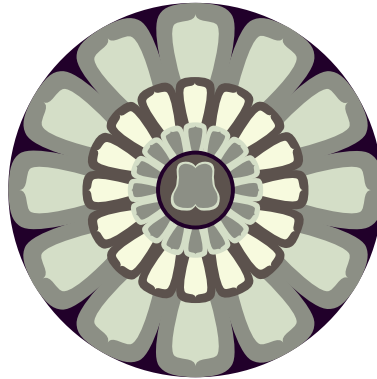


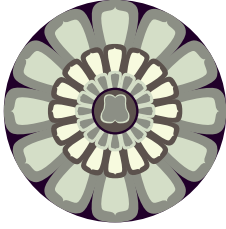
ASPIRA of Florida Youth Sanctuary  
21<sup>st</sup> Century Community Learning Center  
Summative Evaluation, August 2015



This work is funded through a contract  
with the Florida Department of Education  
Project Number 771-2443A-3PCC1

By Billie F. Birnie, Ph.D.  
Birnie and Associates





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## ASPIRA Youth Sanctuary Executive Summary of Summative Evaluation, 2015

The ASPIRA of Florida Youth Sanctuary, funded by a 21<sup>st</sup> Century Community Learning Center grant, offers support to students of ASPIRA Arts DE/CO (Design/Communications) Charter School in Miami, Florida. This evaluation, conducted by independent evaluators Birnie and Associates, covers the fourth year of operation, from June 2014 through June 2015. The summer camp operated in June and July, the after-school program from August through June, and the Saturday Academy from November through March. Seven workshops engaged parents. The program enrolled 178 students, most in Grades 6, 7, and 8 and 162 of whom attended 30 days or more. These **findings** emerged from the evaluation:

- Students benefit from and enjoy all three components of the program, as indicated by (1) their almost perfect attendance: 99 percent in summer camp, 97 percent in the after-school program, and 98 percent in the Saturday program, (2) by site visits, which confirmed consistently engaging activities conducted by a caring, competent staff, and (3) by a survey of teachers, who reported improvement on 12 aspects of schooling by every student served.
- The project aims for 80% of students to excel in reading, mathematics, and science by either maintaining an A or B or by improving academic performance by one grade. In reading, 74 percent of the students attained the goal; in mathematics, 66 percent; and in science, 59 percent.
- Parent attendance at the workshops ranged from 14 to 30, but only 8 percent of regularly participating students were represented at two or more workshops, falling far short of the goal of 30 percent.
- Goals for student behavior are for 80% of the students to maintain satisfactory conduct grades of A, B, or C or improve their conduct grade and to remain referral free; 74 percent attained the desired grades and 89 percent had no referrals.
- Seven objectives were not measured because data (including Florida Standards Assessment scores) were unavailable for analysis.

These **recommendations** are offered as avenues to improve the program:

- Intensify efforts to engage parents.
- Establish and adhere to a timeline for data collection.
- Seek approval for new objectives that will more accurately reflect the program.



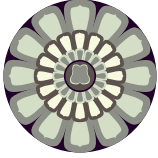
# ASPIRA of Florida Youth Sanctuary 21<sup>st</sup> Century Community Learning Center Summative Evaluation, August 2015

By Billie F. Birnie, Ph.D.  
Birnie and Associates

The ASPIRA of Florida Youth Sanctuary, funded by a 21<sup>st</sup> Century Community Learning Center grant, offers academic and social support to students of ASPIRA Arts DE/CO (Design/Communications) Charter School in Miami, Florida. This evaluation, conducted by an independent evaluator, assesses the extent to which measurable objectives in the fourth year of the project were attained. It also assesses the quality of the project and makes recommendations that emerged from the study. The evaluation uses a decision-making model (House, 1983), which assumes consensus on general goals and criteria and provides information on program quality and effectiveness. The evaluation adheres to the American Education Association's *Guiding Principles for Evaluators*. It also subscribes to the tenets of "utilization-focused evaluation," that is, "evaluation done for and with specific, intended primary users for specific, intended uses" (Patton, 1997). In this case, the primary users are the project administrators, and the specific, intended use is to apply the findings from the evaluation to the improvement of the project. Secondary users are program officers at the Florida and U. S. Departments of Education, who may use the evaluation to supplement their understanding of the initiative and compare it to similar programs funded by the 21<sup>st</sup> CCLC. Additional audiences may be administrators and teachers at the school and other professionals interested in the effect of after-school programs on middle school students.

This report covers the period from June 9, 2014, the first day of the summer camp, through the end of the academic year June 4, 2015. It includes these sections:

- Overview and History
- Student Enrollment and Attendance
- Student and Family Demographics
- Program Operation
- Staff Characteristics
- Objectives and Outcomes
- Progress Toward Sustainability
- Lessons Learned and Recommendations.

