

CENTRO CAMPEÑO FARMWORKER CENTER, INC.

21ST CENTURY COMMUNITY LEARNING CENTERS

SUMMATIVE EVALUATION REPORT

2017-2018

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THE 21ST CENTURY COMMUNITY LEARNING CENTER INITIATIVE

THE NEED FOR AFTERSCHOOL

A great need exists for afterschool activities providing appropriate youth supervision and involvement. Academic literature suggests that children and parents are well served by carefully organized and supervised youth programs during afterschool hours. Programs can extend social, educational, and recreational activities for children, while protecting them from unhealthy environments (Posner & Vandell, 1994; Riley, 1994). Although there is no established formula for quality afterschool programs, most successful programs combine academic, recreational, physical, and artistic elements in a curriculum designed to engage youth in a variety of structured and supervised activities. The activities can fulfill numerous needs of children, families, and communities, while also providing safe and positive environments to nurture the cognitive, social, physical, and emotional development of youth (Reno & Riley, 2000). Consensus usually exists among program administrators that these components serve four key program objectives: (1) scholastic development, grade improvement, and increased performance on standardized tests (e.g., disguised learning, homework assistance, remediation, career awareness, and technology education); (2) improve behavior and social skills (e.g., behavior modification, character development, social skills education, conflict resolution; and substance abuse education); (3) provide a caring and safe environment, thus reducing negative impacts of unsupervised activities and allowing parents to be less worried about their child's safety, more appreciative of their child's talents, and more comfortable concentrating on their vocations (Wallace, 2002); and (4) provide children with personal inspiration, improving feelings of self-worth, self-concept, self-confidence, overall self-esteem, and self-perceptions of ability (Davis, 2001; Sanacore, 2002; Sanderson, 2003), as well as motivation to succeed in life and school.

TYPES OF AFTERSCHOOL PROGRAMMING

It is important to distinguish between three major types of after school programs. Child Care and Day Care (or “after care”) programs are typically the least structured



programs with a primary focus on providing a supervised place for children while parents are still in work. Extracurricular programs are typically more structured, school-run programs with a primary focus in single areas (e.g., after school band, football, debate, etc.). Finally, “afterschool program” (or “Extended Learning Program”) is a term typically used to describe the most structured types of programs offering a wide breadth of activities to enrich the minds and bodies of participating students. The latter are those programs generally included in research studies and are more likely to receive federal, state, and local funding. Ultimately, 21st CCLC programs, including the one at focus within this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida.

THE 21ST CCLC INITIATIVE

The national need for structured afterschool programming spawned the creation of the 21st Century Community Learning Centers (CCLC) initiative in 1994, when the U.S. Congress authorized the establishment of the federal afterschool programs. In 1998, the 21st CCLC program was refocused on supporting schools to provide school-based academic and recreational activities during after school hours, summer, and other times when schools were not in regular session. The development of the *No Child Left Behind Act of 2001* brought further political focus and federal funding to afterschool programs, which signified the beginning of federal funding aimed at directly addressing the need for afterschool programs in a systematic manner. Total federal funding began with \$750,000 in 1995 and grew to approximately \$1.2 billion dollars in 2013 (United States Department of Education, 2012).



The 21st Century Community Learning Center (21st CCLC) initiative, as outlined in federal law under the “No Child Left Behind Act” of 2001, is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing them to learn new skills and discover new opportunities after the regular school day has ended. As described by the US Department of Education:

The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition 21st CCLC programs

provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

Authorized under Title IV, Part B, of the Every Student Succeeds Act (ESSA), as amended, the specific purposes of this federal program are to:

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for literacy and related educational development.

Since the inception of the federal 21st CCLC initiative, Florida's 21st CCLC programs have been among the most structured and diverse out-of-school programs for students attending Florida's low-income, Title I school-wide-program-eligible schools. Regardless of the age of participating students, all 21st CCLC programs are required to provide each attending student a full repertoire of wrap-around services, to include (1) academic remediation in reading, (2) academic remediation in math, (3) academic remediation in science, and (4) literacy education and/or other educational development for adult family members of participating students. Academic remediation activities must be project-based, fun, creative, engaging, and enhancing to the lessons provided during the regular school day.

