

ASPIRA of Florida Youth Sanctuary  
21<sup>st</sup> Century Community Learning Center  
Summative Evaluation, 2016



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## Executive Summary

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 fifth year of operation, from June 2015 through June 2016. The summer camp operated in June and July, the after-school program from August through June, and the Saturday Academy from December through March. Four workshops engaged parents. The program enrolled 181 students in Grades 6, 7, and 8, 178 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 their almost perfect attendance and also by site visits, which confirmed consistently engaging activities conducted by a caring, competent staff.
- Academically, the project aims for improvement in reading, mathematics, and science. On report card grades, the goal is that 80 percent will either maintain an A or B or improve academic performance by one grade. On the Florida Standards Assessment, the goal is that 80 percent will attain a performance level of 3 or higher (of five levels). In reading, 57 percent of the students attained the goal in report card grades and 14 percent on the FSA; in mathematics, 72 percent on grades and 14 percent on FSA; and in science, 59 percent on grades and 19 percent on FSA.
- Goals for student behavior are for 80 percent of the students to maintain satisfactory conduct grades of A, B, or C or improve their conduct grade and to remain referral free; 64 percent attained the desired grades and 69 percent had no referrals.
- Goals for healthy lifestyle choices aim for 80 percent of the students to maintain or increase the number of laps completed on the Progressive Aerobic Cardiovascular Endurance Run (PACER) and to improve scores from pre- to interim to post-tests on the Healthy Behavior Assessment. On both measures, students excelled: 99 percent met the PACER standard and 100 percent met the HBA standard.
- Goals for parent involvement called for 30 percent of parents to attend workshops and for 60 percent to report satisfaction with the program. Attendance at the four workshops ranged from 15 to 39, attaining the goal of 30 percent, and 100 percent of the parents surveyed reported satisfaction with the program.

The evaluation concludes with three recommendations: continue the high quality of engagement with students, improve data collection, and continue to seek objectives that more accurately reflect the program.



# ASPIRA of Florida Youth Sanctuary 21<sup>st</sup> Century Community Learning Center Summative Evaluation, 2016

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 fifth 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, 2015, the first day of the summer camp, through the end of the academic year June 9, 2016. It includes:

- Overview and History
- Student Enrollment and Attendance
- Student and Family Demographics
- Program Operation
- Staff Characteristics
- Objectives and Outcomes
- Other Findings
- 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 fifth year of the program, which served a total of 181 students. Eighty-five students enrolled in the summer camp, which operated for 30 days; three students attended only 28 days, leaving 82 regularly participating students. The after-school program opened in August with 86 students; 23 more enrolled in September, bringing the enrollment to 109, where it stayed through the end of February, when one student dropped out, leaving 108 students enrolled for the last four months of the school year. Thirteen Saturday sessions enrolled 88 of the students. Overall attendance stood at 99% for the summer camp, 98% for the after-school program, and 99% 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.

<b>Table 1.</b>							
<b>Student Enrollment: Total and Regularly Participating Students</b>							
<b>for Summer 2015 and School Year 2015-2016</b>							
<b>ASPIRA Youth Sanctuary</b>							
<b>Total Enrolled Attending (at least one day)</b>				<b>Regularly Participating Enrollment (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>
72	96	13	181	69	96	13	178
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 ages 11 to 16 in Grades 6 through 8. Most were male, Hispanic, and on free 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*	
108	73	0	11-16	105	73	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*
23	158	0	5	176	0
*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>
23	155	0	5	173	0
*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	56
Hispanic or Latino	119
White or Caucasian American	1
Unknown**	5
<b>Regularly Participating Students</b>	
American Indian/Alaska Native	0
Asian/Pacific Islander	0
Black or African American	54
Hispanic or Latino	118
White or Caucasian American	1
Unknown**	5

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

\*\*Unknown = Racial/ethnic group is unknown or cannot be verified.