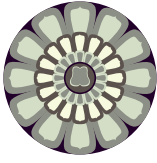


## Overview and History

ASPIRA of Florida has been successfully working with families and young people for 30 years through three avenues: leadership clubs for young people, charter schools, and family programs. Its Youth Leadership Development (YLD) Program provides leadership training, cultural enrichment activities, social skill building, and community action projects for students in 54 schools in Miami-Dade, Broward, and Palm Beach Counties. Its three charter middle schools, all in predominantly minority communities in Miami-Dade County, have as their mission “to build a strong academic and moral foundation that helps students reach their full potential. We teach and model skills and behaviors that empower students to become self-directed leaders of the future. We set high expectations and challenge students to be creative problem-solvers and responsible citizens.” Faithful adherence to that mission over 15 years of operation has developed schools with very high attendance rates and strong parental involvement. Active Parenting Now and Family Literacy comprise the third avenue, that of family engagement. The parenting program, for parents of children ages 5-12, includes activities for parents and children and guidance for parents on how to become effectively involved in their children’s education. The family literacy program includes Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), and Graduate Equivalency Diploma (GED) training for parents and young adults. ASPIRA leaders employ a comprehensive Management Information System to track performance and measure outcomes in all of their programs.

The ASPIRA Youth Sanctuary is an extension of schooling provided at the Arts De/Co campus in the Overtown/Wynwood area of Miami, populated primarily by families whose annual incomes do not include discretionary funds to pay for summer camps, after-school programs, tutoring, or social enrichment activities. The 21<sup>st</sup> Century Community Learning Center grant enables ASPIRA to offer those services free of charge and to aim for improved academic achievement, enhanced character education, and increased family involvement for the youngsters who participate.

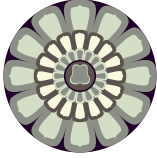




## Student Enrollment and Attendance

Attendance continued to be excellent during the fourth year of the program, which served a total of 178 students. Eighty-two students enrolled in the summer camp, which operated for 30 days. Attendance ranged from 28 to 30 days, and 63 students, 77%, maintained perfect attendance through the summer. The after-school program opened in August with 82 students; 25 more enrolled in September, bringing the enrollment to 107, where it stayed throughout the school year. Attendance for the 180 days of school ranged from 165 to 180 days, with 12 students (11%) maintaining perfect attendance for the year. Twelve Saturday sessions enrolled 80 of the students; 62 (78%) attended every session. Overall attendance stood at 99% for the summer camp, 97% for the after-school program, and 98% for the Saturday program, exceeding the goal of 80% in every instance. Table 1 shows the total number of students enrolled and the number of regularly participating students (30 days or more) for both the summer camp and the school year. The difference between the total number enrolled (178) and the total number of regularly participating students (162) is 16; that number represents the 16 students in summer camp who attended only 28 or 29 days and who did not attend the after-school program during the school year.

<b>Table 1.</b> <b>Student Enrollment: Total and Regularly Participating Students</b> <b>for Summer 2014 and School Year 2014-2015</b> <b>ASPIRA Youth Sanctuary</b>							
<b>Total Enrolled Attending</b> <b>(at least one day)</b>				<b>Regularly Participating Enrollment</b> <b>(30 days or more)</b>			
<b>Summer Only</b>	<b>School Year Only</b>	<b>Both Summer AND School Year</b>	<b>Total</b>	<b>Summer Only</b>	<b>School Year Only</b>	<b>Both Summer AND School Year</b>	<b>Total</b>
71	96	11	178	55	99	8	162
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 and Family Demographics

The program served students from 11 to 16 in Grades 5 through 9. Most were male, most were Hispanic, and all were on free or reduced lunch. Tables 2 through 9 give detailed information on student and family demographics.

<b>Table 2.</b> <b>Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students</b> <b>ASPIRA Youth Sanctuary</b>							
Total Participating Students				Regularly Participating Students			
Gender			Age Range	Gender			Age Range
Male	Female	DK*		Male	Female	DK*	
99	79	0	11-16	86	76	0	11-16
*Don't Know							

<b>Table 3.</b> <b>Students with Special Needs:</b> <b>Total Participating Students</b> <b>ASPIRA Youth Sanctuary</b>					
Limited English Proficient			Identified with Disability		
Yes	No	DK*	Yes	No	DK*
6	101	71	0	0	178
*Don't Know					

**Table 4.**  
**Students with Special Needs:**  
**Regularly Participating Students**  
**ASPIRA Youth Sanctuary**

<b>Limited English Proficient</b>			<b>Identified with Disability</b>		
<b>Yes</b>	<b>No</b>	<b>DK*</b>	<b>Yes</b>	<b>No</b>	<b>DK*</b>
6	101	55	0	0	162
*Don't Know					

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

<b>Total Participating Students</b>	
American Indian/Alaska Native	0
Asian/Pacific Islander	0
Black or African American	46
Hispanic or Latino	103
White or Caucasian American	4
Unknown**	25**
<b>Regularly Participating Students</b>	
American Indian/Alaska Native	0
Asian/Pacific Islander	0
Black or African American	42
Hispanic or Latino	93
White or Caucasian American	3
Unknown**	24**

\*Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.

\*\*Unknown = Racial/ethnic group is unknown or cannot be verified. All of those designated Unknown in this table were reported to be Haitian.

**Table 6.  
Student Grade for Total Participating Students  
ASPIRA Youth Sanctuary**

<b>Grade in School*</b>				
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
3	72	45	56	2
*Grades levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.				

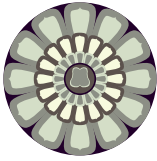
**Table 7.  
Student Grade for Regularly Participating Students  
ASPIRA Youth Sanctuary**

<b>Grade in School*</b>				
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
2	63	41	54	0
*Grades levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.				