In addition to these activities, all 21st CCLC programs are required to provide a variety of personal enrichment activities from at least four (4) of the following categories: (1) physical education and recreation; (2) dropout prevention and character education; (3) service learning; (4) tutoring (e.g., homework help) and mentoring services; (5) arts and music education; (6) entrepreneurial education; (7) programs for limited English proficient students that emphasize language skills and



academic achievement; (8) telecommunications and technology education; (9) expanded library service hours; and/or (10) drug and violence prevention and/or counseling. In addition to wrap-around services for each participating student, 21st CCLC programs must also assure the FDOE that: (1) all targeted students receive services regardless of special need, (2) services are provided with safe and well-planned program facilities and transportation services, (3) there will be a high level of communication with students' schools, (4) adequate professional development will be provided for employed staff, and (5) daily snacks/meals will be provided to all participating students using other funding sources.

In essence, 21st CCLC programs provide structured, academically-focused, safe learning environments for students during non-school hours. The programs include a wide variety of wrap-around services and activities for students and family members.

BENEFITS OF AFTERSCHOOL PROGRAMMING

Research on the benefits of afterschool programs are generally limited to highly structured programs. With this caveat, research often shows a number of positive impacts on children and families, often depending on the types of activities offered. The most common benefit, spanning all activities and programs, is that children are kept safe and out of trouble. Many studies have shown that children in afterschool programs have a reduced incidence of juvenile delinquency, violence, and drug use. In addition, research has shown the following benefits of regular participation in a high-quality program:

- Gains in academic grades, standardized test scores, and quality of school work.
- Improved motivation and dedication to school and learning.
- Enhanced creativity and interest in school.
- Improved in-school behaviors and greater self-reported control over behaviors.
- Reduced stress for students and parents.
- Improved self-esteem, self-efficacy, and greater hope for the future.
- Improved well-being, improved physical fitness, and decrease in obesity.
- More connection to the community (particularly with service learning).

Afterschool programs can also offer many intangible benefits, such as the opportunity to engage in activities that help children realize they have something to contribute; the opportunity to work with diverse peers and adults to create projects, performances, and presentations; and the opportunity to develop a vision of life's possibilities that, with commitment and persistence, are attainable.



ENHANCING QUALITY THROUGH EVALUATION

THE EVALUATION PROCESS

Given the impacts of high quality afterschool programs, federal, state, city, and community efforts and numerous initiatives across the U.S. have established and expanded afterschool enrichment programs in both public and private settings. However, as afterschool enrichment programs move toward greater recognition and become a more institutionalized social function, they are continuously challenged to demonstrate quality by reaching more children, strengthening programs and staff, and providing adequate facilities and equipment. Indeed, program quality has already become a public concern (Halpern, 1999) and, since the early 1990s, researchers have become more interested in identifying characteristics of quality and effective afterschool programs for children. In fact, poor quality educational programs have been reported to put children's development at risk for poorer language acquisition, lower cognitive scores, and lower ratings of social and emotional adjustment (Scarr & Eisenberg, 1993). Although hours of program operation, program stability, and type of activities can impact children's achievement, research has established the greatest influence to be program quality (Caspari et al., 2002).

Evaluation of program quality is integral to maintaining high quality programs and assessing progress toward achieving the primary program objectives. Program evaluation provides information for curriculum and activity adjustment, reallocation of funding, staff development, decision-making, and accountability (McGee, 1989). However, it is critically important to carefully establish evaluation procedures to effectively and accurately monitor the quality of afterschool programs. Toward this end, it is impossible to determine the effectiveness of an afterschool program without an in-depth assessment of all aspects of an individual program. Methods of assessment tend to be qualitative in nature to ensure that program goals are being met, although quantitative data can often allow for more concrete conclusions about program effectiveness. Thus, a mixed method approach is typically the most advantageous (Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Valleri, 2003; Piha & Miller, 2003).

