

The Portrait of Empowerment

Coaching for Success

Project Number: 13R-2441A-1PCC1

21st Century Community Learning Center Program

1st Formative Evaluation Report

Introduction

Project Overview

The Portrait of Empowerment, Inc After school camps are currently operating in three local elementary schools. The 21st Century Community Learning Center Program, Florida Department of Education began funding our camps in August 2009. The second year of the funding cycle for 2010 – 2011 begins August 1, 2010 and runs through July 31, 2011. The goal of the Project is to provide enriching after-school and summer camp experiences to 150 students in grades K to 6. Active participation in the project will positively impact the lives of the youth in the geographic region where such services are not otherwise affordable and available, especially to the students Opa locka and the immediate surrounding areas.

Reporting Period

This first formative evaluation report for the second year of implementation includes periodic evaluation efforts beginning afterschool starting in August 2010 through November 2010.

Description of Evaluation Methodology

Evaluation Design

The evaluation design used for the Project evaluation combines elements of both an Objectives-Oriented Evaluation as well as an Observation Oriented Evaluation Management-Oriented Evaluation. These two approaches were selected to in tandem in order to (a) determine the extent to which project participants met the specified program objectives and (b) provide useful information to project

stakeholders for decision-making regarding planning, development, implementation, and administration. Both quantitative and qualitative data are collected to conduct the summative evaluation. Pre-, mid and post test scores from quantitative type data collection instruments are used to determine growth over time. The observations of staff, parents and stakeholders will be used to aid in determining the effectiveness of data. By using multiple sources to gather the information, it adds to the overall structure of the program as well as allowing us to see the program through an additional set of eyes.

Frequency of Formative/Ongoing Evaluation

Periodic written formative evaluation reports contain data to assist in program implementation and progress in meeting project objectives, in addition to recommendations for enhancing or revising services and/or strategies to increase project success. This first formative evaluation includes information on student attendance, project staff, and objective assessment as of November 30, 2010.

Data Collection, Analysis, and Reporting Timeline

Depending on the type of data, collection takes place on a daily, weekly, monthly, or quarterly basis. Attendance records are kept on a daily basis to document student attendance and retention. Records of program activities documenting academic, fitness/nutrition, personal enrichment, social awareness, and adult/family member involvement are kept on a weekly basis and reviewed monthly. The student records are used to assess student progress are reviewed and analyzed on a monthly/quarterly basis when student interim progress reports (progress reports) and report cards are issued. Records of staff development

activities and evaluations are examined and analyzed on a monthly basis. A summary of the findings to share the results occurs during monthly staff meetings. Additional meetings are held as needed with other stakeholders.

Table 1

Information Due Dates by quarter

Quarters	Data Due Dates
1 st – Aug. 23, 2010 – October 29, 2010	Nov. 5, 2010
2 nd – Nov. 3, 2010 – Jan. 20, 2011	Jan. 27, 2011
3 rd – Jan. 24, , 2011 – April 1, 2011	April 8, 2011
4 th – April 5, 2011- June 9, 2011	June 16, 2011

Assessment of Program Objectives

The four goals identified for The Portrait of Empowerment are (a) Improve Academic Achievement in Reading , Mathematics and Science for students in grades Pre-K to 5 in the afterschool and summer programs; (b) improve physical health and fitness (c) reduce Drop Out Risk (increase pro-social behaviors and attendance rates) ; and (d) Improve student engagement and promote parental involvement. Under each goal, objectives are outlined which specify how the goals will be met.

Goal 1: Improve Academic Achievement

1.1) Reading - (School Year) 80% of regularly participating students

(attending program 30 days or more) will improve or maintain their

oral reading skills as demonstrated by pre, mid, and post-test assessments using the One-Minute Oral Reading Fluency Test (ORF)

Reading- Reading pre-test and midpoint scores on Oral Reading Fluency (ORF) test have been obtained for participating students and recorded . Of the students at Rainbow Park Elem, at least 85% demonstrated improvement in oral reading fluency as indicated by the ORF test scores. Of the participants at Nathan B. Young for whom both pre- and midpoint test data are available, 95% showed improvement. Of the participants at Dr. Robert Ingram for whom both pre- and midpoint test data are available, 93% showed improvement. Participants at Rainbow Park Elementary showed the lowest rate of improvement in ORF scores. This may be attributed to the fact that this program started later than the other two TPOE programs. This goal has been met.

1.2) Reading-(Sum. Camp) 80% of regularly participating students (attending program for 40% of total summer operational days) will improve oral reading skills as demonstrated by pre, mid, and post-test assessments using the One-Minute Oral Reading Fluency Test (ORF)

This objective cannot be evaluated this time. It is a Summer Camp objective and will be observed and evaluated when the component come available.

1.3) Math - 80% of regularly participating students will improve or maintain math scores as demonstrated by diagnostic assessments, report card grades and FCAT scores.