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

<b>Free or Reduced Price Lunch</b>		
<b>Yes</b>	<b>No</b>	<b>DK*</b>
178	0	0
*Don't Know		

<b>Table 9.</b>		
<b>Free/Reduced Lunch Status of Regularly Participating Students ASPIRA Youth Sanctuary</b>		
<b>Free or Reduced Price Lunch</b>		
<b>Yes</b>	<b>No</b>	<b>DK*</b>
162	0	0
*Don't Know		



## Program Operation

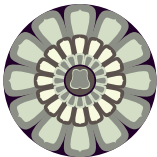
The program operated from 8:30 a.m. to 3:00 p.m. five days a week for six weeks during the summer camp and from 3:00 to 6:00 p.m. five days a week for 36 weeks (actually, for part of 39 weeks, but a total of 180 days) during the school year. It offered students academic instruction and tutorial help in mathematics, science, and reading and enrichment activities such as art, drama, chess, cheerleading, dance, and sports. The summer camp also included talent shows, field days, “Wacky Olympics,” treasure hunts, sports tournaments, and a “Watermelon Derby.” Times of operation appear in Tables 10 and 11, below.

<b>Table 10.</b>				
<b>Summer 2014 Operation ASPIRA Youth Sanctuary</b>				
<b>Total number of weeks this site was open</b>	<b>Typical number of days per week this site was open</b>	<b>Typical number of hours per week this site was open</b>		
		<b>Weekdays</b>	<b>Weekday Evenings</b>	<b>Weekends</b>
6	5	27.5	0	0

**Table 11.**  
**School Year 2014-2015 Operation**  
**ASPIRA Youth Sanctuary**

Total # weeks this site was open	Total # days this site was open	Typical # days per week this site was open	Typical # hours per week this site was open				Total # days this site was operated			
			Before School	During School	After School	Weekends/ Holidays	Before School	During School	After School	Weekends/ Holidays
			0	0	15	4*	0	0	180	12*

\*12 Saturdays



## Staff Characteristics

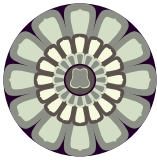
Eighteen professionals comprise the staff of the ASPIRA Youth Sanctuary; 12 of those served during the summer camp and 13 during the school year. Table 12, on the next page, identifies them by position and name. Academic teachers are certified, and the ratio of staff to students is 1:20, consistent with the proposal.

**Table 12.  
Regular Staff by Paid and Volunteer Status  
ASPIRA Youth Sanctuary**

Staff Type	Summer of 2014		2014-2015 School Year	
	Paid by CCLC	Volunteer	Paid by CCLC	Volunteer
School day teachers (former and substitute)	5 Cabrera Malvar Nor Pino Collado		3 Parra Martin Collado	
Center administrators and coordinators	2 Garcia Miralrio		3 Garcia Miralrio	
Youth development workers and non-school day staff with college degree or higher	5 Estiverne Spicer Josue Tasa Washington		7 Nor Ottinot Cannady Flambert Josue Tasa Washington	
Other non-teaching school day staff			1 Revell	

Rosters were provided for four 21<sup>st</sup> CCLC Professional Development Sessions, one on September 17, 2014, that dealt with last year’s summative evaluation, a review of the staff manual, proposed program changed based on the summative evaluation, and working relations with day school teachers; one on November 12, 2014, that covered a program update, day teacher consultation, introduction of new staff members, the upcoming Christmas showcase, and bullying among students; one on March 18, 2015, that dealt with summer camp, personnel changes, the last quarter of Performance Based Learning, and the formative evaluation report; and one on June 4, 2015, that

gave a program update, logistics and assignments for the summer camp, introductions of new staff members, and the June 8<sup>th</sup> parent orientation. Most of the after-school and summer camp staff members attended the appropriate meetings: 12 were at the September session, 13 at the November session, 14 at the March session, and 11 at the June session.



## Objectives and Outcomes

### Objective Assessment

Objective assessment information and data from the End-of-Year Data Collection tab of the Objective Assessment Data Collection and Reporting Tool will be uploaded by project administrators. The information entered on the spreadsheet will be that in bold type below. Explanatory comments are in regular type.

---

**Objective: 80% of regularly participating students will show improvement in comprehending grade level text as demonstrated by such measures as FCAT testing, district and teacher assessments.**

**Objective Assessment Plan: 80% of the regularly participating students will meet or exceed reading comprehension as measured by grades from the beginning to end of academic year.**

**Success Criterion** (approved by Dr. Matthew Trengove in his email message of August 10, 2015): **Students will either maintain an A or B or will improve their academic grade by one letter from the beginning to the end of the year.**

**Benchmark: 80%**

**Total Number of Participants Measured at End of Year: 106** (End of year grades were not posted for one student.)

**Total Number of Participants Meeting Success Criterion: 78**



**Percent of Participants Meeting Success Criterion: 74**

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** The program is doing all that it can to promote academic achievement in reading, mathematics, and science.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** None.

---

**Objective:** 80% of regularly participating students will show improvement in comprehending grade level text as demonstrated by such measures as FCAT testing, district and teacher assessments.

**Objective Assessment Plan:** 80% of the regularly participating students will meet or exceed reading comprehension as measured by State Standardized Assessment from the prior to this current year.