Although assessing specific activities or services is often the basis for establishing program quality, it is also important to collect data from participants, parents, and program staff. For instance, recognizing that feedback from the participants is essential to assess program quality and to encourage continued participation, a number of assessments are available to measure participant perceptions and satisfaction with afterschool enrichment programs. Numerous researchers (e.g., Byrd et al., 2007; Deslandes & Potvin, 1999; Grolnick et al., 2000) have also indicated that parental involvement in the education of their children is an important aspect of effective education programs from the elementary through high school years. Indeed, children often make better transitions in educational programs and have a more positive orientation if their parents are more involved in their learning. As such, it is important for an evaluation to include assessment of parent participation in and parent perceptions about the afterschool programs. Finally, the opinions of program staff are fundamental for recognizing the importance and future directions of afterschool enrichment programs. Program staff members are the first-line deliverers of the program and are best able to provide immediate feedback about program operation.

Byrd, et al. (2007) and Smith et al. (2002) have suggested that evaluating the effectiveness of structured afterschool programs necessitates the assessment of a number of variables in addition to the opinions of program participants, parents, and facilitators. These variables include: (a) characteristics of program sites; (b) program operations and finance; (c) characteristics of participants and staff members; (d) program curriculum; (e) program attendance; (f) academic achievement in test performance, school attendance, and school behaviors; and (g) prevention of delinquent behaviors and fostering of good citizenship. Other researchers have suggested that fundamental evaluations of implementing quality afterschool programs should generally include the following 10 areas: (a) community needs assessment, (b) clarification of goals and intended outcomes, (c) program structure, (d) curriculum content, (e) program environment, (f) program facilities and infrastructure, (g) staff competency, (h) community partnership, (i) parent involvement, and (j) linkage to regular day school (Byrd et al., 2007; Friedman, 2003; Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003). Finally, Baker and Witt (1996) and Byrd et al. (2007) suggested reporting community characteristics and assessing the effect of afterschool achievement programs on the enhancement of participants' self-esteem levels. Clearly, there exists a plethora of variables from which an individualized, effective, and accurate evaluation of program quality can be generated.



THE SUMMATIVE EVALUATION

For the purposes of the summative evaluation, a number of variables are assessed and reported. The primary focus is on (1) a review of operational accomplishments and challenges (e.g., hiring staff, student recruitment/retention, etc.), (2) actual versus proposed operation (e.g., days of operation, attendance), (3) a review of each objective (e.g., data collected, progress), (4) partnerships and sustainability, and (5) recommendations for addressing any identified challenges. To enhance the quality and effectiveness of the 21st CCLC programs, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions. As such, using a developmental model of evaluation, the Center for Assessment, Strategic Planning, Evaluation, and Research (CASPER) has already been working with the program in identifying and implementing the recommendations provided throughout this report.

OVERVIEW AND HISTORY

YOUTHPRIDE 21ST CCLC PROGRAM

Centro Campesino Farmworker Center, Inc. (CCFC) proposed to operate the YouthPride free tutorial-based afterschool program and summer camp to serve children of very low income who reside in Florida City and Homestead and whose parents are predominantly non-native English speakers who are underemployed, most



of whom are farmworkers, a highly vulnerable population. The program utilizes two locations: CCFC's community-based education center and an education center at the Everglades Community Association (ECA). The program emphasizes recruitment and retention of children from Hispanic and Haitian farmworker populations at both community centers in Florida City. The target population includes students who attend the following Title I schools: West Homestead K-8, Homestead Middle School, Laura C. Saunders Elementary School, and Miami Community Charter School. The program offers participants a variety of activities, including the following: homework assistance; tutoring; individualized interactive instruction; and diverse enrichment activities, such as art, drama, organized indoor and outdoor physical activities, educational field trips, service learning, character education, parental workshops, and family involvement.