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

<b>Grade in School*</b>		
<b>6</b>	<b>7</b>	<b>8</b>
58	58	65
*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>6</b>	<b>7</b>	<b>8</b>
57	58	63
*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>
179	2	0
*Don't Know		

Table 9. Free/Reduced Lunch Status of Regularly Participating Students ASPIRA Youth Sanctuary		
Free or Reduced Price Lunch		
Yes	No	DK*
176	2	0
*Don't Know		



**Program Operation**

The program operated from 9:00 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.

Table 10. Summer 2015 Operation ASPIRA Youth Sanctuary				
Total number of <u>weeks</u> this site was open	Typical number of <u>days per week</u> this site was open	Typical number of <u>hours per week</u> this site was open		
		Weekdays	Weekday Evenings	Weekends
6	5	27.5	0	0

**Table 11.**  
**School Year 2015-2016 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
36	180	5	0	0	15	4*	0	0	180	13*
*13 Saturdays										



## Staff Characteristics

Seventeen professionals, 12 men and 5 women, comprise the staff of the ASPIRA Youth Sanctuary; 8 served both during the summer camp and the school year; 3 in the summer camp only, and 6 in the school year only. The core staff has remained stable throughout the five years of the project. Table 12, on the next page, identifies staff members by position and name. Academic teachers, who possess bachelor's, master's, or doctorate, are certified; all others have a high school education; two have some college. 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 2015		2015-2016 School Year	
	Paid by CCLC	Volunteer	Paid by CCLC	Volunteer
School day teachers (former and substitute)	5 Collado Pino		3 Collado Knigin Pino Martin	
Center administrators and coordinators	2 Garcia Miralrio		3 Garcia Miralrio	
Youth development workers and non-school day staff with college degree or higher	5 Alexis Arambula Flambert Josue Perello Tasa Washington		7 Alexis Joyner Josue Parra Padilla Tasa Washington Williams	
Other non-teaching school day staff			1 Revell	

Rosters were provided for three 21<sup>st</sup> CCLC Professional Development Sessions, one on November 5, 2015, that dealt with how to recognize child abuse; one on April 8, 2016, that covered risk management; and one on June 1, 2016, that dealt with student leadership. Most of the after-school and summer camp staff members attended the appropriate meetings: 13 were at the November meeting and 12 at the April and June sessions. In addition, the Advisory Board met December 8, 2015, and May 13, 2016.



## 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 have been uploaded by project administrators. This section of the report contains information required by the Summative Evaluation Reporting Template: objectives, activities, measures and data collected, data collection timeline, continuous assessment, data quality, student inclusion, and progress toward achievement of objectives.

Following are the 14 objectives approved by the Florida Department of Education, the standards for achievement, and progress toward attaining the objectives.

- 1. 80 percent of regularly participating students will improve their reading as measured by report card grades. (Maintain an A or B grade or improve from a grade of C to B or a grade of D or F to C.)**

As the table below indicates, 60 students, or 57 percent of those for whom final grades were available, attained the standard.

<b>Academic Grades in English Language Arts First and Fourth Quarters, 2015-2016</b>					
	Maintained A or B	Improved from C, D, or F	Remained at C, D, or F	Declined to C, D, or F	Total
Number	43	17	21	25	106
Percent	41	16	20	24	101

- 2. 80 percent of regularly participating students will improve their reading as measured by the Florida Standards Assessment.**



**(Maintain a proficiency level of 3 or higher or improve proficiency level to satisfactory or above.)**

As the table below indicates, FSA scores were available for only 56 of the 109 students, just over half. Of those, 14 percent attained the desired performance level of 3 or above.

<b>Florida Standards Assessment Scores, English Language Arts 2016</b>						
	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Number	31	17	7	1	0	56
Percent	55	30	13	2	0	100

- 3. 80 percent of regularly participating students will demonstrate their oral reading fluency as measured by report card grades. (Maintain an A or B grade or improve from a grade of C to B or a grade of D or F to C.)**

As the table below indicates, 60 students, or 57 percent of those for whom final grades were available, attained the standard.