**Success Criterion:** FCAT grades will improve by one grade level with the exception of Level 5 grades.

**Benchmark:** 80%

**Total Number of Participants Measured at End of Year:** 107

**Total Number of Participants Meeting Success Criterion:** 0 – FSA data not available, expected date of release September 2015 (approved by Dr. Trengove)

**Percent of Participants Meeting Success Criterion:** 0

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** The program is doing all that it can to promote academic achievement in reading, mathematics, and science.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** None.

---

**Objective:** 80% of regularly participating students will demonstrate improvement in accuracy, appropriate rate and expression in oral reading through FCAT testing, district, or teacher assessments.

**Objective Assessment Plan:** 80% of the regularly participating students will meet or exceed oral reading fluency as measured by grades from the beginning to end of academic year.

**Success Criterion** (approved by Dr. Matthew Trengove in his email message of August 10, 2015): **Students will either maintain an A or B or will improve their academic grade by one letter from the beginning to the end of the year.**

**Benchmark:** 80%

**Total Number of Participants Measured at End of Year:** 106 (End of year grades were not posted for one student.)

**Total Number of Participants Meeting Success Criterion:** 78

**Percent of Participants Meeting Success Criterion:** 74

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** The program is doing all that it can to promote academic achievement in reading, mathematics, and science.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** None.

---

**Objective:** 80% of regularly participating students will demonstrate improvement in accuracy, appropriate rate and expression in oral reading through FCAT testing, district and teacher assessments.

**Objective Assessment Plan:** 80% of the regularly participating students will meet or exceed oral reading fluency as measured by State Standardized Assessment from the prior to the current year.

**Success Criterion:** FCAT grades will improve by one grade level with the exception of Level 5 grades.

**Benchmark: 80%**

**Total Number of Participants Measured at End of Year: 107**

**Total Number of Participants Meeting Success Criterion: 0 – FSA data not available, expected date of release September 2015 (approved by Dr. Trengove)**

**Percent of Participants Meeting Success Criterion: 0**

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** The program is doing all that it can to promote academic achievement in reading, mathematics, and science.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** None.

---

**Objective:** 80% of regularly participating students will show improvement in applying and extending previous understandings of arithmetic to algebraic expressions by such measures as FCAT testing, district and teacher assessments.

**Objective Assessment Plan:** 80% of the regularly participating students will meet or exceed mathematics as measured by State Standardized Assessment from the beginning to end of academic year.

**Success Criterion:** FCAT grades will improve by one grade level with the exception of Level 5 grades.

**Benchmark: 80%**

**Total Number of Participants Measured at End of Year: 107**

**Total Number of Participants Meeting Success Criterion: 0 – FSA data not available, expected date of release September 2015 (approved by Dr. Trengove)**

**Percent of Participants Meeting Success Criterion: 0**

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** The program is doing all that it can to promote academic achievement in reading, mathematics, and science.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** None.

---

**Objective:** 80% of regularly participating students will show improvement in applying and extending previous understandings of arithmetic to algebraic expressions by such measures as FCAT testing, district and teacher assessments.

**Objective Assessment Plan:** 80% of the regularly participating students will meet or exceed mathematics as measured by grades from the beginning to end of academic year.

**Success Criterion** (approved by Dr. Trengove in his email message of August 10, 2015): **Students will either maintain an A or B or will improve their academic grade by one letter from the beginning to the end of the year.**

**Benchmark:** 80%

**Total Number of Participants Measured at End of Year:** 106 (Final grade not posted for one student)

**Total Number of Participants Meeting Success Criterion:** 70

**Percent of Participants Meeting Success Criterion:** 66

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** The program is doing all that it can to promote academic achievement in reading, mathematics, and science.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** None.

---

**Objective:** 80% of regularly participating students will improve their ability to plan and carry out scientific investigations as measured by the school's pretest, interim assessments, and post-test.

**Objective Assessment Plan: 80%** of the regularly participating students will meet or exceed engagement in science activities as measured by grades from the beginning to end of academic year.

**Success Criterion** (approved by Dr. Trengove in his email message of August 10, 2015): **Students will either maintain an A or B or will improve their academic grade by one letter from the beginning to the end of the year.**

**Benchmark: 80%**

**Total Number of Participants Measured at End of Year: 106**

**Total Number of Participants Meeting Success Criterion: 63**

**Percent of Participants Meeting Success Criterion: 59**

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** The program is doing all that it can to promote academic achievement in reading, mathematics, and science.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** None.

---

**Objective:** 60% family performance will be demonstrated by parents or guardians who attend instructional workshops indicating increased knowledge or skills on post-workshop surveys. The workshops will address topic such as bullying, community leadership, and effective relationships.

**Objective Assessment Plan: 30%** of the parents of regularly participating students will demonstrate parents' increasing knowledge as measured by Pre-Post Assessment/survey from the beginning to end of academic year.

**Success Criterion:** Parents will improve their scores on a pre/post assessment by 10%.

**Benchmark: 30%**

**Total Number of Participants Measured at End of Year: 0**

**Total Number of Participants Meeting Success Criterion: 0**

**Percent of Participants Meeting Success Criterion: 0**

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** Pre/Post tests will be designed and administered in Year 5 to capture data that support this objective.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** In Year 5, results of Pre/Post tests should be available for analysis.

---

**Objective:** 30% of at least one (1) adult family member of regularly participating students will report involvement in regular school activities, as measured by regular school activities surveys.