This academic year students are using Brainchild, a software program designed to offer individualized tutorials in the areas of literacy, mathematics, and science. It is too early in the Program year to gather data to measure student progress through the use of this intervention. Insufficient student data available from school records are available at the time of this formative evaluation. Student data available from school records will be reviewed, as they are made available.

Objective 1.3 regarding improvement in mathematics cannot be determined at this point based on available assessment data.

1.4)80% of regularly participating students will improve or maintain science scores as demonstrated by such measures as diagnostic assessments, report card grades and FCAT scores.

This academic year students are using Brainchild, a software program designed to offer individualized tutorials in the areas of literacy, mathematics, and science. It is too early in the Program to gather data to measure student progress through the use of this intervention. Insufficient student data available from school records are available at the time of this formative evaluation. Student data available from school records will be reviewed, as they are made available.

Goal 2: Improve Physical Health and Fitness

2.1) PE - 80% of regularly participating students will improve or maintain physical fitness as measured by the PACER Multi-Stage Shuttle Run (MSSR) assessment tool.

The physical fitness program uses the SPARK Physical Education curriculum as the foundation for the physical fitness activities. This curriculum is augmented by the use of Socci and Geo motion. Additionally, the students had the opportunity to participate in Stepping.

Pretest and midpoint scores on the Progressive Aerobic Cardiovascular Endurance Run (PACER) test were collected for the participating students. For students who had both pre-test and mid-point test scores, PACER scores were compared. As a result of having two potential sets of data for each program participant, the total number of sets of scores for one site may be greater than the number of participants at that site. The data were aggregated for each site and then for the entire program. Objective 2.1 regarding improvement in physical fitness based on PACER scores has been met at this point in the program.

2.2) Health- 85% of Regularly Participating Students will receive preventive health screenings from UM Pedivan as measured by a list of students receiving screenings confirmed by UM Pedivan staff.

The UM Pedivan objective is a summer only objective. This being so, this objective will be evaluated in the Summer Camp. Once evaluated, the information can be added to the programs database of information.

Goal 3: Reduce Drop Out Risk (increased pro-social behaviors & attendance rates)

3.1) Character Ed - 80% of RPS will maintain or improve pro-social behaviors/skills as measured by the PATH's assessment tool.

To meet Objective 3.1 the program utilizes Peace Education Foundation's PeaceWorks (PEF) for at least ½ hour, 1 time per week in both afterschool and summer school programs. PEF is a model practice of CASEL (Council for the Advancement of Social Emotional Learning) and it is designed to increase school safety, reduce bullying and increase student retention. The program is a classroom-based conflict-resolution curriculum which teaches general self-management and social emotional skills, and helps to reduce or prevent a variety of health-risk behaviors. Skills are taught in a series of classroom sessions using training techniques such as instruction, demonstration, feedback, reinforcement, and practice. Based on the results of the pre and mid PATHS assessment 93 % of the RPS have improved their social behaviors and skills.

3.2) Attendance - 80% of RPS will maintain or improve their attendance rates as measured by attendance data.

Data from daily attendance records at each site reveal that retention rates fluctuate between 90 and 92% at Dr. Robert Ingram, between 87-90% at Nathan B. Young Elementary School and between 85 and 91% at the Rainbow Park Site. The staff continues to recruit participant for all sites. With help from the school personnel, the TPOE Staff and active recruitment, our numbers continue to increase. Overall, across the three program sites, the retention rate is 89%. The staff continues to promote the Program and recruit new participants.

Objective 3.2 regarding increasing attendance of participants has been met as of this reporting period. It will be continually monitored on a daily basis. Monthly Attendance reports will evidence that each site remains above the 80% level.

3.3) Attendance - 80% of RPS will maintain or improve their awareness of environmental sustainability after participation in the project, as demonstrated by program created Service Learning assessment

TPOE will involve 21st CCLC students and families in the design, planning, development and maintenance of a Community Garden in cooperation with the City of Opa locka. 21st CCLC participants will become aware and understand the life-cycle of plants and focus on the need for environmental responsibility to sustain nature within the confines of urban landscapes. Students will meet a recognized need in the community, plan and implement a public awareness campaign through the three cooperating schools. In doing so, they will learn the importance of environmental conservation and the process involved in planning a service project.

This is a one time summer objective. This objective will be observed and reported at the completion of the summer camp.

Goal 4: Improve student engagement and promote parental involvement

4.1) Student Engagement - 80% of RPS will report improved commitment to school as evidenced by attendance rates and/or grade improvements.

Through parental contact, attendance reports on report cards we have found that students are indeed attending school at a more frequently. Having

homework assistance and mentoring not only engages the student, but also allows the parents to have a peace of mind that their student is getting the best help with school and homework.

This objective is reported quarter by the use of report cards. While it cannot be fully evaluated because of the lack of time in school this year so far, improvement has been shown during the first quarter of the school year.

