

Gang Alternative, Inc.
21st Community Learning Centers
Summative Evaluation Report
2017-2018

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Project Number

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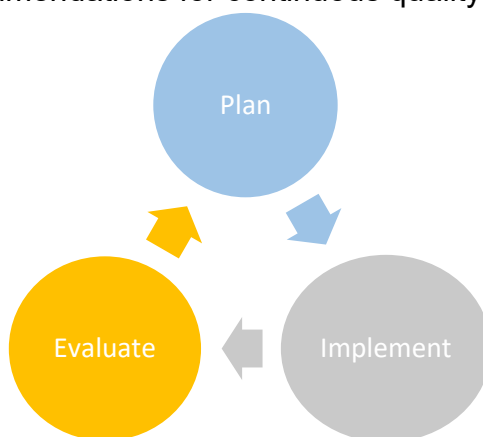
Evaluation Planning and Methodology

This report presents a summative evaluation of Guiding the Path to Success (GPS) at the 21st Century Community Learning Center (21st CCLC) at Gang Alternatives (GA), a partner of Miami-Dade County Public Schools. The data presented here are from the reporting period of the 2017-2018 school year, from March 2018 to June 2018.

GA began with careful planning and a focus on meeting the academic and personal enrichment needs of the students to be served. The planning phase was followed by an implementation stage. Gang Alternatives understands the importance of evaluating programmatic efforts to measure program impact and to inform programming. Thus, to evaluate the performance of the program, GA utilized an external evaluator. GA chose to contract with Q-Q Research Consultants (Q-Q Research) so that an independent, objective evaluation of its programmatic components and measurable objectives could be undertaken. In collaboration with GA team, Q-Q Research aims to implement an ongoing evaluation process which leads to continuous quality improvement efforts.

Q-Q Research asserts that all evaluations must be beneficial and tailored to fit a program's particular needs-- one size does not fit all. Given this, Q-Q Research took special care when establishing a methodology that aligns with GA program model and evaluation goals. Specifically, Q-Q Research utilized systematic evaluation methods with dual foci: the program's process and measurable objectives. Q-Q Research evaluated GA program's process, and how well the program served its students between June 2017 and June 2018 by assessing performance on some predetermined outcomes. Specifically, this summative evaluation report will include:

- An overview of the program
- An overview of contracted measurable objectives
- Results of data analyses
- Conclusions and recommendations for continuous quality improvement



Overview and History

Afterschool Program Still a Growing Need

The need for afterschool programming continues to grow throughout the United States. A household survey conducted by the Afterschool Alliance indicates that parents of 18 million children want their children to attend an afterschool program. However, only 8.4 million of them are currently participating in an afterschool program.¹ In a study of 4,947 afterschool sites, it was reported that if the needs of all children in the respective communities were met, 25% would have to double or more than double the number of children currently served.

Afterschool programming is particularly needed for low-income minority families. Specifically, ethnic minority children are more likely to remain unsupervised following the school day; it is estimated that 28% of African American, 21% of Hispanic, and 24% of both Asian and Native American children are in unsupervised environments after school.¹ Regarding low income, data indicates that among children in afterschool programs, on average, almost 70% of them qualify for free or reduced lunch. The benefits of afterschool programs have been well documented. Afterschool programs have been found to improve school attendance, test scores, and grades. Participation in afterschool programs have also been linked to a decrease in problem behaviors (e.g., drug use, aggression, gang activity) and an increase in parental involvement, which is crucial to student success.²

While Florida ranks among the “Top 10 States for Afterschool” by the Afterschool Alliance, the need for additional afterschool programming remains evident. Approximately 25% of youth in grades K through 12 in Florida are unsupervised during afterschool hours. Among these children not enrolled in an afterschool program, 36% of their families report that they would participate in an afterschool program if there were one available in their community.¹

21st Century Community Learning Centers

Despite the growing need for and evidence documenting benefits of afterschool programming, there is limited federal funding to support this initiative for families most in need, namely low-income minority families. The 21st Century Community Learning Centers (21st CCLC) program is a federal program in Florida which provides funds for afterschool programs serving youth attending Title I schools (i.e., schools with a large concentration of low-income students which receive supplemental funds to assist in

¹ After-school Alliance. (2012). Uncertain times 2012: After-school programs still struggling in today's economy. Retrieved from http://www.afterschoolalliance.org/documents/Uncertain_Times/Uncertain-Times-Topline-2012.pdf

² After-school Alliance. (2013). Evaluations backgrounder: A summary of formal evaluations of after-school programs' impact on academics, behavior, safety, and family life. Retrieved from http://www.afterschoolalliance.org/documents/Evaluations_Backgrounder_2013.pdf.

meeting students' educational goals). The U.S. Department of Education awarded nearly \$60 million in 21st CCLC program funds to Florida Department of Education (FLDOE).³

FLDOE's 21st CCLC programs aim to provide academic and personal enrichment services to at-risk students in a safe environment during afterschool hours. In addition to providing services to students, 21st CCLC programs aim to engage adult family members by providing services that meet their unique needs. Additional components offered through 21st CCLC programs include homework assistance, project- and problem-based learning activities, character education, physical education, and recreational activities, and dropout prevention. The 21st CCLC programs are funded through the Elementary and Secondary Act (ESEA) which has specific aims:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics
- Offer students a broad array of additional services, programs, and activities—such as youth development activities, drug and violence prevention programs, counseling, art, music, physical education and recreation programs, technology education programs, and character education programs—that are designed to reinforce and complement the regular academic program of participating student
- Offer adult family members of students served by community learning centers opportunities for literacy and related educational development.