**Objective Assessment Plan:** 30% of the parents of regularly participating students will meet or exceed attendance in family activities as measured by logs from the beginning to end of academic year.

**Success Criterion:** 30% of the parents of regularly participating students will attend at least 1 event.

**Benchmark:** 30%

**Total Number of Participants Measured at End of Year: 0**

**Total Number of Participants Meeting Success Criterion: 0**

**Percent of Participants Meeting Success Criterion: 0**

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** Logs should be kept in Year 5 to capture data that support this objective.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** In Year 5, parent sign-in logs at school should be available for analysis.

---

**Objective:** 30% of the families of regularly participating students will participate in at least two (2) program activities, as measured by sign-in sheets and/or attendance logs.

**Objective Assessment Plan:** 30% of the parents of regularly participating students will meet or exceed attendance in family activities as measured by sign-In/Out Sheets from the beginning to end of academic year.

**Success Criterion:** 30% of the parents of regularly participating students will attend at least 2 events.

**Benchmark:** 30%

**Total Number of Participants Measured at End of Year:** 107

**Total Number of Participants Meeting Success Criterion:** 9

**Percent of Participants Meeting Success Criterion:** 8

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** Efforts to engage parents will be intensified in Year 5.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** None.

---

**Objective:** 80% of regularly participating students will stay away from negative actions and have improved self-determination, mental health and academic improvement as evidenced by school case management records and report cards.

**Objective Assessment Plan:** 80% of regularly participating students will demonstrate knowledge of healthy lifestyle choices as measured by Authentic Assessment from the beginning to end of academic year.

**Success Criterion:** Students who complete one lap within the established timeline.

**Benchmark:** 80%

**Total Number of Participants Measured at End of Year: 0**

**Total Number of Participants Meeting Success Criterion: 0**

**Percent of Participants Meeting Success Criterion: 0**

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** Measures should be calculated in Year 5 to supply data for support of this objective.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** Data provided to the evaluator will be analyzed.

---

**Objective:** 80% of regularly participating students will stay away from negative actions and have improved self-determination, mental health and academic improvement as evidenced by school case management records and report cards.

**Objective Assessment Plan:** 80% of the regularly participating students will demonstrate knowledge of healthy lifestyle choices as measured by Pre-Post Assessment/Survey from the beginning to end of academic year.

**Success Criterion:** Students will improve their scores on a pre/post assessment by at least 50%.

**Benchmark:** 80%

**Total Number of Participants Measured at End of Year: 0**

**Total Number of Participants Meeting Success Criterion: 0**

**Percent of Participants Meeting Success Criterion: 0**

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** Pre/post surveys should be designed and administered in Year 5.



**End-of-Year Data Collection/Evaluation Changes and Rationale:** Data provided to the evaluator will be analyzed.

---

**Objective:** 80% of regularly participating students will learn life and positive behavioral skills be better prepared for healthy social interaction, interpersonal communications, advancing their scholastic success and opportunities, while refraining from negative behavior within one year as evidenced by pre- and post-student evaluation surveys and report cards.

**Objective Assessment Plan:** 80% of the regularly participating students will decrease disciplinary problems from the beginning to end of academic year as measured by pre-post assessment/survey.

**Success Criterion:** Student disciplinary problems will decrease by at least 1 incident during the course of the year.

**Benchmark:** 80%

**Total Number of Participants Measured at End of Year:** 107

**Total Number of Participants Meeting Success Criterion:** 95 (the number of students free of discipline referrals. This is 20 more than the 75 referral-free students last year.)

**Percent of Participants Meeting Success Criterion:** 89

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** No changes.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** No changes.

---

**Objective:** 80% of regularly participating students will learn life and positive behavioral skills be better prepared for healthy social interaction, interpersonal communications, advancing their scholastic success and opportunities, while refraining from negative behavior within one year as evidenced by pre- and post-student evaluation surveys and report cards.

**Objective Assessment Plan:** 80% of the regularly participating students will decrease disciplinary problems as measured by grades from the beginning to end of academic year.

**Success Criterion:** (approved by Dr. Trengove in his email message of August 10, 2015): Students will either earn a satisfactory conduct grade of **A, B, or C** or will improve their conduct grade by one letter from the beginning to the end of the year.

**Benchmark:** 80%

**Total Number of Participants Measured at End of Year:** 105 (Conduct grades were missing for two students.)

**Total Number of Participants Meeting Success Criterion:** 78 (either earned A, B, or C or improved their conduct grades in reading, mathematics, and science.)

**Percent of Participants Meeting Success Criterion:** 74

**Stars Achieved:** (will be auto-calculated)

**End-of-Year Programmatic Changes and Rationale:** Adults in the program will intensify efforts to communicate to students the desirability of acceptable behavior, not only in the Summer Camp and after-school program, but also in their regular school-day classes.