<b>Academic Grades in English Language Arts First and Fourth Quarters, 2015-2016</b>					
	Maintained A or B	Improved from C, D, or F	Remained at C, D, or F	Declined to C, D, or F	Total
Number	43	17	21	25	106
Percent	41	16	20	24	101

- 4. 80 percent of regularly participating students will demonstrate their oral reading fluency as measured by the Florida Standards Assessment. (Maintain a proficiency level of 3 or higher or improve proficiency level to satisfactory or above.)**

As the table below indicates, FSA scores were available for only 56 of the 109 students, just over half. Of those, 14 percent attained the desired performance level of 3 or above.

<b>Florida Standards Assessment Scores, English Language Arts 2016</b>						
	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Number	31	17	7	1	0	56
Percent	55	30	13	2	0	100

5. **80 percent of regularly participating students will improve their performance in mathematics as measured by report card grades. (Maintain an A or B grade or improve from a grade of C to B or a grade of D or F to C.)**

As the table below indicates, 76 students, or 72 percent of those for whom final grades were available, attained the standard.

<b>Academic Grades in Mathematics First and Fourth Quarters, 2015-2016</b>					
	Maintained A or B	Improved from C, D, or F	Remained at C, D, or F	Declined to C, D, or F	Total
Number	43	33	14	16	106
Percent	41	31	13	15	100

6. **80 percent of regularly participating students will improve their performance in mathematics as measured by the Florida Standards Assessment. (Maintain a proficiency level of 3 or higher or improve proficiency level to satisfactory or above.)**

As the table below indicates, FSA scores were available for only 56 of the 109 students, just over half. Of those, 14 percent attained the desired performance level of 3 or above.

Florida Standards Assessment Scores, Mathematics 2016						
	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Number	31	17	7	1	0	56
Percent	55	30	13	2	0	100

7. **80 percent of regularly participating students will improve their engagement in science achievement as measured by report card grades. (Maintain an A or B grade or improve from a grade of C to B or a grade of D or F to C.)**

As the table below indicates, 63 students, or 59 percent of those for whom final grades were available, attained the standard.

Academic Grades in Science First and Fourth Quarters, 2015-2016					
	Maintained A or B	Improved from C, D, or F	Remained at C, D, or F	Declined to C, D, or F	Total
Number	30	33	34	9	106
Percent	28	31	32	8	99

8. **80 percent of regularly participating students will improve their engagement in science achievement as measured by the Florida Standards Assessment. (Maintain a proficiency level of 3 or higher or improve proficiency level to satisfactory or above.)**

As the table below indicates, FSA scores were available for only 54 of the 109 students, just under half. Of those, only one student took the

test in the eighth grade; all of the others took the test in fifth grade. (The science test is not administered to sixth or seventh grade students.) Ten students, 19 percent of those for whom scores were available, attained the desired performance level of 3 or above—including the eighth grade student, who performed at Level 4.

<b>Florida Standards Assessment Scores, Science, 2016</b>						
	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Number	26	18	9	1	0	54
Percent	48	33	17	2	0	100

9. **80 percent of regularly participating students will improve their conduct grades as measured by progress reports. (Maintain an A or B conduct grade or improve from a grade of C to B or a grade of D or F to C AND/OR be referral-free as measured by case management records.)**

As the table below indicates, 202 conduct grades, 64% of those in the three subjects measured, attained the standard.

<b>Conduct Grades in English Language Arts, Mathematics, and Science First and Fourth Quarters, 2015-2016</b>					
	Maintained A or B	Improved from C, D, or F	Remained at C, D, or F	Declined to C, D, or F	Total
English	41	18	14	33	106
Percent	39	17	13	31	100
Math	51	33	11	11	106
Percent	48	31	10	10	99
Science	26	33	21	26	106
Percent	25	31	20	25	101
Total	118	84	46	70	318
Percent	37	26	14	22	99

Case management records were available for all 109 of the regularly participating students; 74 students, 69 percent, remained referral free throughout the year.