Gang Alternative

Gang Alternatives is a community-based organization that is grounded in faith with the continuing purpose of preventing violence and delinquency while promoting self-sufficiency.⁴ In 2017, GA received funding to implement a 21st CCLC program in three schools in Miami-Dade County; these schools are Gratigny, Orchard Villa, and Poinciana Park Elementary Schools. The Guiding the Path to Success (GPS) program aims to provide academic and personal enrichment services to at-risk students in a safe environment during before-school, after-school, and weekend/holiday hours. In addition to providing services to students, the program aims to engage adult family members by providing services that meet their unique needs. The components offered to participants in GPS includes homework assistance, literacy enhancement, math & science enrichment, physical fitness, health & nutrition services, creative arts, character- building, and parent-oriented activities.

³ <http://www2.ed.gov/about/overview/budget/statetables/14stbystate.pdf>

⁴ <http://myga.org/>

The following report reflects the progress of Gang Alternatives in their first year of the 21st CCLC grant. The next section provides a brief description of each of the 21st CCLC sites that are part of the program.

Gratigny Elementary School



Gratigny Elementary is a part of Miami-Dade County Public Schools (MDCPS), serving about 590 Pre-kindergarten through 5th-grade students (80% African American, 18% Hispanic, and 1% white). Gratigny Elementary is identified as a Title I school. Most of the students who attend Gratigny are recipients of free/discounted lunch (94%).

Orchard Villa Elementary School



Orchard Villa Elementary is a part of MDCPS. Serving about 434 Pre-kindergarten through 5th-grade students (89% African American, 9% Hispanic, and 1% other), Orchard Villa Elementary is identified as a Title I school. Most of the students who attend Orchard Villa are recipients of free/discounted lunch (95%).

Poinciana Park Elementary School



Poinciana Park Elementary is located Miami-Dade County and is a part of MDCPS. Serving about 406 Pre-kindergarten through 5th-grade students (89% African American, 8% Hispanic, and 1% white), Poinciana Park Elementary is identified as a Title I school.

Student and Family Demographics

During the 2017-18 year, there were 44 students enrolled in the 21st Century Community Learning Center at Gang Alternatives Sites; of which 39 were regularly attending students.

Table 1: Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students

	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
Gratigny Elementary	0	13	0	13	0	12	0	12
Orchard Villa Elementary	0	27	0	27	0	23	0	23
Poinciana Park Elementary	0	4	0	4	0	4	0	4

Most of the regularly participating students served by the 21st Century Community Learning Center at Gang Alternatives are in 2nd grade (n = 22),

followed by 3rd grade (n = 16).

Table 2: Student Grade Levels for Total Participating Students

Grade in School*														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Gratigny Elementary	0	0	13	0	0	0	0	0	0	0	0	0	0	13
Orchard Villa Elementary	0	1	10	16	0	0	0	0	0	0	0	0	0	27
Poinciana Park Elementary	0	0	3	1	0	0	0	0	0	0	0	0	0	4

Table 3: Student Grade Levels for Regularly Participating Students

Grade in School*														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Gratigny Elementary	0	0	12	0	0	0	0	0	0	0	0	0	0	12
Orchard Villa Elementary	0	1	7	15	0	0	0	0	0	0	0	0	0	23
Poinciana Park Elementary	0	0	3	1	0	0	0	0	0	0	0	0	0	4

Program Operations

The following tables provide detailed information on program operations at the school site.

Table 4: School Year 2016-2017 Operation

Center Name	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
Orchard Villa Elementary	14	71	5	0	0	16	0	0	0	71	0
Poinciana Park Elementary	14	71	5	0	0	11	0	0	0	71	0
Gratigny Elementary	10	48	5	0	0	11	0	0	0	48	0

