



# Promising Futures Summative Evaluation Report 2016-2017

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



Report Completed by

*Mc<sup>3</sup>*  
CONSULTING INC.  
& Dr. Tisa McGhee, CEO

# Table of Contents

## Table of Contents

<b>Overview and History</b>	
Need in Liberty City	3
Promising Futures Leadership Academy	4
Summative Evaluation	5
<b>Student Characteristics</b>	<b>6</b>
Total Student Enrollment and Attendance	7
Student Demographics	8
<b>Program Operations</b>	<b>11</b>
School Year Operation	12
Current Activities & Services	12
<b>Staff Characteristics</b>	<b>13</b>
Staff Demographics	14
Student-to-Staff Ratio	15
Staff Training	15
<b>Objectives and Outcomes</b>	<b>16</b>
Data Analysis and Results	16
Objective 1	16
Objective 2	17
Objective 3	18
Objective 4	19
Objective 5	19
Objective 6	19
Objective 7	19
Other Findings	19
Student Success Snapshot	20
Overall Findings for Each Objective	21
<b>Progress Towards Sustainability</b>	<b>21</b>
Partners	21
<b>Lessons Learned &amp; Recommendations</b>	<b>22</b>

## **The 21<sup>st</sup> Century Community Learning Center Initiative**

### **Need in Liberty City**

#### *Brownsville Middle School*

Brownsville Middle School (BMS), is identified as a high need school in terms of academic achievement and poverty and was listed as an “F” school in the 2013-2104 school year. The school has a majority minority population reflecting demographics of being 75% African-American and 25% Hispanic. Additionally, of the 689 students attending Brownsville Middle School in 2015-2016, 95% received Free and Reduced Lunch (FRL), and 8% have limited English proficiency placing BMS in the top percentile among all Florida schools for poverty. Students appear to be making less progress on improving their academic and state standardized test scores, in fact the school’s test scores range between 12-19% way below the state average. Since the securing of this grant BMS saw an increase in the number of afterschool programs funded by 21<sup>st</sup> Century CLC increase while the total student enrollment at the school decreased to 501 in the 2016-2017 school year.

#### *Miami Northwestern Senior High School*

Miami Northwestern Senior High School (MNSHS) is the feeder pattern school for BMS. It is also identified, as a high need school for academic achievement and poverty. Over 1,600 students attend the high school with over 92% being African American, a trend for at least ten years, an additional 8% are of Hispanic origin. Almost 85% of the students receive Free and Reduced Lunch (FRL). According to the Florida Department of Education, the 2015-2106 Florida Standard Assessment average standard scores was 15.78 for MNSHS students in the 9<sup>th</sup>-12<sup>th</sup> grades. English scores for example fall at 24% almost half of the state average. Another area of concern for MNSHS is the college readiness of its students, although the 4 year high school graduation rate is 83% (just above the state average), the school is below the state average in key measures of college and career readiness. FSA scores for the school are about 50% of what the state standard, especially in the 9<sup>th</sup> and 10<sup>th</sup> grades.

## **Miami Children's Initiative's Program: Promising Futures Leadership Academy**

Miami Children's Initiative's (MCI) main goal is to transform Liberty City into a thriving community where 100% of children graduate from college or a post-secondary setting. In partnership with Miami-Dade County Public Schools, Miami Children's Initiative's Promising Futures Leadership Academy (PFLA) projected to provide afterschool, weekend/holiday, and summer programming for 12 Brownsville Middle School and 60 Miami Northwestern Senior High School students. The mission of Promising Futures is to offer a wide range of academic and personal enrichment services enhanced by extensive partnership support. Program activities are designed to complement and enrich school day learning and including: reading; STEAM; character education; and service learning. The project goals, objectives, and activities for all participating students are designed to

- (1) Improve academic performance (mathematics, reading, and science);
- (2) Increase social competence;
- (3) Increase positive choices; and
- (4) Improve college and career readiness
- (5) Increase parent involvement.

During the 2016-2017 school year, MCI launched the PFLA in Brownsville Middle School and Miami Northwestern Senior High School to meet its project goals. Academic improvement, social competence, positive choices, and increased adult family member involvement achieved were measured.