**End-of-Year Data Collection/Evaluation Changes and Rationale:** No changes.

## Other Findings

### Teacher Survey

The 21<sup>st</sup> CCLC Teacher Survey asked teachers of language arts, mathematics, and science to respond to 12 statements about individual students by recording a number that signified each student's status regarding that response. The numbers and their meaning follow:

- 1 = Significant Decline
- 2 = Moderate Decline
- 3 = Slight Decline
- 4 = No Change
- 5 = Slight Improvement
- 6 = Moderate Improvement
- 7 = Significant Improvement
- 8 = Did Not Need To Improve

These are the statements to which the teachers responded:

- Turning in homework on time.
- Completing quality homework to your satisfaction
- Paying attention and participating in class
- Volunteering (e.g., for extra credit or more responsibilities)
- Attending class regularly
- Being attentive in class
- Behaving well in class
- Improved academic performance
- Coming to school motivated to learn
- Getting along well with other students (positive interactions)
- Improved self-efficacy (belief they can do well in school)
- Parents are interested and/or involved in their child's schooling

Responses ranged from 5 (Slight Improvement) to 8 (Did Not Need To Improve) throughout the survey. In other words, teachers indicated that all 107 regularly participating students improved on every item during the school year. Of the 1,284 responses (12 items X 107 students), only 9, less than 1 percent, were 5s; the remaining 99.3% indicated moderate or significant improvement or no need to improve.

## Site Visits

Evaluator Barbara Quinaz visited the after-school program regularly throughout the year. Each visit was at least two hours long, affording the opportunity to observe classes and to assess the overall quality of the program. Following are excerpts from the reports, which asked for the following information: observer, date, time in, time out, total number of students in attendance, class observed, teacher, assistants, what the teacher was doing, what

the students were doing, the number of students in the class, the number of students fully engaged, overall impressions of the program, and evidence that recommendations from last year's evaluation were being implemented.

**In October,** Ms. Quinaz observed Ms. Pruchelle Revell as she and her assistant Mr. Jovani Flambert helped students with their home learning assignments and then conducted dance class. Ms. Revell had choreographed dance routines for performances scheduled in November. Ms. Quinaz wrote, "The students were quietly working in small groups and pairs while completing their home learning assignments....Later, they were totally engaged and demonstrated considerable knowledge of the dance moves."

Ms. Quinaz also observed Ms. Brianna Cannady as she directed 14 students while they cheered for the ASPIRA soccer team during the Charter School Championship game. Dr. Juan Collado was supervising both the cheerleaders and the student spectators. Coaches Benson Josue and Tasa Tasa also helped with supervision. The report states, "The students were well rehearsed and enthusiastically cheered for their team while encouraging the crowd to do the same."

In addition to the dance class and soccer game, Ms. Quinaz observed a small group of students playing chess. She also noted that, before the activities began, students participated in a mandatory fire drill.

In response to the question, "Did you see any evidence to indicate that recommendation(s) from last year's evaluation are being acted upon," the report concluded, "Teachers emphasized the importance of acceptable conduct and behavior while encouraging students during every activity observed."

**In January,** Ms. Quinaz observed Ms. Nicole Cabrera as she directed 14 students in painting a mural on the walls of the school. Dr. Collado was assisting and supervising other classes as well.

The second activity observed was creative writing, supervised by Mr. Mario Lacerda and Dr. Collado. Ten students were actively working on their language arts assignments.

The report concludes with Ms. Quinaz's overall impressions of the program: "Students in all classes were fully engaged in their activities. The rapport between teachers and students was positive. While observing the above mentioned classes and activities, other students were either playing in or

watching the flag football games, volleyball practice, cheerleading, dance, and playing basketball at Clementis Park. In addition, there were two other charter schools participating in the flag football games.”

**In March,** Ms. Quinaz observed Ms. Cannady, first, as she substituted for Ms. Cabrera in art class, and later, as she worked with the cheerleaders, lecturing on acceptable behavior and then supervising practice. The 15 art students were working on animal-themed art projects, and they were “totally engaged in their drawing.” The 13 cheerleaders “enthusiastically practiced their cheers, which were ‘Stomp and Shake’ routines based on cheers practices by squads from universities, such as Howard University and UCLA.”

Ms. Quinaz reported that other activities being conducted that day were completion of mathematics homework, a fundraiser for the upcoming dance recital, and sports-related activities.

**In April,** Ms. Quinaz observed Ms. Revell and her assistant Mr. Flambert as they worked with the dance class. The 15 students were preparing for an upcoming recital and were “totally engaged” in the routines.

Next, Ms. Quinaz watched Coaches Joyner and Tank as they supervised a basketball game at Clemente Park. Nineteen students were involved.

The report concludes, “In addition, during the afterschool project-based learning time, all students (Grades 6, 7, and 8) went out onto the field and tested rockets they have made previously in class under the supervision of Mr. Gabriel Padron, science teacher. The students were applying critical thinking skills and principles of physics within a rigorous science lesson while having a lot of fun in the process.”

**In May,** Ms. Quinaz observed enrichment activities as guest speakers talked about manners, acceptable social behavior, and personal problems. Ms. Yvonne Salas from the ASPIRA corporate office led a discussion among 11 students on cellphone use in public, speaking to others, word choice, and body language. She also emphasized how these skills will help students when they seek employment. Ms. Sherese James and Mr. Jonathan Grow from the First Priority Organization presented 16 students with “examples of problems and possible scenarios and outcomes. They emphasized how approaching problems in a more positive way would lead to more positive results in the long run.”

## Data Collection

Collection of data continues to challenge staff members. As the section on objective assessment indicated, progress on several of the objectives was not measured because of a lack of data to support the work.

## Suitability of Objectives

As attendance figures and reports of site visits indicate, students are regularly present and highly engaged in the activities, staff members are competent and committed, and the program is effectively administered. However, if success must be measured primarily by the objectives, the program would appear to be failing on nearly every count. Efforts to have the objectives more closely aligned with realistic goals for the program have so far met with no success; however, it is highly desirable that they be revised for the fifth and final year of the project so that they would more effectively reflect the nature of the effort.