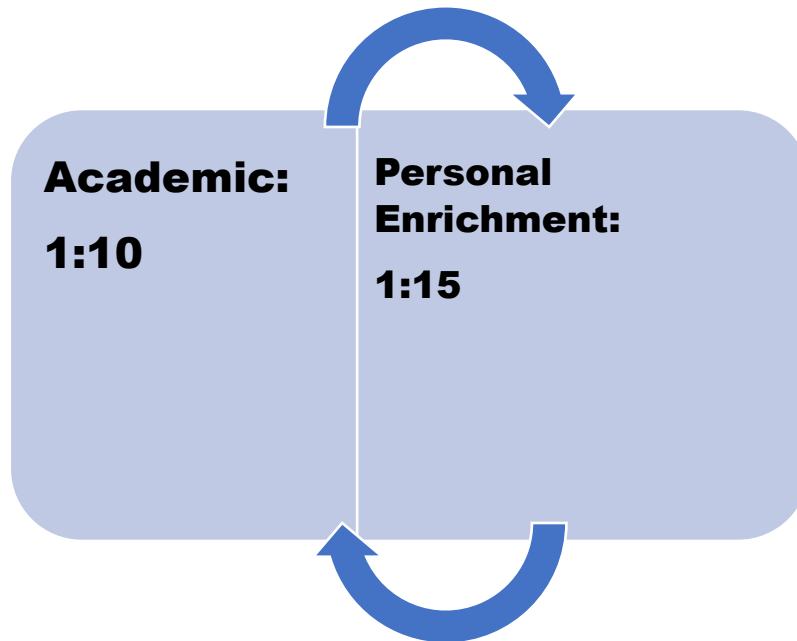
Staff Characteristics

The following tables provide information regarding the staff, student-to-staff ratio, and staff training.

Table 5: Regular Staff by Paid and Volunteer Status

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)			3	
Center Administrators and Coordinators			3	
Other Non-teaching School Day Staff				1
Parents				1
College Students				
High School Students				
Community Members				
Sub-contracted Staff				

Figure 1: Student-to-Staff Ratio



The 21st Century Community Learning Center at Gang Alternatives offers ongoing professional development for their staff. For the 2017-18 program year, there were 5 professional development workshops held. Throughout the year the Program Director held multiple meetings to discuss the goals and objectives of the program. Additionally, the director communicates daily with staff members providing feedback, skills, and strategies to ensure program efficiency and efficacy.

Table 6: Staff Training

Date	Name of Training	Description of Training
3/16/2018	Spark Training After School Program	6.0 hours SPARK AS workshops are to prepare youth leaders and physical activity specialists to instruct effective movement sessions for individuals, pairs, small and large groups. Certified SPARK Trainer provides 8 six-hour Standard workshops and additional 4 Level Two workshops that result in certification by SPARK.
10/16/2017	Homework Assistance in Afterschool-online school training	1.25 hours Participants learn and practice strategies in the areas of preparation, skill-building, motivation, and communication designed to increase homework completion.
4/11-12, 2018	Serving Our Customers who	The Department ensures that auxiliary aids and services are provided for those customers

	are Deaf or Hard of Hearing	and companions who are deaf and hard-of-hearing.
7/18/2018	HIPPA Basics 2018	This course has been developed to inform employees and contractors of their responsibilities under the Health Insurance Portability and Accountability Act (HIPAA). This training is required yearly.

Objectives and Outcomes

The following table provides the program objectives along with descriptions of the activities used at the site.

Objective Assessment

Table 7: Objectives and Descriptions of Activities

Objective	Description of Activities Used
Objective 1 -75% of regularly participating elementary school students will improve to a satisfactory or above on English/Language Arts or maintain above a satisfactory level.	Students are introduced to problem-based learning activities through a series of projects that include challenges of increasing complexity. These projects allowed students to practice communication and peer collaboration as they improve their reading comprehension, fluency, and vocabulary skills.
Objective 2 -75% of regularly participating elementary school students will improve to a satisfactory or above in mathematics or maintain above a satisfactory level.	GPS mathematics centers on cross-curricular, problem-based learning with real-world applications and is implemented to support the regular school day.
Objective 3 -75% of regularly participating elementary school students will improve to a satisfactory or above in science or maintain above a satisfactory level.	Gardening projects, STEM activity center (blocks, puzzles, magnets, magnifying lenses, rulers, and more), design and build challenges using blocks/Legos or everyday material (cardboard, plastic containers, sticks), guest speakers, mini-science fairs, and computer-based learning activities. Crime Scene Investigation introduces students to fields of law, forensics and crime scene