## The Summative Evaluation

### *Overall Evaluation Areas*

The Measurable Objective Assessment are associated with the following needs and gaps:

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1) Low academic achievement          | 2) Academic benchmarks              |
| 3) Positive character traits         | 4) Engagement in career exploration |
| 5) Services for Adult Family Members | 6) improve decision-making skills.  |

### *The Evaluation Process*

The following 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 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 the first day of the academic school year August 22<sup>nd</sup>, 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.

In order to answer the questions related to the project goals and assess outcomes, a mixed method research design using parallel or simultaneous methodologies (Tashakkori & Teddlie, (2008) are used. This design was selected because it offers the most powerful evaluation of the project, addressing concerns about validity and reliability and thus the transferability of the findings to other settings (Frechtling & Sharp, 1997).

Stufflebeam's context, input, process, and products (CIPP) model will provide a framework for the evaluation. It provides a robust tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students. Fundamentally, the model promotes growth and assists leaders and project staff to obtain and use feedback systematically to meet important needs and adhere to grantor guidelines (Stufflebeam, Madaus, and Kellaghan, 2000.) The model provides a comprehensive framework for the development of evaluation questions. The CIPP framework addresses project issues related to the achievement (summative) goals and objectives.

Individual student data such as attendance, report card grades (English/Language Arts, Math, and Science) related to each outcome were collected electronically from Brownsville Middle School (BMS) through January 31<sup>st</sup>, 2017 and Miami Northwestern Senior High School (MNSHS) through June 2017. Objective assessments, project-based learning outcomes for academic and behavior outcomes were documented as well as Rosenberg and Casey Life Skills data, family activities at adult family member events were recorded on paper and online survey instruments. Students, adult family members and teachers responded to an electronic surveys to gather programmatic information on program satisfaction and progress. All evaluation activities coordinated by the evaluation team included teachers, program staff, students, and adult family members.

## Student Characteristics

### Student Enrollment and Attendance

The Promising Futures original proposed program enrollment for BMS was 60 and then adjusted to 12 students after the first quarter. A total of 40 students enrolled at BMS, leaving their total enrolled attending at 40 and only one regularly attending student had more than 30 days. MNSHS site proposed to serve 60 students and met that goal throughout most of the evaluation period. Promising Futures Miami Northwestern Senior High School enrolled a high of 133 students over the school year and on average the actual enrollment was between 22% and 100%. Seventy-nine regularly participating students attended MNSHS 30 days or more. See Table 1 below regarding BMS and MNSHS enrollment data.

**Table 1. Student Enrollment: Total and Regularly Participating Students - School Year 2016-2017**

Promising Futures	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (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
<b>Brownsville Middle School</b>	-	40	-	<b>40</b>	-	1	-	<b>1</b>
<b>Miami Northwestern Senior HS</b>	-	133	-	<b>133</b>	-	79	-	<b>79</b>
<b>Note.</b> 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.								

Attendance at Brownsville Middle School was of concern for the administration of the After School program staff due to the original program goal intending to serve 80 youth only achieving an average daily attendance between 10-17 active students. A number of factors including another 21<sup>st</sup> Century program and internal after school activities (ie activities like band and team sports) led to low participant enrollment and attendance. Several measures were implemented to increase enrollment and attendance that did not produce the needed results. The program closed due to low enrollment and active participation on January 31, 2017.

## Student and Family Demographics

The average age range of participating students at BMS is 11 to 14 years old in grades 6<sup>th</sup> to 9<sup>th</sup>. A total 40 participating students are noted, however demographic data is reported on only 17 students, of which seven were male and ten female. The only regularly participating student at BMS was identified as a male. Sixty-four males and 66 females between the ages of 15-18 are included in the number of total participating students at MNSHS, three participants gender were unknown. For regularly participating students accounted for 38 male and females, again with 3 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**

Promising Futures	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	DK*		Male	Female	DK*	
Brownsville Middle School	7	10	-	11-14	1	-	-	11-14
Miami Northwestern Senior HS	64	66	3	15-18	38	38	3	15-18

Promising Futures collected population specific information on Limited English Language Proficiency and Special Needs only at MNSHS, not at the BMS site during the 2016-2017 school year. Less than 10% of the students at MNSHS are limited English proficient and only 5 of the 133 total participants identified as having a disability. Table 3 represents the data for the total participating students and Table 4 represent the data for the regularly participating students.