### Student Success Snapshot

One of the students who participates in the ASPIRA Youth Sanctuary is F. C., who was born in Honduras in the province of Juticarpa Olancho. At the age of 12, he trekked through Central America with part of his family and eventually crossed the Mexico-USA border. Eventually, he reunited with part of his family in Miami.

F. has been a student at ASPIRA ever since his arrival in the states; in two short years, he advanced to Level 3 in the English for Speakers of Other Languages (ESOL) program, and he earned the highest Grade Point Average (GPA) in the seventh grade.

F. has attended the after school and summer camp programs since his arrival at ASPIRA ARTS/DECO. He is currently the school's soccer team captain, and he is looking forward to bringing the Youth Gold Cup trophy sponsored by the Independent School Sports League to ASPIRA.

Upon his graduation from ASPIRA next year, F. wants to attend day and night school to accelerate his learning requirements to hasten his college experience and eventually fulfill his dreams of becoming an attorney. He wants to be able to defend the poor and defenseless and bring equality for all.

F. has a strong sense of duty; he is personable and well spoken. He likes to take on projects and lead others to complete them. Many times in camp he is placed as a lead camper during the project based learning assignments as well as field activities. Recently he was interviewed by the national Spanish television station UNIVISION as part of a program that identified up and coming young leaders. (His interview can be viewed on You-Tube.)

F. is clearly a highly motivated, successful youngster. What the ASPIRA Youth Sanctuary summer camp and after-school program have offered him are avenues for his development that otherwise would not have been available. They have enabled him to develop not only his academic potential but also his character, his athletic abilities, his physical fitness, and his skill in leadership.

### Overall Findings for Each Objective

Details about the attainment of objectives have been provided in an earlier section of this report. This section, therefore, will elaborate on the findings regarding the five topics covered by the objectives—reading, mathematics, science, personal enrichment, and family involvement.

#### Reading

Academic grades for reading in the first and last quarters of the school year were available for 106 of the 107 students (final grades were not posted for one student). As the table below shows, almost three-quarters of the students, 74 percent, either maintained excellent or good grades of A or B or improved their academic performance during the year. A small number of students, 11 percent, retained the grade of C or D throughout the year. Performance of the remaining 15 percent of students declined from the first to the last quarter to a C, D, or F or remained at an F throughout the school year.

**ASPIRA Youth Sanctuary**  
**Performance in Reading as Measured by Academic Grades**  
**On Report Cards in First and Fourth Quarters, 2014-2015**  
**(n = 106)**

<b>Academic Performance</b>	<b>Number</b>	<b>Percent</b>
Maintained A or B or improved	78	74
Remained at C or D	12	11
Declined to C, D, or F or remained at F	16	15
Total	106	100

### Mathematics

Academic grades for mathematics in the first and last quarters of the school year were also available for 106 students. As the table below shows, well over half, 66 percent, either maintained excellent or good grades of A or B or improved their academic performance during the year. Sixteen percent retained the grade of C or D throughout the year. Performance of the remaining 18 percent declined from the first to the last quarter to a C, D, or F or remained an F throughout the school year.

**ASPIRA Youth Sanctuary**  
**Performance in Mathematics as Measured by Academic Grades**  
**On Report Cards in First and Fourth Quarters, 2014-2015**  
**(n = 106)**

<b>Academic Performance</b>	<b>Number</b>	<b>Percent</b>
Maintained A or B or improved	70	66
Remained at C or D	17	16
Declined to C, D, or F or remained at F	19	18
Total	106	100

### Science

Academic grades for science in the first and last quarters of the school year were also available for 106 students. As the table below shows, well over half, 59 percent, either maintained excellent or good grades of A or B or improved their academic performance during the year. Fourteen percent



retained the grade of C or D. Performance of the remaining 26 percent of students declined from the first to the last quarter to C, D, or F or remained at F throughout the school year.

<b>ASPIRA Youth Sanctuary                      Performance in Science as Measured by Academic Grades                      On Report Cards in First and Fourth Quarters, 2014-2015                      Grades 6, 7, and 8 (n = 106)</b>		
<b>Academic Performance</b>	<b>Number</b>	<b>Percent</b>
Maintained A or B or improved	63	59
Remained at C or D	15	14
Declined to C, D, or F or remained at F	28	26
Total	106	100

### Personal Enrichment

Report cards with conduct grades were available for 105 students (conduct grades were missing for two students). Since the project is measuring progress in reading, mathematics, and science, those were the subjects examined on the report cards for conduct grades. As the table below indicates, 74 percent of the students earned satisfactory conduct grades (C or higher) in all three subjects throughout the year or raised their conduct grade to at least a C from the first to the last quarter.

<b>Number and Percent of Students                      Who Earned Satisfactory and Unsatisfactory Conduct Grades                      In First and Last Grading Periods, 2014-2015                      (N = 105)</b>		
<b>Conduct Grades                      Reading, Mathematics, and Science</b>	<b>Number</b>	<b>Percent</b>
Satisfactory grades (A, B, or C)	78	74
One or more unsatisfactory grades (D or F)	27	26
Total	105	100

Serious misbehavior is documented by the production of a case management form, signifying that the student was referred to counselors or

administrators for action. Of the 107 students enrolled in the after-school program, only 12 were referred for misbehavior during this school year, leaving 95 of the students, 89 percent, referral-free.