EXPERIENCE IN AFTERSCHOOL: CENTRO CAMPESINO FARMWORKER CENTER

Centro Campesino Farmworker Center, Inc. (CCFC) has provided afterschool and summer programs to the South Dade community since 1992, when the organization improvised to offer services to children living in the tent city immediately following Hurricane Andrew. With minimal supplies and volunteer instructors, CCFC improvised services to engage traumatized children who were suddenly left without school and recreation in the wake of Hurricane Andrew. These limited tutorial and



homework assistance services evolved into the current comprehensive tutorial and enrichment-based afterschool and summer camp program, which offers instruction by Miami-Dade County certified teachers, selected from the schools that the program's students attend. CCFC identified youth development as an urgent need in southernmost Miami-Dade County due to the poor achievement of farmworker children whose education is often interrupted by their parents' need to move constantly to obtain employment.

In addition to the hardship of extreme poverty, YouthPride children are further challenged by having parents who are often unable to support their children's day-to-day learning due to their own functional literacy, poor English skills, and discomfort with teachers and school officials, fear of computer technology, and dread of deportation. CCFC achieves constant and progressive improvement for its students by building trust with their parents. YouthPride's success is documented by annual performance as determined by formative and summative evaluation reports completed by an external evaluator.

SUPPLEMENTAL SNACK AND MEAL REQUIREMENT

All 21st CCLC programs in the State of Florida are required to provide food to all actively participating 21st CCLC students during program operational hours. More specifically, each 21st CCLC program must provide supplemental meals when the program is open as follows: (1) daily, nutritious snack when operating only during after-school hours; (2) daily, nutritious breakfast and snack when operating during both before-school and after-school hours; and (3) daily, nutritious breakfast, lunch, and snack when operating on non-school days (dependent on hours of operation). In Florida, as in many states, the afterschool snack is often the final meal for many children each day. However, Florida rules disallow the use of state funding to purchase meals and/or food items, such that funding for snacks/meals cannot be drawn from 21st CCLC funds and must come from other sources (e.g., grocery store donations, private donations, private foundations or endowments, etc.). Finally, as 21st CCLC programs serve primarily low-income students, programs in Florida are not permitted to charge students for any costs associated with supplemental snacks and meals.

Centro Campesino Farmworker Center provides a free, daily, nutritious snack, as required, to each student participating in the 21st CCLC program. In addition to a

nutritious snack daily during the afterschool program, students receive a nutritious breakfast and lunch during the summer program and during non-school days.

SAFETY REQUIREMENTS

Safety of students participating in Florida's 21st CCLC programs is of the highest priority to the Florida Department of Education (FDOE). Within Florida, each 21st CCLC program must demonstrate that students will participate in structured activities in a safe environment, supervised by well-trained and caring staff. To this end, each program provides a safety plan that, at a minimum, describes the following: (a) how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, presence of school resource officer) and during off-site activities (if applicable), (b) how personnel hired to work at the center will meet the minimum requirements set forth by the district or agency and that the personnel will have all required and current licenses and certifications where applicable, (c) how safe transportation needs will be addressed, (d) how families will safely access the program's services, and (e) how the community learning center will assure that students participating in the program will travel safely to and from the center.

Participants of the YouthPride program are transported to the sites by school buses as previously arranged and requested by participants' legal guardians. All feeder schools are located within a 10 mile radius of program sites. Other forms of transportation (to and from each site) are provided by parents or their designee. At the end of the program at each site, participants are picked up by a parent or any additional person designated by parent on the enrollment application. A designated program staff member is in charge of supervising all exits at dismissal time by having parents sign their child(ren) out. Anyone other than the parents who wish to pick up a student must present legal identification. For students who walk home, parent permission must be identified on the student's enrollment paperwork and students must sign out each day. To insure safety of participants, all students in attendance must sign in and out, and parents must identify all individuals authorized to pick-up/drop-off their children.