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

Promising Futures	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Brownsville Middle School	-	-	17	-	-	17
Miami Northwestern Senior HS	13	120	-	5	128	-

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

Promising Futures	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Brownsville Middle School	-	-	1	-	-	1
Miami Northwestern Senior HS	13	66		5	74	

\*DK = Don't Know.

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 (BMS-70% and MNSHS -89%), which is consistent with the demographics at both BMS and MNSHS. Ten percent identify as Hispanic or Haitian combined at MNSHS. Student's whose identities could not be verified were placed in the unknown column. Table 5 list the race and ethnicity of the total participating students and the regularly participating students.

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

Promising Futures	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
Brownsville Middle School	-	-	12	2	-	3	-	-	1	-	-	-
Miami Northwestern Senior HS	-	-	119	11	-	3	-	-	66	10	-	3

\* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.  
 \*\* Unknown = Racial/ethnic group is unknown or cannot be verified.

Tables 6 & 7 represent the student grade for total and regularly participating students. The highest percentage (47%) of students at BMS per grade are 6<sup>th</sup> grade students, (35%) of 10<sup>th</sup>

graders at MNSHS. We observed the minimum percentage of 7<sup>th</sup> graders at 18% of the total number of students of a total of 17 students for which data was collected attending at BMS. The smallest cohort of 18 students at MNSHS is found in the 9<sup>th</sup> grade.

**Table 6. Student Grade for Total Participating Students**

Promising Futures	Grade In School*							
	6	7	8	9	10	11	12	Total
Brownsville Middle School	8	3	6	-	-	-	-	17
Miami Northwestern Senior HS	-	-	-	18	46	34	35	133

**Table 7. Student Grade for Regularly Participating Students**

Promising Futures	Grade In School*							
	6	7	8	9	10	11	12	Total
Brownsville Middle School	1	0	0	-	-	-	-	1
Miami Northwestern Senior HS	-	-	-	8	26	21	24	79

No data were collected from the Brownsville cohort regarding their free/reduced lunch status of participating students however we know 95% of the school’s student population receive the status. According to the MDCPS website eighty-five percent of Miami Northwestern 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 Promising Futures demonstrate similar traits to the overall school demographic. Fifty percent of the total participating students and 84% of regularly participating students reported they receive free/reduced lunch and for 16% of the regularly participating students the status was unknown.

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

Promising Futures	Free or Reduced-Price Lunch		
	Yes	No	DK
Brownsville Middle School	-	-	17
Miami Northwestern Senior HS	66	-	67

**Table 9. Free/Reduced Lunch Status of Regularly Participating Students.**

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Brownsville Middle School	-	-	1
Miami Northwestern Senior HS	66	-	13

### **Program Operations**

During the 2016-2017 academic year operations for 6<sup>th</sup>-8<sup>th</sup> graders at BMS was 3-6pm and 6 hours on some Weekends and Holidays. The MNSHS cohort of 9<sup>th</sup>-12<sup>th</sup> graders participated from 1-4pm on Tuesdays; from 3:30-8:30pm on Wednesdays and 3:30-6:30pm on Thursdays. The total number of hours of service for BMS was 9 hours per week and the MNSHS site ran between 3 and 3.94 hours per week, with the median number of service days being ten days per month.

Six weekends and holiday services were provided for an average of 6 hours per day and a total of eighteen extra days of service were provided at MNSHS, including a week during spring break at 8 hours per day. In October 2016 the program services were not provided due to a hurricane and school closure. Table 10 demonstrates the total number of weeks each center was open, for example MNSHS was open 36 weeks providing a total of 124 days of

service. Its noteworthy to mention that the typical hours per week did not include the average number of hours for weekends and holidays, as they do not occur each week. A schedule for MNSHS program activities is found in Table 11 below.