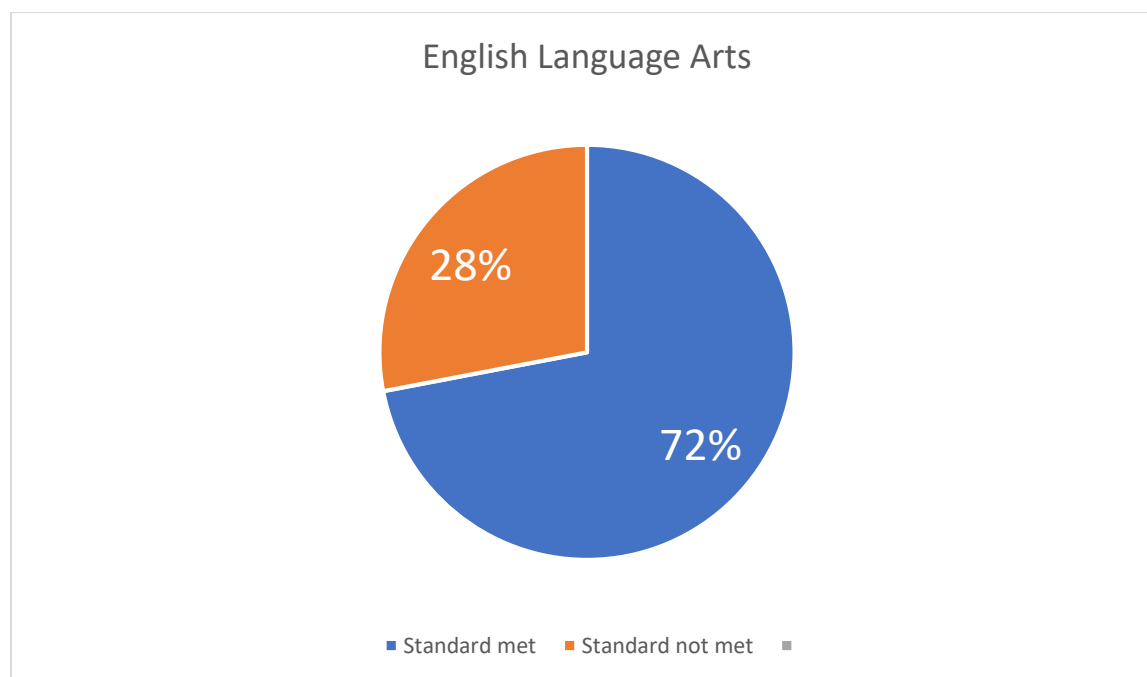
	investigation and students explored and practiced the process of forensic crime-solving by performing hands-on forensics testing, including crime scene analysis
Objective 4- 60% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.	GA incorporated the KidzLit evidenced-based curriculum and Oral Reading Fluency assessments to encourage and monitor improvement.
Objective 5- 80% of regularly participating students will improve their physical activity as measured by authentic assessment.	Physical fitness activities implemented used the evidence-based SPARK Afterschool Curriculum and participating in active play.
Objective 6- 80% of regularly participating students will increase their engagement in career exploration as measured by logs.	Students created a bar graph of their adult family members' education levels to engage their parents in conversations about college and began to make this process as a family.
Objective 7- 75% of regularly participating students will improve their conflict resolution as measured by authentic assessment.	GA used the "Peace Works" curriculum developed by the Peace Education Foundation. Peace Works has been identified as an "effective practice" by the Healthy Communities Institute based on a study conducted using schools in Miami-Dade County (our target area).
Objective 8- 50% of regularly participating adult family members will increase their involvement in student education as measured by surveys.	GA hosted quarterly informational sessions that were offered in the evening (6:30 -8:30 pm) and/or on weekends (10 am-12 noon) to accommodate parent's schedules. Sample topics included "Understanding FCAT 2.0", "Student/Parent Rights in Education," "First Aid/CPR Training," and "How to Help Your Child with Homework." Secondly, parents are invited to volunteer during daily activities or on field trips once they have completed level II Background Screenings.

Academic Enrichment

English Language Arts/Writing

Objective 1- English Language Arts/Writing: 75% of regularly participating students will improve to a satisfactory English Language Arts grade or above or maintain a high grade across the program year.

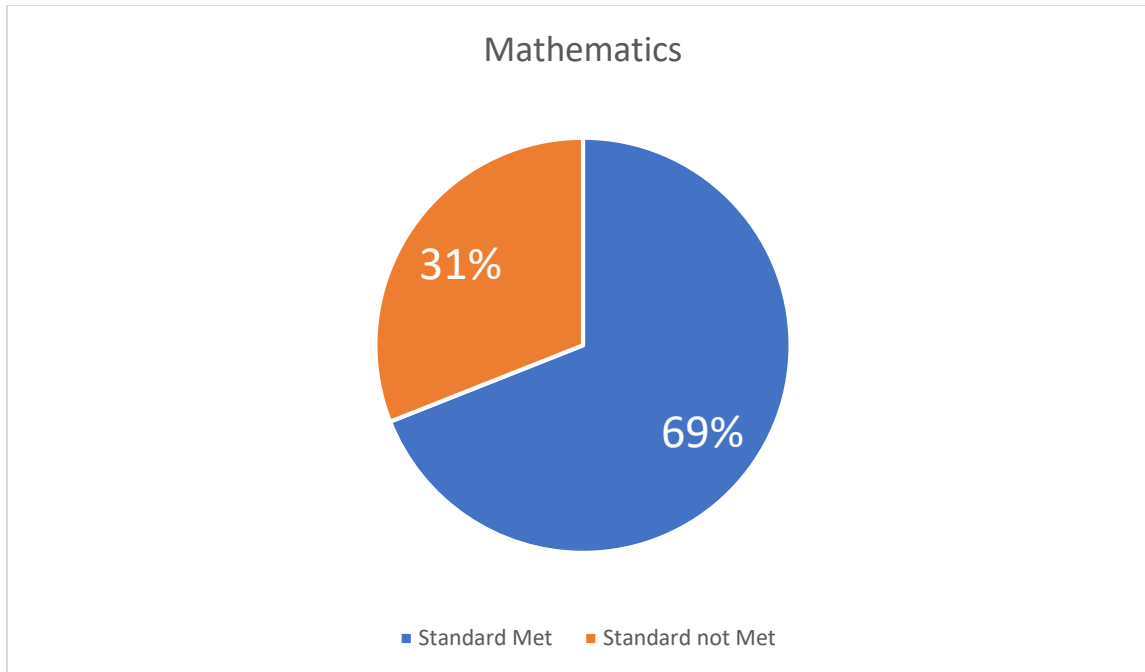
Report card grades were collected at the first, second, and fourth nine weeks of the academic year to serve as pre, mid, and post scores. Success on this objective is defined as the student maintaining an A or B grade, improving from a C grade to a B, or a D/F grade to a C. Overall, of the regularly participating students who were measured (n = 39), 72% (28 students) met the success criteria for this objective. This indicates that participants are approaching the benchmark.