4.2) Parental Involvement - 80% of adult parents of RPS will report increased involvement in their child’s educational activities as measured by parent surveys and attendance at parent activities

For the 2010-2011 academic year, families and students from TPOE have participated in four Family Nights. Flyers for each event were posted and distributed to encourage participation. These events focused on enhancing academic and social skills for decision-making and problem solving at home through real life applications as well as the promotion of health and wellness. The events were well attended by student participants and their families and much appreciated by family members. Table 2 presents a summary of the dates, topics, and attendance.

Table 2
2010-2011 Family Nights

Date	Topic			
		RPE	RBE	NBY
September 10, 2010	Parent Orientation	25	29	25
October 15, 2010	Healthy Eating	30	42	42
November 5, 2010	Literacy/ Thanksgiving	20	55	48
December 19, 2010	Christmas	27	47	44

TPOE Family Nights will continue on a monthly basis until the close of the summer camp. Parent/ adult participation in Family Fun Nights was met for this reporting period.

Progress Toward Sustainability

The TPOE staff has been working in collaboration with numerous partners to establish strong collaborations that will enhance the quality of services and ensure the sustainability of the Program. The commitment of the Opa locka and her immediately surrounding areas is evident by the presence of the partner's participation in our family nights and their general support of our program. The contributions of these community agencies such as the police department and the health department allow us to provide extended services to the families of our participants. These are resources that they may otherwise not receive.

Miami Dade County Public Schools has contributed by allowing us to use their classroom at our three sites without charge. The rental on the amount of space we require would go well into the hundreds of thousands of dollars for the school year. This calculation was based on the cost of renting space and the computers and other equipment made available to participants. This contribution was critical to the sites functioning.

The partnership with the Community Agencies and M-DPCS will continue for the coming years. TPOE will explore additional venues for these partners to extend their contributions of goods and services.

TPOE had established a partnership with Feeding South Florida to provide nutritional snacks and lunch for participants during the summer. This partnership will continue for the duration of the grant.

Partnerships were established with subcontractors to provide personal enrichment activities including dance, step, art, and other enrichments. These activities will take place throughout the academic year and summer program. TPOE also SPARK uses for physical fitness development. Staff training in these areas is essential to ensure quality offerings in these areas.

The TPOE will continue to seek partnerships with new community-based organizations and additional providers, as well as other funding sources.

Preliminary Findings and Recommendations

During this first formative reporting period for 2010-2011, the TPOE staff has worked diligently to implement the program. Every effort was made to meet all of the project goals although some objectives were more challenging than others.

Goal 1: Improve Academic Achievement. With regard to Goal 1, the recruitment objective has been met. Goal 1 addresses assessing students' academic performance in the areas of reading, mathematics, and science through the use of multiple measures. While scores on the ORF indicate an increase in overall reading fluency for the participants, any results derived from other data sources at this early point in the Project year would be premature. In the areas of mathematics and science, insufficient data were available to assess student progress at this point in the Project year. To ensure that data collected at the Project sites will be available, information obtained from Brainchild should be carefully monitored to ensure that

students are taking the assessments included in the program so the number of matched sets is maximized and the scores are available to the administrators.

Additional assessment data will be obtained from school records for the summative evaluation.

Goal 2: Improve physical health and fitness. Personal enrichment activities were the focus of Goal 2. To date midpoint data indicate that the physical fitness objective was met as assessed by the PACER. Preliminary results of the feedback on the nutrition and safe cooking activities in the summer 2010 indicate satisfaction with the program offering. Suggestions for next summer are to improve the survey by including items related to knowledge and skills on nutrition and safe cooking.

Goal 3: Reduce Drop Out Risk. All of the students participate in the Peace Education. The program has proven to be a fixture with the three schools that it services. Students who normally would stay home from school now attend so that they can go to the TPOE program in the afternoon. We have recently submitted an amendment to increase the number of participants at each site in order to accommodate the additional request for services.

Goal 4: Improve student engagement and promote parental Involvement. The purpose of Goal 4 was to support adult family member involvement in the youths' education. To date four Family Fun Nights have been held and others are planned for the coming months. Informal feedback from parents suggests great satisfaction with the events and the opportunity to gain new knowledge and skills with their children. The staff should continue to offer these

family involvement activities focusing on areas of interest for all of the family members.

Overall, the TPOE has implemented an afterschool and summer program that holds promise to positively impact the youth and the community in Opa Locka. To facilitate the accountability and evaluation process, a review of the data sources and collection procedures should be conducted. Consistency in collecting and recording data will streamline reporting procedures for all staff members. It is recommended that additional funding sources be explored to ensure sustainability of the program and expand program offerings. Specifically, TPOE staff should continue to strategize and evaluate the viability of each site annually.

In conclusion, the second year of the Project is well underway to meeting and in some cases surpassing target goals. Based on the previous year's successes and the preliminary data currently available, the Program will continue to offer high quality afterschool and summer experiences to middle and high school students attending school in the City of Opa Locka.