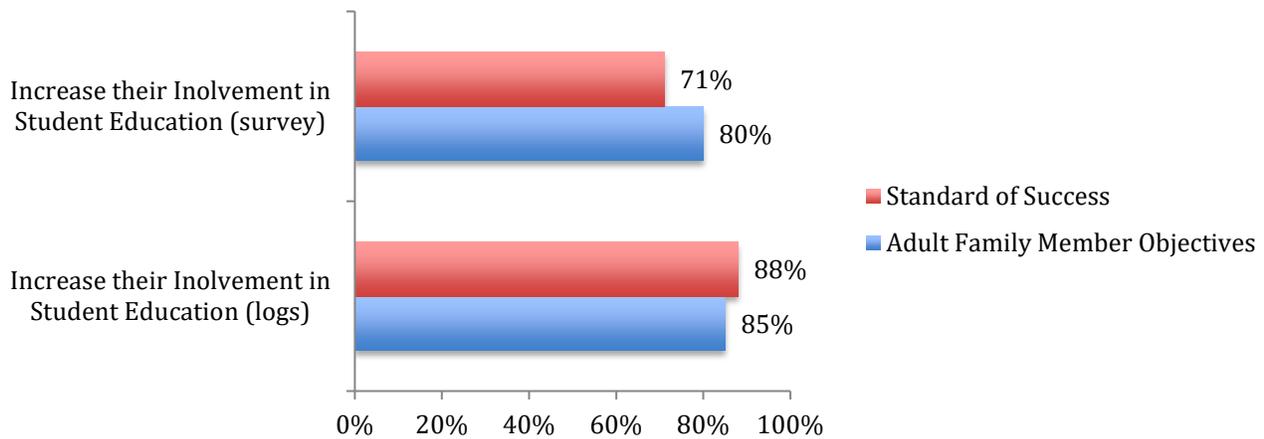


Chart 4. Adult Family Members Objective Achievement

Other Findings

Seventy-six percent of the program’s student’s responded to 10 questions on the student survey administered via survey monkey. Almost 100% participants responded Project Promise definitely helps them with their homework and understanding that following rules is important. Other findings follow:

- 96% indicated that they definitely felt safe in their after-school program
- 94% specified Project Promise definitely helped them to improve their grades.
- 92% indicated they definitely had an adult in the after-school program who cared about them.
- 93% reported their afterschool program definitely helped them solve problems in a positive way
- 90% indicated they definitely enjoyed the activities in the after-school program

A total of 58 Adult Family Members, and all teachers responded favorably to the majority of questions on the end-of-year survey. A majority of family members were very satisfied or satisfied with Project Promise as a whole, with the warmth and friendliness of staff and the staff’s ability to work with their child. Ninety-nine percent of adult family members were very satisfied or satisfied with the program helping them become more involved with their child’s education. Ninety percent of adult family member respondents would sign their child up for the program in the future. When asked what is the one thing that you would like to see changed about Project Promise... adult family members responded:

“No changes needed”

“More homework time” & “More academics, tutoring”

“Better food, snacks”



A majority of teachers also felt that students participating in the Project Promise program sided in academic and behavior improvements in participating student's school day or classroom behavior.

Student Success Snapshot:

Our snapshot student, a determined 3rd grader, has shown significant improvement over the 2016-2017 school year. He not only allowed himself to set his own academic goals, he truly focused and actually accomplished them. His retention in 3rd grade last year did not diminish his determination for success. In the spring of 2016, our student scored level 1 in English and Math and this spring, he attended intense FSA tutoring Monday through Friday. As a first year participant in MCI's Project Promise after school program he was exposed to project based learning assignments based on the 3rd grade standards and he gained confidence in completing content assignments. Our certified 3rd grade teacher tutored him and embedded individualized 3rd grade FSA standard driven assignments to help better prepare him for the FSA.

Our snapshot student surpassed his own goals and expectations for this school year. He scored a level 3 on the English/Language Arts FSA Reading, which means he is proficient and is prepared for 4th grade. He also scored a level 4 on the Math FSA, 3 points above his score last year. With his dedication, his parents, teachers and MCI's after school program he was able to achieve his goal of being proficient in his grade level and is now properly prepared for the next grade level. Clearly, MCI's Project Promise is making a difference in the lives of the student's served.

Overall Findings for Each Objective

Progress appears to be meaningful or above for a majority of identified objectives assessed. Limited progress was achieved in the Florida Standard Assessment (FSA) Science objective as only 3 of the 15 regularly attending 5th graders tested achieved a 3 or more on the standardized test. The previous 5th grade cohort successfully made progress in this subject area, further data will be assessed to ensure this trend is not continued and more student support is provided. Table 15 outlines the overall findings for each objective.