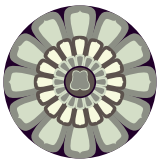
<b>ASPIRA Youth Sanctuary</b> <b>Number and Percent of Students Referred and Free of Referrals</b> <b>2014-2015</b> <b>(n = 107)</b>		
	<b>Number</b>	<b>Percent</b>
Students Referred	12	11
Students Free of Referrals	95	89
Total	107	100

### Family Involvement

The program offered seven workshops for parents during the year. The following table gives the date and topic of each workshop, followed by the number of parents or guardians who attended, the number of students represented, and the percent of the student population represented. As the table indicates, attendance ranged from 14 to 30, and the percent of the student population represented ranged from 6 to 28 percent. As reported in the earlier section, however, only nine parents or guardians attended two or more of the workshops, representing only eight percent of regularly attending students.

**ASPIRA Youth Sanctuary  
Attendance at Parent Workshops  
2014-2015**

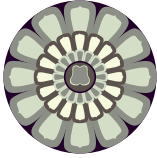
<b>Date</b>	<b>Topic</b>	<b>Number of Parents or Guardians Who Attended</b>	<b>Number of Students Represented</b>	<b>Percent of Student Population Represented (N= 107)</b>
Nov. 14	How To Participate in Your Child's Education	29	18	17
Dec. 12	Bullying and How To Stop It	14	14	13
Jan. 23	Parenting for Drugs	41	9	8
Feb. 20	Less Stress about the Test	32	7	7
Mar. 13	Parents' Rights and Responsibilities	20	6	6
May 1	Getting Involved in Your Child's Education	14	6	6
June 3	Students' Academic Achievement	30	30	28



## Progress Toward Sustainability

Although the ASPIRA Youth Sanctuary has no partners associated with it through the 21<sup>st</sup> CCLC grant, the ASPIRA organization is linked by tradition to several other educational and community agencies, all of which, according to the proposal, “share our mission to provide leadership through education to Hispanic and other underserved vulnerable populations.” Some of those agencies are the Miami-Dade County Public Schools, Miami Dade College, the University of Miami’s Frost School of Music, the National Council of Puerto Rican Women, the Puerto Rican Professional Organization of South Florida,

the Florida College Access Network, the Florida Sterling Council, and ASPIRA's own Local Advisory Council. ASPIRA's leaders continually nurture relationships with all of those agencies.



## Lessons Learned and Recommendations

These **findings** emerged from the evaluation:

- Students benefit from and enjoy the summer camp, the after-school program, and the Saturday program, as indicated by their almost perfect attendance in all three: 99 percent in summer camp, 97 percent in the after-school program, and 98 percent in the Saturday program.
- In reading, 74 percent of the students either maintained grades of A or B or improved their grade by one letter during the school year. This performance falls slightly short of the 80% goal.
- In mathematics, 66 percent of the students either maintained grades of A or B or improved their grade by one letter during the school year. This performance falls considerably short of the 80% goal.
- In science, 59 percent of the students either maintained grades of A or B or improved their grade by one letter during the school year. This performance falls almost 20 percent short of the 80% goal.
- Parent attendance at the seven workshops ranged from 14 to 30. Eight percent of the regularly participating students were represented at two or more workshops, falling far short of the goal of 30 percent.
- Seventy-four percent of the students maintained satisfactory conduct grades of A, B, or C or improved their conduct grade to that level during the school year, almost achieving the goal of 80 percent.
- A robust 89 percent of the students were referral free during the school year, exceeding the goal of 80 percent and attesting to acceptable behavior on the part of a vast majority of students.

- Seven objectives were not measured because data (including Florida Standards Assessment scores) were unavailable for analysis.
- Teachers indicated in a survey that all 107 students either improved or showed no need of improvement on 12 aspects of schooling.
- Site visits revealed consistently engaging activities conducted by competent, caring staff members.

These **lessons** emerged from the fourth year of the project:

- Parents care for their children and are interested in their welfare, but their involvement in school activities and attendance at evening workshops still fall short of what is desirable.
- Collection of data continues to present a challenge.
- Current objectives offer a limited view of the program and its accomplishments.

These **recommendations** are offered as avenues to improve the program and its accountability:

- Intensify efforts to engage parents, both in regular school activities and in the workshops.
- Establish and adhere to a timeline for data collection.
- Seek approval for new objectives that will more accurately reflect the program.

\* \* \*

## References

*Guiding Principles for Evaluators* (2012). On the American Evaluation Association website: [www.eval.org](http://www.eval.org).

House, E. R. (1983) "Assumptions Underlying Evaluation Models," *Viewpoints on Educational and Human Services Evaluation*. Boston: Kleuver-Nijhoff Publishing.

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*About the Evaluator:* Billie F. Birnie, Ph.D., of Birnie and Associates, is an independent consultant who works primarily with schools and non-profit agencies. She has been conducting program evaluations for more than 20 years. She is on the list of approved evaluators for the Miami-Dade County Public Schools, and she is a member of the American Evaluation Association. Questions or comments about this evaluation may be directed to her at [bfbirnie@bigbend.net](mailto:bfbirnie@bigbend.net).