- 10. 80 percent of regularly participating students will reduce their disciplinary problems as measured by school or district records. (Maintain an A or B conduct grade or improve from a grade of C to B or a grade of D or F to C AND/OR be referral-free as measured by case management records.)**

As the table below indicates, 202 conduct grades, 64 percent of those in the three subjects measured, attained the standard.

<b>Conduct Grades in English Language Arts, Mathematics, and Science First and Fourth Quarters, 2015-2016</b>					
	Maintained A or B	Improved from C, D, or F	Remained at C, D, or F	Declined to C, D, or F	Total
English	41	18	14	33	106
Percent	39	17	13	31	100
Math	51	33	11	11	106
Percent	48	31	10	10	99
Science	26	33	21	26	106
Percent	25	31	20	25	101
Total	118	84	46	70	318
Percent	37	26	14	22	99

Case management records were available for all 109 of the regularly participating students; 74 students, 69 percent, remained referral free throughout the year.

- 11. 80 percent of regularly participating students will improve their knowledge of healthy lifestyle choices as measured by authentic assessment. (Maintain or increase the number of laps completed in the Progressive Aerobic Cardiovascular Endurance Run [PACER] from pre-test to post-test.)**

Pre- and post-test scores were available for 106 regularly participating students; of those, 105, or 99 percent, improved their scores from pre-test to post-test.

**12. 80 percent of regularly participating students will improve their knowledge of healthy lifestyle choices as measured by pre-post assessments. (Indicate increased knowledge about healthy living as measured by pre- and post-test scores on the Healthy Behavior Assessment.)**

Pre- and post-test scores were available for all 109 of the regularly participating students; all of them, 100 percent, improved their scores from pre-test to post-test.

**13. 30 percent of the parents of regularly participating students will improve their awareness of community resources as measured by logs. (Indicate increased knowledge about community resources as measured by attendance logs at family resource seminars.)**

Four workshops for parents were conducted during the school year: November 19 on The Importance of Attendance and Parent-Teacher Conferences; December 9 on How to Recognize Bullying; February 9 on Parenting for Drugs; and April 20 on Health and Nutrition. Attendance was 39, 30, 15, and 30 (an estimate because no log was available), respectively, for a total of 114 parents (a duplicated count). Attendance at the November workshop was 39, 36 percent of the families, exceeding the criterion of 30 percent.

**14. 60 percent of the parents of regularly participating students will achieve their involvement in student education as measured by perceptual survey. (Report being satisfied or very satisfied with the program's help in becoming more involved with children's education as measured by the Adult Family Member Survey.)**

A sample of 54 adult family members were surveyed; all of them, 100 percent, indicated that they were satisfied or very satisfied with the program's help in becoming more involved with their child's education.

Activities and information regarding continuous assessment are reported in the table that follows.

**Table 13.**  
**ASPIRA Youth Sanctuary:**  
**Objectives, Activities, and Continuous Assessment**

Objectives	Activities and Continuous Assessment
1, 2, 3, 4: English Language Arts	Students participated in reading activities each day of the week. They used high-interest level materials and engaging strategies to develop their skill. Site visits suggested that recommendations made in previous evaluations influenced instruction. In addition, teachers' observation of student performance, use of computer-assisted monitoring, and attention to academic grades informed instruction.
5, 6: Mathematics	Students participated in mathematics activities each day. They used high-interest level materials and engaging strategies to develop their skill. Site visits suggested that recommendations made in previous evaluations influenced instruction. In addition, the teacher's observation of student performance, use of computer-assisted monitoring, and attention to academic grades informed instruction.
7, 8: Science	Students participated in science activities each day of the week. They used hands-on activities and linked science to practical applications to develop their skill. In addition, teachers' observation of student performance and attention to academic grades informed instruction.
9, 10: Personal Enrichment, Behavior and Problem-Solving	All of the staff members in the Youth Sanctuary attended daily to the development of students' character and the shaping of their behavior. In addition, Youth Advisors dealt with topics such as leadership, drugs, gangs, violence, sexually transmitted diseases, finances, behavior, self-esteem, self-awareness, and the importance of making good grades and choosing good schools. Continuous assessment involved daily observation of students, counseling when needed, and attention to case management referrals and conduct grades.
11, 12: Personal Enrichment, Health and Nutrition	Students experienced guided physical activities every day and participated in discussions of health and nutrition. Progress was monitored by using PACER and HBA.
13, 14: Family Member Participation and Satisfaction	Parents attended four workshops, one each on the importance of attendance and parent teacher conferences, how to recognize bullying, health and nutrition, and drugs. A sample of adult family members participated in the Adult Family Member Survey.