**Table 10. School Year 2016-2017 Operation**

<b>Promising Futures</b>	<b>Total # weeks THIS center was open</b>	<b>Total # days THIS center was open</b>	<b>Typical # days per week THIS center was open</b>	<b>Typical # hours per week THIS center was open</b>				<b>Total # days THIS center operated</b>			
				<b>Before School</b>	<b>During School</b>	<b>After School</b>	<b>Weekends / Holidays</b>	<b>Before School</b>	<b>During School</b>	<b>After School</b>	<b>Weekends/ Holidays</b>
Brownsville Middle School	21	61	3	-	-	3	6	-	-	56	5
Miami Northwestern Senior HS	36	124	3	-	-	3.4	6	-	-	106	18

		Miami Children's Initiative Promising Futures		
		2016-2017 Northwestern Afterschool Sample Schedule		
		9th/10th grade	11th grade	12th grade
<b>Tuesday</b>	1:00- 1:15	Sign- In & Snack Bold Lounge		
	1:15- 2:00	Personal Enrichment	PBL Activity	Academic Enrichment Remediation and Tutoring English
	2:00- 2:45	Academic Enrichment Remediation and Tutoring English	Personal Enrichment	PBL Activity
	2:45- 3:30	PBL Activity	Academic Enrichment Remediation and Tutoring English	Personal Enrichment
	3:30- 4:00	Real Talk/ Project Room/ Staff		
<b>Wednesday</b>	3:30- 3:45	Sign- In & Snack Bold Lounge		
	3:50- 4:20	Personal Enrichment Be Strong	Academic Enrichment Remediation and Tutoring Science	Academic Enrichment Remediation and Tutoring Science
	4:25- 4:55	Academic Enrichment Remediation and Tutoring Science	Personal Enrichment Be Strong	Personal Enrichment Be Strong
	5:00- 7:00	Call 2 Action( Entrepreneurship workshop)		
	7:00- 8:30	PBL Activity Bold Lounge		
<b>Thursday</b>	3:30- 3:45	Sign- In & Snack Bold Lounge		
	3:50- 4:35	Personal Enrichment	Road Trip Nation	Academic Enrichment Remediation and Tutoring Math
	4:40- 5:25	Academic Enrichment Remediation and Tutoring Math	Personal Enrichment	Road Trip Nation
	5:30- 6:00	Road Trip Nation	Academic Enrichment Remediation and Tutoring Math	Personal Enrichment
	6:00- 6:30	Real Talk/ Project Bold Lounge		

Table 11. Miami Northwestern Senior High School Schedule of Activities & Service Days

### Staff Characteristics

During the 2016-2017 school year BMS regular staff paid and volunteer consisted of three school day teachers, six center administrators and three paid advocates and 4 unpaid volunteers supported the Promising Futures program. The three school day teachers consisted of 2 males and 1 female; all three identified as African-American. The six center administrators consisted of the CEO, a Hispanic female, an African-American female Senior Program Coordinator, 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 advocate team consists of three paid and four volunteer Student Advocates. The three paid advocates consisted of 2 males and 1 female; both males identified as African-American and the one female was Hispanic. The four volunteers consisted of 3 males and 1 female, all 4 identified as African-Americans. Table 12a. represents the regular staff by paid and volunteer status at Brownsville Middle School.

**Table 12a. Regular Staff by Paid and Volunteer Status: Brownsville Middle School**

Staff Type*	Summer of 2016		2016-2017 School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School Day Teachers (former and substitute)	-	-	3	-
Center Administrators and Coordinators	-	-	6	-
Other Non-teaching School Day Staff	-	-	-	-
Parents	-	-	-	-
College Students	-	-	-	-
High School Students	-	-	-	-
Community Members	-	-	-	-
Sub-contracted Staff	-	-	-	-
Other**	-	-	3	4

<sup>1</sup>For all staff categories *except* "Other", report only staff paid with 21<sup>st</sup> 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

MNSHS staff data revealed during the 2016-2017 school year regular staff paid and volunteer consisted of four school day teachers, six center administrators and five paid advocates and 1 unpaid volunteer supported the Promising Futures program as seen in table 12b below. The four school day teachers consisted of an equal number of males and females (4); three identified as African-American and one as Caucasian. The six center administrators consisted of the CEO, a Hispanic female, an African-American female Senior Program Coordinator, the newly hired Site Coordinator and the Project Director identify as an African-American male a Caucasian male, and two female curriculum coordinators, one African-American and one Caucasian. One advocate per classroom was the intended goal of staffing Promising Futures and with 5 paid advocates the goal was accomplished. The advocates providing the needed resources a majority male and 1 female; all advocates identified as African-American. The last volunteer was a black African-American male.