During on-site activities, only authorized personnel and volunteers are allowed in the classroom or recreational areas. All personnel and volunteers have visible identification while on site and all students are under the supervision of program staff at all times. Along with visible identification, personnel who are CPR/First Aid certified have certification readily accessible. All authorized personnel have been previously background checked, fingerprinted, and drug tested to comply with the



Jessica Lunsford Act and organizational requirements. In addition, teachers and lifeguards have a copy of their current certification on file at Centro and Centro ECA. If at any time during program hours an incident occurs (behavior or otherwise), an incident report is completed, appropriate staff and administration are notified, parents are notified (if incident warrants notification), and the report is kept on file in the Incident Report binder.

Space at each site is adequate and safe for the program. Field trips are offered through the afterschool and summer programs with prior notification and signed parent approval before field trips are confirmed. All field trip attendees are provided with and wear program t-shirts for identification purposes during the outings. An approved bus company through Miami-Dade County Public Schools is used to transport students to and from field trip locations. Attendance is taken at the beginning, during, and at the end of the field trip to ensure all students are accounted for. In addition, the same sign-in and sign-out procedures are followed on field trip days. The staff-to student ratio during field trips is 1:7.

INFORMATION DISSEMINATION AND PROGRAM MARKETING

A proactive implementation plan, including hiring quality staff and establishing a visible community presence, is further enhanced by strong information dissemination and marketing. In this regard, the YouthPride 21st CCLC program also focused early efforts on disseminating information throughout the communities and schools housing potential 21st CCLC student participants. One of Centro Campesino Farmworker Center's goals is the operation of a neighborhood based resource and referral system to the members of their migrant community. In an effort to work toward this goal, they have joined with local community associations and service providers to market and disseminate information about the program. The YouthPride 21st CCLC program extends and shares the award's impact to the stakeholders and community at large. Program literature is updated monthly and disseminated in English, Spanish, and Creole. CCFC maintains a website with a section dedicated to YouthPride, and a copy of the approved application is maintained on the website. A section of YouthPride's webpage is devoted to reporting ongoing progress in meeting the proposed goals and objectives. YouthPride's webpage also frequently highlights student projects. The website is updated at least once per month, and the date of the latest update is displayed on the page. Throughout the process of dissemination and marketing activities, the program has ensured a consistent theme for all materials,

included the 21st CCLC logo, and ensured the Florida Department of Education was indicated as the funding agency.



STUDENT CHARACTERISTICS

STUDENT RECRUITMENT AND ENROLLMENT

The ultimate purpose of designing a high-quality, research-based, and well-rounded 21st Century Community Learning Center (CCLC) program is to recruit, retain, and serve students in low-income areas that are at-risk for lower levels of academic achievement. The focus of any program, whether it is in Florida or elsewhere in the nation, falls squarely upon the students being served. Even with outstanding activities, well-planned schedules, high-quality staff, and continuous professional development, a program will only have widespread and significant impact if they are able to recruit and retain the participation of eligible students and their family members. As such, to better understand the population of students and families impacted by the 21st CCLC program, this section provides information about attendance, enrollment, and demographics of those students participating in YouthPride activities during the operational components described in the *21st CCLC Program Operations* section of this report.

21ST CCLC REQUIRED TARGET POPULATIONS

Students: Florida's 21st CCLC afterschool programs are designed to help students meet state and local academic achievement standards in core academic subjects, particularly those who attend low-income, low-performing schools. Across the state of Florida, the 21st CCLC program targets at-risk students from kindergarten to twelfth grade.

Students with Special Needs: In accordance with State and Federal laws, Florida's children with special needs must be afforded the same opportunities as children in the general population. Eligibility for funding under Florida's 21st CCLC initiative requires all programs to demonstrate the capacity to equitably serve students with special needs. In Florida, students with special needs include those who may be identified as Limited English Proficient (LEP), homeless, migrant, or with a physical, developmental, psychological, sensory, or learning disability that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. In Florida, no child may be excluded

from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated.