The following table reports measures, data collection timeline, inclusion, and the quality of data for each of the 14 objectives.

**ASPIRA Objective Assessment:  
Measures, Data Timeline, and Quality of Data**

<b>Objective</b>	<b>Measures</b>	<b>Data Timeline</b>	<b>Inclusion</b>	<b>Quality of Data</b>
1 and 3: English Language Arts	Academic Grades in English Language Arts from Report Cards	Quarterly, 2015-16	Final grades available for 106 students	Satisfactory
2 and 4: English Language Arts	Florida Standards Assessment	April 11 – May 13	Scores available for 56 students	Satisfactory but limited
5: Mathematics	Academic Grades in Mathematics from Report Cards	Quarterly, 2015-16	Final grades available for 106 students	Satisfactory
6: Mathematics	Florida Standards Assessment	April 11 – May 13	Scores available for 56 students	Satisfactory but limited
7: Science	Academic Grades in Science from Report Cards	Quarterly, 2015-16	Final grades available for 106 students	Satisfactory
8: Science	Florida Standards Assessment	April 11 – May 13	Scores available for 54 Students	Satisfactory but limited
9, 10: Personal Enrichment, Behavior and Problem Solving	Conduct Grades in English Language Arts, Mathematics, and Science from Report Cards and Case Management Records	Quarterly, 2015-16	Conduct grades available for 106 students; Case Management Records available for 109 students	Satisfactory
11: Personal Enrichment, Healthy Lifestyle	Progressive Aerobic Cardiovascular Endurance Run (PACER)	Beginning, Middle, and End of School Year	Pre- and post-test scores available for 106 students	Satisfactory
12: Personal Enrichment, Health and Nutrition	Healthy Behavior Assessment	September November January March May	Pre- and post-test scores available for 109 Students	Satisfactory
13: Adult Family Member Participation	Attendance Logs for Workshops	November December February April	114 (duplicated count); attendance logs available for 3 of the 4 workshops; attendance for fourth workshop estimated	Satisfactory for first three; no log for April workshop
14: Adult Family Member Participation	Adult Family Member Survey	Mid-Year	Surveys available for 54 parents	Satisfactory



## 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 89 individual students by recording a number that signified each student's status regarding that issue. The numbers and their meaning follow:

- 1 = Declined
- 2 = No Change
- 3 = Improved
- 4 = 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
- 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

Of the 1,068 responses (89 students X 12 statements each), 890, or 83 percent, indicated that students improved or did not need to improve. No change was indicated in 167 instances, 16 percent of the responses, and only 11, 1 percent, declined.

### Adult Family Member Survey

The 21<sup>st</sup> CCLC Adult Family Member Survey asked a sample of 54 parents or guardians to respond to a series of questions regarding their satisfaction with the program. All of the answers, 100 percent, were positive,

indicating that parents were satisfied or very satisfied with every aspect of the program cited.

## Student Survey

The 21<sup>st</sup> CCLC Student Survey was administered to 113 students; of those, 109 responded to all of the questions. Asked to indicate their level of satisfaction with 12 aspects of the program, all except one student reported being somewhat or definitely satisfied with everything. Their answers represented 99 percent of the responses. The student who was dissatisfied, a seventh grader, indicated that he was not at all satisfied with eight aspects of the program; his answers comprised less than 1 percent of the responses.