**Table 12b. Regular Staff by Paid and Volunteer Status: Miami Northwestern SHS**

Staff Type*	Summer of 2016		2016-2017 School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School Day Teachers (former and substitute)	-	-	4	-
Center Administrators and Coordinators	-	-	6	-
Other Non-teaching School Day Staff	-	-	-	-
Parents	-	-	-	-
College Students	-	-	-	-
High School Students	-	-	-	-
Community Members	-	-	-	-
Sub-contracted Staff	-	-	-	-
Other**	-	-	5	1

<sup>1</sup>For all staff categories *except* "Other", report only staff paid with 21<sup>st</sup> 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

### Students-to-Staff Ratio

The average student to staff ratio for all attending students was 6:1 for BMS during academic programming and 2:1 for personal enrichment. At MNSHS the average student to staff ratio is 11:1 during academic programming and 10:1 for personal enrichment. The ratios changed throughout the 2016-2017 program year. Having the additional advocate and volunteer support with the MNSHS cohort was helpful in keeping the youth engaged.

### Staff Training

Promising Futures and MCI conducted monthly staff meetings including professional development as part of the meeting or provided for data reviews to encourage quality improvement. Professional development topics included Advocates orientation training, Project Bridge Meeting, MCI Orientation for all new staff and the education department training on roles and responsibilities, goal setting, maintenance and collection of data, parent-advocate communication skill development just to name a few. 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.

## **Objectives and Outcomes**

Promising Futures aimed to accomplish change in 10 objectives total: Academic Objectives: academic grades and benchmarks (5), Personal Enrichment Objectives: positive character traits, decision-making, and career readiness/drop out prevention (3) Adult Family Services: family engagement (2). Objective progress is reported below for students who were enrolled and considered as “regularly attended” (30 days or more).

### **Academic Objectives**

*Brownsville Middle School – Quarter 2 grading period (No Additional grade data past Q2 – No enrichment or adult family member data past Q1 - Program closed on January 31<sup>st</sup>, 2017)*

*Objective 1:* 60% of students will improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.

***Objective progress:*** 13% of 16 students demonstrated progress.

Total Number of Participants Measured at End of Q2: 16  
Total Number of Participants Meeting Success Criterion: 2

*Objective 2:* 60% of students will improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.

***Objective progress:*** 31% of 16 students demonstrated progress.

Total Number of Participants Measured at End of Q2: 16  
Total Number of Participants Meeting Success Criterion: 5

*Objective 3:* 60% of students will improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.

***Objective progress:*** 86% of 14 students demonstrated progress.

Total Number of Participants Measured at End of Q2: 14  
Total Number of Participants Meeting Success Criterion: 9

*Miami Northwestern Senior High School – Measured: Regularly attending students – End of Year Data*

*Objective 1:* 60% of regularly participating students will improve to a satisfactory English /Language Arts grade or above or maintain an above satisfactory level of performance.

**Objective progress:** 58% of students were approaching the benchmark.

Total Number of Participants Measured at End of Year: 33  
Total Number of Participants Meeting Success Criterion: 19

*Objective 2:* 60% regularly participating students will improve to a satisfactory mathematics grade or above or maintain an above satisfactory level of performance.

**Objective progress:** 62% of students exceeded the benchmark.

Total Number of Participants Measured at End of Year: 29  
Total Number of Participants Meeting Success Criterion: 18

\*Math grades for some students are not reported as they did not take a math course.

*Objective 3:* 60% regularly participating students will improve to a satisfactory science grade or above or above or maintain an above satisfactory level of performance.

**Objective progress:** 50% of students made meaningful progress toward the benchmark.

Total Number of Participants Measured at End of Year: 28  
Total Number of Participants Meeting Success Criterion: 14

\* Science grades for some students are not reported as they did not take a science course.