Math

Objective 2: Mathematics: 75% of regularly participating students will improve to a satisfactory Mathematics grade or above or maintain a high grade across the program year.

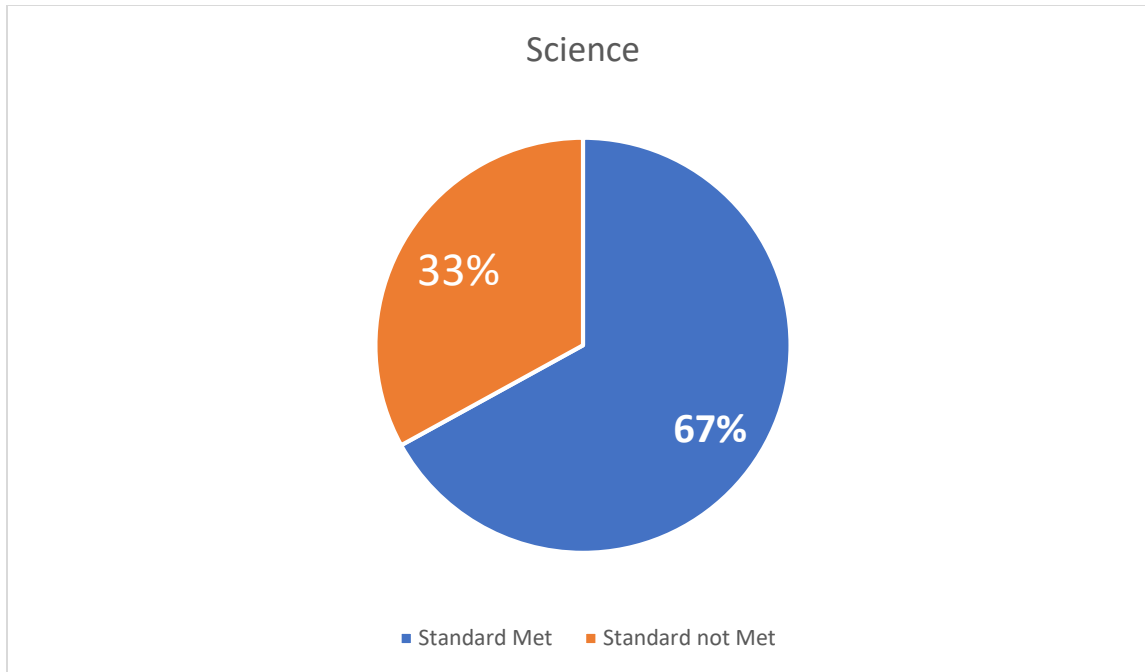
Report card grades were collected at the first, second, and fourth nine weeks of the academic year to serve as pre, mid, and post scores. Success on this objective is defined as the student maintaining an A or B grade, improving from a C grade to a B, or a D/F grade to a C. Pre and post grades were compared to determine success. Overall, of the regularly participating students were measured (n = 39), 69% met the standard for success for this objective (27 students). This indicates that students are approaching the benchmark regarding the mathematics objective.