## Site Visits

Evaluator Barbara Quinaz visited the after-school program twice, on March 9 and on May 18. In March, she observed teachers Richard Knigin and Yasser Pino as they assisted students in creating a three-dimensional Periodic Table that incorporated science, mathematics, and art and also assistant Jennifer Williams as she worked with students on dance routines for an upcoming recital. The report indicated that students not at the school site were either playing in or attending a basketball game at the park. The report concludes, “Teachers emphasized the importance of acceptable conduct and behavior while encouraging students during every activity observed. In addition the S.T.E.M. [Science, Technology, Engineering, and Mathematics] interdisciplinary project...engaged students in a creative way while reinforcing previous class lessons and academic skills. Additionally, parents will be attending the upcoming dance recital.”

In May, Ms. Quinaz observed Mr. Knigin and Coach Joshua Washington as they set up materials for another S.T.E.M. project. Three students were present. The report states, “According to Mr. Knigin and Coach Joshua, the weather had influenced lack of participation.” Director Aldo Garcia reported later that the remaining 103 students who were present that day were at an event at the park.

## Data Collection

Timely collection of data continues to be a challenge.

## Suitability of Objectives

Efforts to have the objectives more closely aligned with realistic goals for the program met with no success; however, it is still desirable that they be revised 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 R.L., an eighth grader who has been in the United States for three years. A former ESOL student who exited the program early because of extraordinary progress, R. maintains a 3.8 grade point average and is consistently on the honor roll. In spite of his diminutive size (4'8" tall and 97 pounds), R. distinguishes himself each Sunday in church by playing the huge double bass string instrument. His teachers describe him as "attentive and personable, with a great outlook on life."

R.'s hobbies including reading, being a youth leader at his church, and serving as an example for his brothers and sisters. He supervises his younger siblings while his parents work, and he helps with chores at home.

R. has been active in the summer camp and after-school program since his arrival. He has played both basketball and football for the school and he currently holds the record for most consistent foul shots. He is a leader on the court as well as in the classroom.

R. hopes to earn a college scholarship through his ability in sports; he plans to become a professional musician and a music teacher.

The ASPIRA summer camp and after-school program have enabled R. to develop not only his academic potential but also his character, his athletic abilities, his physical fitness, and his skill in leadership.



### 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 all three components of the program, as indicated by their almost perfect attendance and also by site visits, which confirmed consistently engaging activities conducted by a caring, competent staff.
- Academically, the project aims for improvement in reading, mathematics, and science. On report card grades, the goal is that 80 percent will either maintain an A or B or improve academic performance by one grade. On the Florida Standards Assessment, the goal is that 80 percent will attain a performance level of 3 or higher (of five levels). In reading, 57 percent of the students attained the goal in report card grades and 14 percent on the FSA; in mathematics, 72 percent on grades and 14 percent on FSA; and in science, 59 percent on grades and 19 percent on FSA.
- 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; 64 percent attained the desired grades and 69 percent had no referrals.

- Goals for healthy lifestyle choices aim for 80 percent of the students to maintain or increase the number of laps completed on the Progressive Aerobic Cardiovascular Endurance Run (PACER) and to improve scores from pre- to post-tests on the Healthy Behavior Assessment. On both measures, students excelled: 99 percent met the PACER standard and 100 percent met the HBA standard.
- Goals for parent involvement called for 30 percent of parents to attend workshops and for 60 percent to report satisfaction with the program. Attendance at the four workshops ranged from 15 to 39, attaining the goal of 30 percent, and 100 percent of the parents surveyed reported satisfaction with the program.

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

- 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:

- Continue the high quality of engagement with students.
- Establish and adhere to a timeline for data collection.
- Seek approval for new objectives that will more accurately reflect the program.

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## References

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

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Patton, Michael Quinn. (1997) *Utilization-Focused Evaluation*. Thousand Oaks, CA: Sage.

*About the Evaluators:* 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 a member of the American Evaluation Association. Questions or comments about this evaluation may be directed to her at [bfbirnie@icloud.com](mailto:bfbirnie@icloud.com). Barbara Quinaz is an associate evaluator with 27 years of teaching and administration; highly experienced in capturing the reality of classrooms in which she observes, she has served as site visitor since the inception of this program.