Table 15. Overall Objectives Finding

	Objective	Limited Progress	Meaningful Progress	Approaching Benchmark	Meets or Exceeded the Benchmark
Academic	English/Language Arts		X		
	Mathematics		X		
	Science				X
FSA	English/Language Arts			X	
	Mathematics		X		
	Science	X			
Personal Enrichment	Suspensions		X		
	Health & Nutrition		X		
	Behavior & Problem Solving			X	
Adult Family Members	Family Involvement (logs)				X
	Family Involvement (teacher survey)			X	

Progress Towards Sustainability

Partners

MCI's partnership with Miami-Dade County Public Schools and specifically, Charles R Drew K-8 Center, has successfully over the past two years provided afterschool programming through the Project Promise program. In addition, to the main partnership with the school MCI has partnered with Arts for Learning to provide art enrichment services; Common Threads for health and nutrition programming; Barry University, MSW student interns for behavioral interventions and student counseling and Mc3 Consulting Inc. to provide external evaluation services. Table 16 provides data regarding the type of subcontracted services and the estimated value of the services.



Table 16: Partnerships and Sub-Contracts

Project Promise	Type of Organization	Sub-Contract or (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Type of Service Provided
Arts for Learning	Arts	Yes	\$69,484	\$69,484	Enrichment Opportunity
Common Threads	Non-profit	Yes	\$3,940	\$3,940	Nutrition classes
Barry University	University	No	\$50,000	0	Behavioral Interventions Individual & Family Counseling
Mc3 Consulting Inc.	Evaluation	Yes	\$20,000	\$12,210	External Evaluator
<i>Note: Value of subcontract must be ZERO if the agency is listed as "No" in the subcontractor column. Likewise, the value of the subcontract must be greater than ZERO if the agency is listed as "Yes" in the subcontractor column.</i>					

New Partners

During the 2016-2017 school year MCI developed a new partnership with Common Threads, a health and nutrition program/curriculum.

Partner Upkeep

MCI maintained existing partnerships through constant communication and by creating additional opportunities to collaborate and increase partner support. Further, during the program year partners shared student progress in all areas to support the whole functioning child and family.

Partner Contributions

Arts for Learning

1. The partner contributed personal enrichment classes for students.
2. Estimated monetary value of the contribution is \$69,484.
3. This estimate is based on the current contract.

Common Threads

1. The partner contributed a health and nutrition program/curriculum.
2. Estimated monetary value of the contribution is \$3,940.
3. This estimate is based on the current contract.



Barry University

1. The partner contributed by providing a Licensed Clinical Social Worker (LCSW) supervisor and 3-6 Masters level Social Work (MSW) Students to conduct behavioral interventions with students, deliver the Positive Action Curriculum and provide individual, group and family counseling as well as community assessment and presentations three times per week.
2. Estimated monetary value of the contribution is \$50,000.
3. This estimate is based on the hourly rate for an LCSW and MSW Social Workers to perform said services three times per week, year-long.

Mc3 Consulting Inc.

1. The partner contributed external evaluation services.
2. Estimated monetary value of the contribution is \$22,000.
3. This estimate is based on discounted hourly rate for a PhD level evaluator and the current contract is \$12,210.

Lessons Learned & Recommendations

As a second year recipient of the 21st Century Grant Project Promise made meaningful progress on several required objectives and exceeded goals on some other objectives.

The following findings emerged from the evaluation data:

- **Attendance:** The goal of serving 120 students was consistently achieved with 129 students regularly attending the Project Promise program, although the average attendance was 92. Additional enrollment and consistent attendance made the difference in achieving this goal this academic year from last year.
- **Academic Goal Attainment:** The benchmark was exceeded in Science (79%). Academic objectives were not achieved in the areas of Language Arts (52%- a four percent increase from the previous year) and Math (55%) however meaningful progress was made in both areas.
- **FSA Goal Attainment:** Although only limited progress was achieved in Science (20%), the areas of Language Arts (36%) approached the benchmark of 40% and students tested in Math (39%) made meaningful progress in attaining the 55% goal.
- **Personal Enrichment (Behavior & Problems Solving, Health & Nutrition):** Sixty-one percent of regularly attending students' decreased negative behavior as measured by conduct grades and 75% improved their positive behavior using the Positive Action Curriculum, a 16% increase from the previous year. Sixty-eight percent of students improved their good nutrition and activity levels.

- **Family Engagement:** 88% of Adult Family Members increased their involvement in student education as measured by their attendance at events and 71% were perceived by teachers as involved in their students 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 increasing their involvement in the program for their children.
- **Data:** Improved collaboration with school administration and securing appropriate measures for all data points has improved the overall data collection and analysis process. Data collection continues to be a challenge with several data collection points, however new systems are being put in place to reduce those challenges.

Recommendations:

- **Academic Goal Attainment:** Continue academic achievement planning, set accurate goals based on baseline data, monthly data review meetings to ensure program progress. Set specific FSA goals to ensure that all students achieve or exceed standard requirements.
- **Adult Family Member Engagement:** Regenerate efforts to engage Adult Family Members early and often
- **Data collection timeline:** Use data collection and analysis to provide continuous program quality improvement.