Science

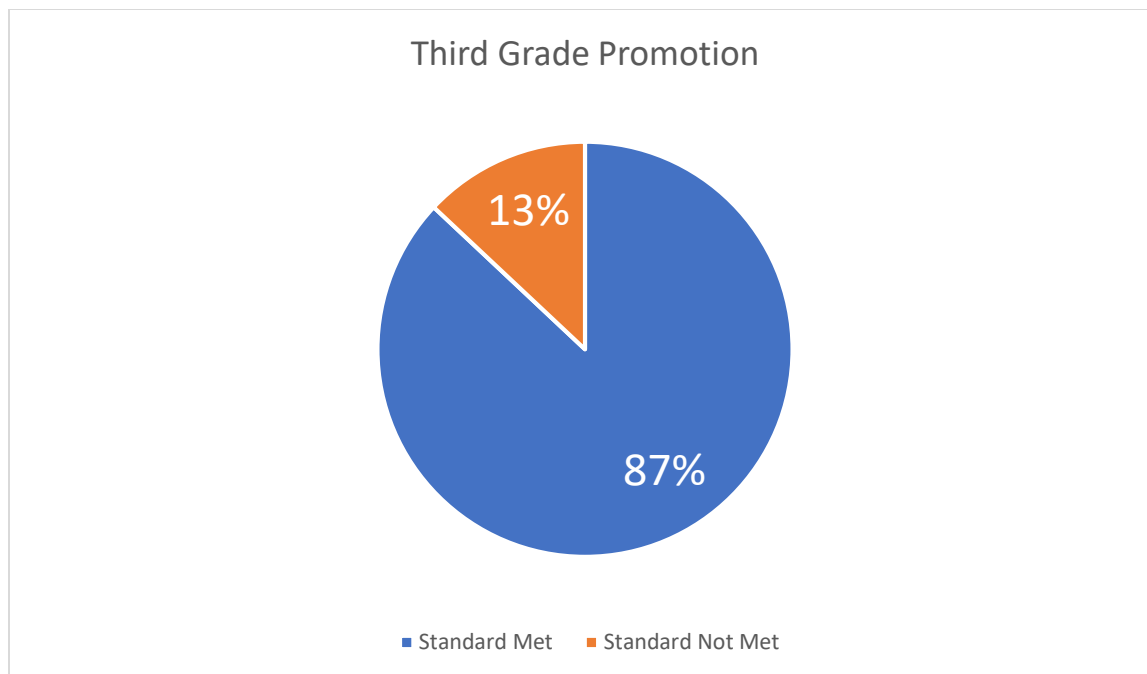
Objective 3: Science: 75% of regularly participating students will improve to a satisfactory Science grade or above or maintain a high grade across the program year.

Report card grades were collected at the first, second, and fourth nine weeks of the academic year to serve as pre, mid, and post scores. Success on this objective is defined as the student maintaining an A or B grade, improving from a C grade to a B, or a D/F grade to a C. Pre and post grades were compared to determine success on this objective. Overall, of the regularly participating students who were measured ($n = 39$), 67% met the standard for success for this objective (26 students). This indicates that students are approaching the benchmark regarding the science objective.



Objective 4: Third Grade Promotion: 75% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.

Third through fifth graders take the English Language Arts Florida Standards Assessment (FSA) annually. Out of a possible score of 5, a score of 2 or greater is considered passing. A score of 1 is not considered passing. Out of the 15 regularly participating third graders in the program who were measured, 13 (87%) earned a score of level 2, 3, 4, or 5 on the English Language Arts FSA this year. This promotion rate exceeds the benchmark goal of 60%



Personal Enrichment

Physical Fitness

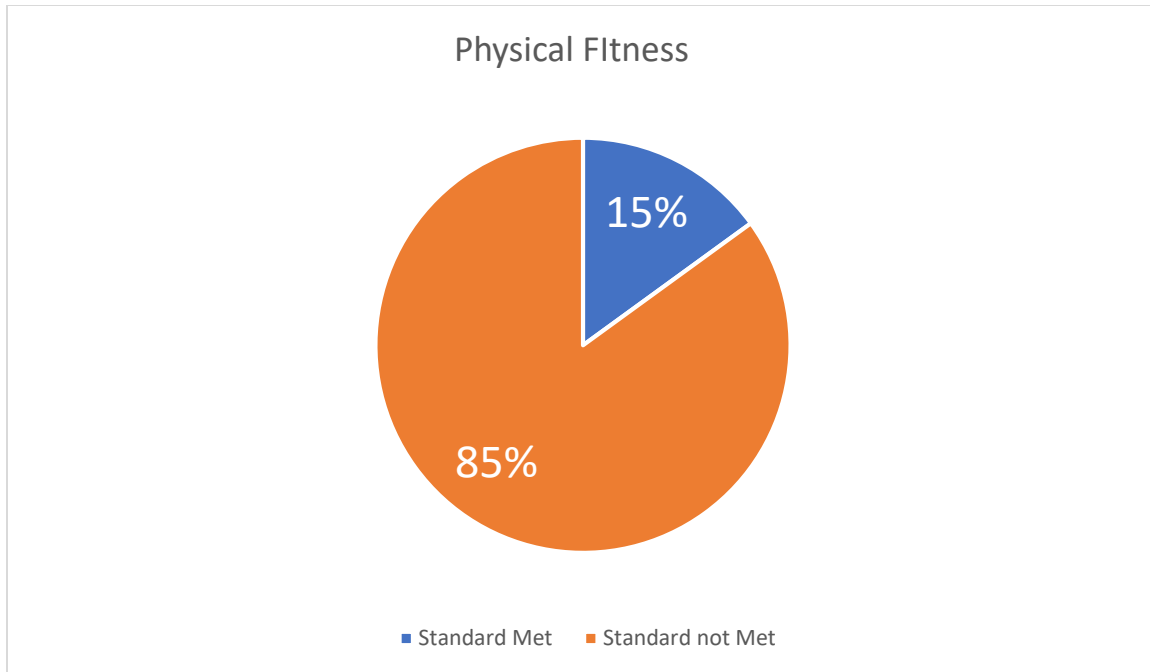
GA wants to try to promote a healthy lifestyle for its students. By incorporating physical education into the curriculum, it can help address problems such as obesity and poor health. During the program, students participated in outside activities and sports. These activities hope to reinforce students to maintain a healthy lifestyle.