## Academic Benchmarks

### *Algebra I End-of-Course Exam*

The academic goal of Algebra I End-of-Course exam is to improve the passing rate of the required Algebra I End-of-Course (EOC) exam for students enrolled in the course. At this time we have two students at MNSHS attending Algebra I.

*Objective b:* 80% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.

**Objective progress:** 50% of students made some progress toward the benchmark.

Total Number of Participants Measured at End of Year: 2  
Total Number of Participants Meeting Success Criterion: 1

#### *High School Graduation*

The academic goal of improving the timely graduation rate within the 4-year cohort for high school students is the current goal.

*Objective c:* 85% of regularly participating students will graduate within their 4-year cohort.

***Objective progress:*** 100% of students exceeded the benchmark.

Total Number of Participants Measured at End of Year: 6  
Total Number of Participants Meeting Success Criterion: 6

### **Personal Enrichment (Positive Character Traits, Drop Out Prevention & College/ Career Readiness, Decision-Making Skills)**

#### *Positive Character Traits*

*Objective 3:* 80% of regularly participating students will improve their perception of their own positive character traits as measured by perceptual survey (student).

***Objective progress:*** 52% of students made some progress towards the benchmark.

Total Number of Participants Measured at End of Year: 33  
Total Number of Participants Meeting Success Criterion: 17

#### *Drop Out Prevention & College/ Career Readiness*

*Objective 4:* 80% of participating students will report their engagement in career exploration as measured by perceptual survey (student).

***Objective progress:*** 76% of students were approaching the benchmark.

Total Number of Participants Measured at End of Year: 38  
Total Number of Participants Meeting Success Criterion: 29

#### *Adult Family Services*

*Objective 5:* 75% of participating family members will improve their involvement in student education as measured by perceptual survey (parent).

***Objective progress:*** 25% of adult family members made limited progress.

Total Number of Participants Measured at End of Year: 4  
Total Number of Participants Meeting Success Criterion: 1

One regularly participating family member improved their involvement in student education.

### *Decision Making-Skills*

*Objective 6:* 80% of participating students will improve their decision-making skills as measured by perceptual survey (student).

Objective progress: **74%** of students are approaching the benchmark.

Total Number of Participants Measured at End of Year: 34  
Total Number of Participants Meeting Success Criterion: 25

Twenty-five participants demonstrated improvement in their decision-making skills between the first and fourth quarter.

### **Other Findings**

Almost 50% of the MNSHS regularly attending program student's responded to 15 item self report survey administered via survey monkey. One hundred percent of participants responded they definitely enjoy the Promising Futures program and that they feel the program has adults that care about them.

Other findings follow:

- 98% indicated that they definitely felt safe in their after-school program and that the program helped them to understand career choices.
- 97% reported their afterschool program definitely helped them solve problems in a positive way
- 98% specified Project Promise definitely helped them to improve their grades.

A total of 30 Adult Family Members responded to the online survey. They reported the following:

- 97% responded they were very satisfied or satisfied with Promising Futures as a whole.
- 96% indicated they were very satisfied or satisfied with the variety of activities offered to their child.
- 93% were very satisfied or satisfied with the safety of the program.

- 87% believed the program was helping them become more involved with their child's education.

### **Student Success Snapshot**

Possessing an innovative mind, this scholar has taken full advantage of the resources made available by the Promising Futures Leadership Academy program. He is a dedicated student and as such he attended the program regularly. Through our personal enrichment lessons and activities, he made a commitment to himself to strive for greatness, which he does inside and outside the classroom. During the 2016-2017 school year, this student excelled in all of his classes. In fact, he showed improvement between first and fourth quarters and earned an A in his English and Science courses.

Although he wasn't enrolled in an Algebra course, he spent nearly the entire academic year honing his financial literacy skills through the NextGen Call2Action program partnership, where he learned how to create a business concept, write a business plan, and design a marketing strategy. After the 18-week entrepreneurship training process, he was selected as the first-place winner and will continue working on rolling out his fashion business over the next few months. Apart from being a scholar, he is also a creative and artistic person. He was able to explore his artistic side through our partnership with the Institute of Contemporary Art. He created identity-based art, which was showcased at the Institute's gallery alongside our other students. His teachers have described him as "talented", "driven", and a "positive role model". Even though he was talented when he first joined the program, Promising Futures Leadership Academy allowed him to hone his talents, develop ambition, and become a true leader on and off the schoolyard.