Adults and Families: In addition to services for eligible students, federal law allows 21st CCLC funds to support services to family members of participating students. Within Florida, all 21st CCLC programs are required offer some level of services to support parent involvement, family literacy, and/or related educational development. As per federal law, the 21st CCLC program may only propose services to adult family members of students actively participating in the 21st CCLC program. In Florida, services for adult family members cannot extend beyond the dates of the ongoing program for students.

PROPOSED TARGET POPULATION

The feeder schools for the YouthPride program have high levels of students receiving free and reduced lunch. The majority of parents whose children attend YouthPride are themselves non-native English speakers, who may also be lacking literacy in their native language due to the hardships they faced in their home countries. Many of them had to drop out of school during their elementary years in order to obtain work to help support their families.

CCFC has a distinguished and historic track record of being uniquely qualified to address the challenge of serving the children of parents who are migrant and seasonal farmworkers, who due to the nature of their work are frequently forced to move, which in turn interrupts the children's schooling and learning patterns. In working with migrant farmworkers, the program has observed that many of the parents have little or no formal education and their experiences with educational institutions are very minimal. Many of the parents are unable to communicate in the English language and often have very low literacy levels in their native languages. Consequently, there are a critical number of English proficient students (LEP) in the targeted communities. The vast experience at CCFC has enabled the program to develop the skills and resources necessary to sympathetically support the parents in encouraging their children's academic success. In addition, CCFC is able to maintain a much needed rapport with its clients, because many of the staff members and volunteers come from the communities they serve.



STUDENT ENROLLMENT

Any actualized impact of the 21st CCLC program requires successful implementation of the recruitment and enrollment plan, thus ensuring the highest level of student participation. Over the course of the program year, the YouthPride 21st CCLC program enrolled a total of 131 students. Ultimately, the program did not successfully enroll enough students to ensure the proposed average daily attendance was met by the end of the program year. Average daily attendance will be discussed later in this report.

REGULAR STUDENT ATTENDANCE

In addition to student enrollment (representing the number of students attending the 21st CCLC program for at least one day of activities), it is important to explore daily student attendance. Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. Centro Campesino Farmworker Center collects data on both (1) the total number of students who participated in 21st CCLC programming over the course of the year, and (2) the number of these students meeting the United States Department of Education (USED) definition of “regular attendee” by participating in 21st CCLC activities for 30 days or more during the program year. The first indicator (total participants) can be utilized as a measure of the breadth of the YouthPride 21st CCLC program’s reach, whereas the second indicator (regular participants) can be construed as a partial measure of how successful the program was in retaining students in 21st CCLC services and activities across the program year.

The US Department of Education has determined the minimum dosage for afterschool programs to be impactful is 30 days of student attendance. As such, the US Department of Education requires data to be reported separately for students that attended at least one day (i.e., enrolled) and those attending at least 30 days of 21st CCLC activities (i.e., regularly participating students). While this “dosage” has not been clearly supported by research, data is presented consistent with this threshold in order to match data reported to the US Department of Education.

As defined by the US Department of Education, it is reasonable to assume that regular attendees are more likely to represent those students who have received a sufficient “dose” of the 21st CCLC programming for it to have a positive impact on academic and/or behavioral outcomes. In order to show progress toward this federal

metric, Table 6 provides a breakdown of total enrollment versus regular attendance (i.e., those who attended at least 30 days). As shown, the YouthPride 21st CCLC program was largely successful in retaining student participants – achieving an outstanding 87.8% rate of regular attendees compared to total enrollment. In general, any proportion over 50% suggests successful retention and student engagement. The program is encouraged to explore the reasons why the small percentage of students left the program and, if necessary, consider procedures or programmatic changes that could increase the overall rate of regular participation. It is likely that increased and more regular attendance will result in more positive academic and behavioral outcomes.