Students also completed shuttle runs via the PACER⁵ program. Final shuttle run scores were collected in three different periods to see how the students are improving throughout the year.

Objective 5: 80% of regularly participating students will improve their physical activity as measured by authentic assessment.

Among students who were measured (n=39), 15% (6 students) demonstrated improvement. 15% This performance indicates limited progress as the benchmark is 75%.

⁵ Progressive Aerobic Cardiovascular Endurance Run (PACER) Multi-Stage Shuttle Run

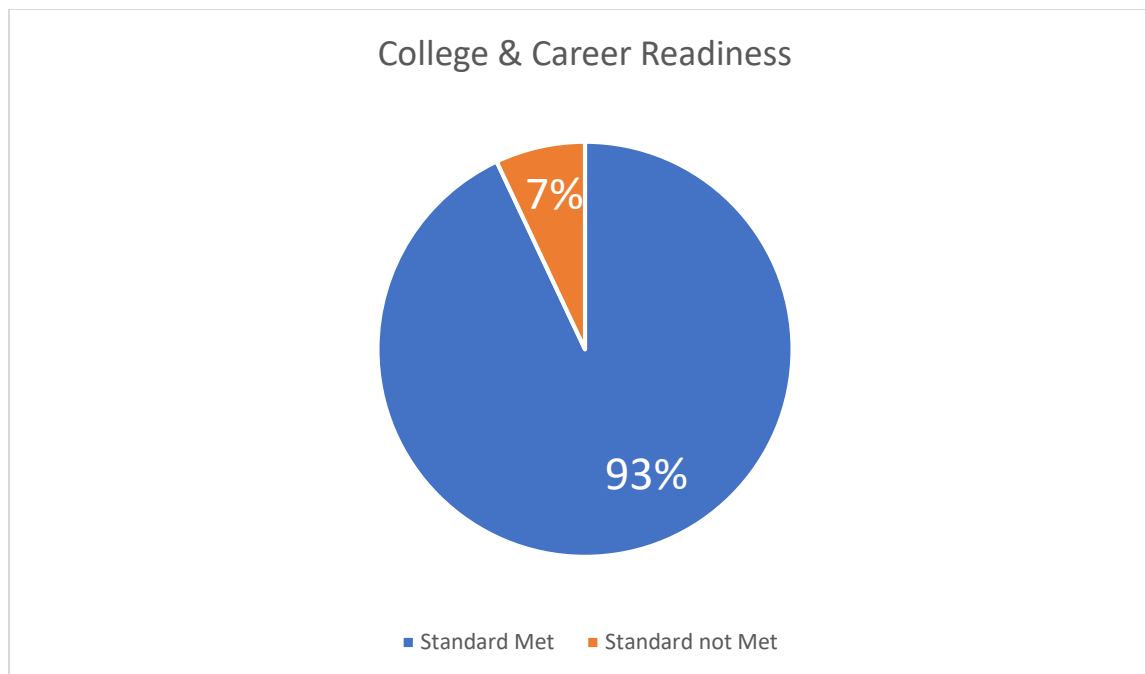


College and Career Readiness

Objective 6: College & Career Readiness- 80% of regularly participating students will increase their engagement in career exploration as measured by logs.

Logs were created to document each college and career readiness activity, and a verbal survey was conducted before and following each session to determine improvement.

Students who were measured (n=38) demonstrated improvement with 93% (35 students) increasing their final career exploration score. This performance exceeds the 75% benchmark.



Behavior & Problem Solving

Objective 7: Behavior & Problem-Solving- 75% of regularly participating students will improve their conflict resolution as measured by authentic assessment. The Peace Education Foundation curricula for grades PK-2 and 3-12 was used for this objective. Averaged conduct grades were used as a proxy for behavior.

Students who were measured (n=39) demonstrated improvement in conduct grades with 72% (28 students) improving or maintaining final averaged conduct grade. This performance exceeds the 75% benchmark.