**Overall Findings for Each Objective**

**Table 13. Overall Objectives Finding for MNSHS**

	Objective	Some Progress	Meaningful Progress	Approaching Benchmark	Meets or Exceeded the Benchmark
<b>Academic</b>	English/Language Arts			X	
	Mathematics				X
	Science		X		
<b>Academic Benchmarks</b>	Algebra I End-of-course	X			
	High School Graduation				X
<b>Personal Enrichment</b>	Positive Character Traits	X			
	College Career Readiness			X	
	Decision Making Skills			X	
<b>Adult Family Members</b>	Family Involvement (parent survey)	X (limited)			

**PROGRESS TOWARD SUSTAINABILITY**

MCI’s secured a partnership with Miami-Dade County Public Schools at both Brownsville Middle School and Miami Northwestern Senior High School to provide afterschool programming through the Promising Futures program. In addition, to the main partnership with the school MCI partnered with the Be Strong Program to provide personal and character enrichment services at both sites; the University of Miami for health, wellness and hygiene training and Mc3 Consulting Inc. to provide external evaluation services. Table 14 provides data regarding the type of subcontracted services and the estimated value of the services.

**Table 14: Partnerships and Sub-Contracts**

Promising Futures	Type of Organization	Sub-Contractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Type of Service Provided
Brownsville Middle School	Be Strong	Yes	\$2500	\$1760	Character Development
Miami Northwestern Senior HS	University of Miami	No	\$720	0	Health, wellness, and hygiene training
Miami Northwestern Senior HS	Be Strong	Yes	\$2500	\$1760	Character Development
Miami Northwestern Senior HS	Institute of Contemporary Art	No	\$900	0	Art instruction
Both Sites	Mc3 Consulting Inc.	Yes	\$15,000	\$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>					

**Lessons Learned and Recommendations**

Unfortunately, the Promising Futures Brownsville Middle School cohort, originally proposed to serve 80 youth only achieved an average daily attendance of between 10-17 active students. The program closed on January 31, 2017 due to low enrollment and lack of active participation.

Notably as a first year recipient of the 21<sup>st</sup> Century Grant the Promising Futures program was successful in engaging students at the Miami Northwestern Senior High School site. The Miami Northwestern Senior High School program has played a relevant role in student success last school year as a result of the 21<sup>st</sup> Century Learning Center grant and program delivery. MCI in joint partnership with Miami-Dade County Public Schools wants to continue to provide Promising Futures Leadership Academy to 60 MNSHS participants after school, weekend/holiday in the 2017-2018.

The following findings emerged from the evaluation data for MNSHS:

- **Attendance:** Although PFLA connected with 133 students over the school year, consistency of keeping 60 students engaged at any one point in time was

challenging. Additional enrollment and consistent attendance is need in order to achieve consistent program attendance.

- **Academic Goal Attainment:** The benchmark was exceeded in Math (62%) and student's approached the benchmark in Language Arts (58%) and made meaningful progress in Science (50%). It appears academic success is achievable with this cohort with the support from program staff.
- **Academic Benchmark:** 100% of our 12<sup>th</sup> grade seniors graduated.
- **Personal Enrichment (Behavior & Problems Solving, Health & Nutrition):** Seventy-four percent of regularly attending students reported increased interest in career exploration.
- **Adult Family Member Engagement:** 97% of adult family members responded they were very satisfied or satisfied with Promising Futures as a whole. Also, 96% indicated they were very satisfied or satisfied with the variety of activities offered to their child. However, even with positive survey responses it was challenging to connect and engage adult family members in ongoing activities.

#### **Recommendations:**

- **Academic Goal Attainment:** Continue academic achievement planning, set accurate goals based on data, carry on with monthly data review meetings to ensure program progress. Work on senior's goals for improved quality.
- **Adult Family Member Engagement:** Regenerate efforts to engage Adult Family Members early and often, institute planned events and activities of interest.
- **Data collection timeline:** Use data collection and analysis to provide continuous program quality improvement.

Report Completed by



CONSULTING INC.  
& Dr.Tisa McGhee, CEO