Adult Family Members Services

GA has made a point to make adult family meetings on days and times most convenient for family members to maximize participation. Event topics inform parents what students are doing in the program. These events also show the parents that they have a positive support system at the 21st CCLC sites that will try to meet the needs of their child.

Objective 8: 50% of regularly participating adult family members will increase their involvement in student education as measured by surveys.

This year's program began Mid-March, and 3 parent surveys were completed. All the parents were 100% satisfied with the parent events and felt that their involvement in their child's education had improved. Since only one data point was collected, a comparison for improvement on survey scores is not possible at this time.

Teachers surveys were not completed.

Students

A total of 28 students were surveyed at the end of the year; 2nd and 3rd grade was represented. Ninety-six percent “definitely” enjoy attending the program. When asked if there was an adult at the program that cared about them 86% responded “definitely.” Most of the students also felt that they were “definitely” (82%) safe at their program. The majority also reported that the program definitely (79%) or somewhat (7%) helped with their homework. Even more, the program definitely (82%) helped them improve their academic grades.

Family Members

Only one survey collected from adult family members.

Student Success Snapshot

A student who has demonstrated success on all of the academic objectives was selected and asked the following questions regarding his participation in the afterschool program:

1. Tell me about your experience in the after-school program and aspects you enjoy the most and why.
This program helped me with my homework and make friends after school
2. Has the program helped you perform well in school? yes
 - a. How has it affected your grades?
My grades are better, and I help my teacher in class more
 - b. How was it impacted your behavior?
Don't really issue with behavior always willing to help
3. Would you encourage your classmates to attend the program and if so, why?
Yes, I would encourage them to come.
The staff is helpful and have fun with them.

Overall, the student has a positive outlook regarding their program. The student indicates that program is fun, provided homework help, and they would encourage classmates to join the program.

Lessons Learned and Recommendations

Overall Findings for Each Objective

Table 8: Summary of Objective Achievement

Objective	Benchmark	# Measured at End of Year	# Meeting Success Standard	% Meeting Success Standard	Progress Achieved
75% of regularly participating elementary school students will improve to a satisfactory or above on English/Language Arts or maintain above a satisfactory level.	75%	132	94	71%	Approaching Benchmark
75% of regularly participating elementary school students will improve to a satisfactory or above in mathematics or maintain above a satisfactory level.	75%	135	94	70%	Approaching Benchmark
75% of regularly participating elementary school students will improve to a satisfactory or above in science or maintain above a satisfactory level.	75%	133	94	71%	Approaching Benchmark
60% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.	60%	24	21	88%	Exceeds Benchmark
80% of regularly participating students will improve their physical activity as measured by authentic assessment.	75%	122	98	80%	Exceeds Benchmark
80% of regularly participating students will increase their engagement in career exploration as measured by logs.	75%	111	103	93%	Exceeds Benchmark
75% of regularly participating students will improve their conflict resolution as measured by authentic assessment.	75%	35	35	100%	Exceeds Benchmark
50% of regularly participating adult family members will increase their involvement in student education as measured by surveys.	50%	N/A	N/A	N/A	N/A

Other Findings

The 21st CCLC sites at Gang Alternatives have executed their first year of implementation. In response to the details of the Summative Evaluation report presented here, the proceeding conclusion presents ideas for programmatic adjustments that can be utilized in the upcoming year of implementation.

Academics

Students within this program performance indicates they are approaching the benchmark regarding academics. Perhaps increasing dedicated academic projects/time may support reaching each benchmark. The passing rate of the English Language FSA exceeded the benchmark, which is quite promising in the first year of implementation. Finally, consider working with the school day teacher to target gaps in each student's academic portfolio.

Personal Enrichment

Excellent progress was made this year in two personal enrichment areas, which include behavior and career exploration. The majority of the students improved in both areas of enrichment and are approaching the benchmark. Continued use of the selected curriculum will ensure that targets are met in the coming school year. The program coordinator will continue to affirm that curriculum is aligned with the assessment used to measure progress. Regarding the physical fitness objective, limited progress was made. Consider allowing students more time to practice shuttle runs outside of the typical measurement points.

Adult Family Member Involvement

Progress cannot be denoted regarding the family involvement in their child's education as only one data point was collected. The three family surveys that were completed were 100% positive, as respondents indicated that their involvement with their child's education did increase. In the coming school year at least two data points will be gathered for comparison. Consider offering the perceptual survey during every parent/family event to ensure that all family participants are administered surveys at least twice during the school year.

Concluding Remarks

The GPS program has much to celebrate about its first year of programming. Students have exceeded the benchmark in two of the objectives outlined (Third Grade Promotion and Career Exploration). Students report liking the program and being thankful that it is available to them. In the coming school year, further survey administration will acquire teacher and family perceptions as well. Administration and staff may take the data presented in this report to make adjustments for program implementation in the next school year as noted in the recommendations above. Stronger data collection processes needs to be in place for the next academic year. Special attention in the areas of physical fitness and family involvement should result in an even more impressive summary of next year's activities.