Table 1: Student Enrollment: Total and Regularly Participating Students for Summer 2017 and School Year 2017-2018

	Total Enrollment (Attending at least one day)				Regularly Participating Enrollment (Attending at least 30 days)			
	Summer 2017 Only	Academic Year 2017-18 Only	Both Summer/ Academic Year	Total	Summer 2017 Only	Academic Year 2017-18 Only	Both Summer/ Academic Year	Total
Centro Campesino	0	53	0	53	0	40	0	40
Everglades Community Association (ECA)	0	78	0	78	0	75	0	75
TOTAL	0	131	0	131	0	115	0	115

AVERAGE DAILY ATTENDANCE

For the purposes of this evaluation, in addition to assessing progress toward regular student attendance, it is also important to explore whether the program is making progress toward meeting the proposed average daily attendance of student participants. This statistic serves several purposes for 21st CCLC programs. First, the level of funding provided by the Florida Department of Education is based on the number of students served by the program on a daily basis, rather than the number of students enrolled in the program (or even the percentage of regularly participating students). The logic for using average daily attendance as the funding metric is that programs may have 100 students enrolled, but only 50 students attending each day, such that they do not need staffing and other costs to support 100 students every day. As such, average daily attendance provides a better estimation of the required resources on an average day of operation. The second purpose for this statistic relates to program impact and quality - with high average daily attendance suggesting that



the program is more likely to provide students with adequate dosage to impact academic achievement and program objectives. Finally, when average daily attendance is compared to site enrollment, conclusions can be cautiously drawn about student retention and engagement – with approximately equal numbers indicating that the program has not had significant “turnover” of students.

Table 2: Average Daily Student Attendance

	Summer 2017	Academic Year 2017-2018		
		After School	Before School	Weekend/ Holidays
Centro Campesino	n/a	34 (70) 35.1%	--	24 (70) 40.0%
Centro ECA	n/a	67 (70) 133.3%	--	50 (70) 161.3%
ALL SITES	n/a	101 (140) 72.1%	--	74 (140) 52.9%

* Numbers in parentheses indicate PROPOSED average daily attendance. The percentage afterwards represents the percent of proposed daily attendance for that site and/or the total of all sites for that component.

** “Average Daily Attendance” for each component rounded up to next whole number.

Data on the average daily attendance for both sites under the YouthPride 21st CCLC program are provided in Table 2. As part of the application approved by the Florida Department of Education, Centro Campesino Farmworker Center also proposed to serve an average of 140 students per day of 21st CCLC afterschool operation and weekend/holiday operation. As shown in Table 2, the program achieved 72.1% of the proposed average daily attendance for the afterschool component and 52.9% for the weekend/holiday component over the course of the 2017-2018 program year, suggesting that the program fell short of the expectations of the FDOE based on the approved grant application.

STUDENT AND FAMILY DEMOGRAPHICS

When educators, administrators, and policymakers look at the academic and developmental impacts of out-of-school programming, it is imperative that they attend to the issues of access and equity by addressing two important questions: who is being served and how equitable is the quality of services across centers. To better understand the types of students being served in 21st CLCC programming, Centro Campesino Farmworker Center submitted data on characteristics of all student participants served during the 2017-2018 program operational year.

Student Grade Levels

Table 3: Student Grade Levels: All Student Participants (1+ Days)

131 Students	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Centro Campesino	--	7	5	12	10	6	2	6	5	--	--	--	--	--
Centro ECA	--	6	8	12	11	19	13	3	4	2	--	--	--	--
ALL SITES	--	13	13	24	21	25	15	9	9	2	--	--	--	--

* Grade levels are exclusive, as students can only be recorded in one grade level.

Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the characteristics of students served by Centro Campesino Farmworker Center, the program provided a distribution of student grade levels served during the 2017-2018 program year. School grade levels were reported for all 131 students enrolled in the 21st CCLC program. As shown in Tables 3 and 4 and Figure 1, the participating student population was composed of 84.7% elementary school students (grades K-5) and 15.3% middle school students. Table 3 shows enrollment (students who attended at least one day) by grade level for each site, while Figure 1 indicates enrollment by grade level for the entire program. Table 4 provides a breakdown of regular participants (students who attended at least 30 days) by grade level for each site.

Figure 1: Distribution of Student Participants by School Grade Level

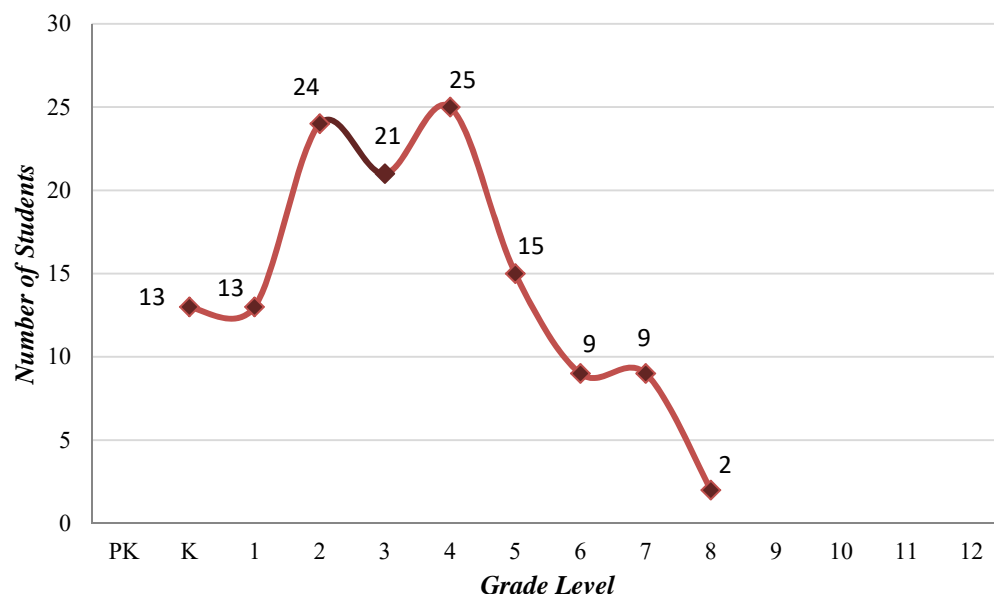


Table 4: Student Grade Levels: Regular Participants (30+ Days)

115 Students	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Centro Campesino	--	5	2	7	9	6	2	5	4	--	--	--	--	--
Centro ECA	--	5	8	11	11	19	13	3	3	2	--	--	--	--
ALL SITES	--	10	10	18	20	25	15	8	7	2	--	--	--	--

* Grade levels are exclusive, as students can only be recorded in one grade level.

Race and Ethnicity of Student Attendees

To better understand the types of students being served and to examine access to 21st CCLC services, Centro Campesino Farmworker Center also submitted racial and ethnic data about those students participating in the 21st CCLC program. Racial and ethnic data were reported for all 131 students enrolled in the 21st CCLC program. As shown in Table 5, 121 21st CCLC student participants were identified by their parents or self-identified as “Hispanic/Latino(a),” and 10 were identified as “Black” or “African American.” Regularly participating students (i.e., those attending at least 30 days of 21st CCLC programing) had a similar distribution. Indeed, as shown in Table 6, 111 21st CCLC student participants were identified by their parents or self-identified as “Hispanic/Latino(a),” and four (4) were identified as “Black” or “African American.” As such, it appears that Centro Campesino Farmworker Center was successful in retaining students from the identified racial and ethnic groups.

Table 5: Student Race and Ethnicity: All Participants (1+ Days)

Site Name	Total Student Population				
	American Indian / Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American
Centro Campesino	--	--	10	43	--
Centro ECA	--	--	--	78	--
ALL SITES	--	--	10	121	--

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

Table 6: Student Race and Ethnicity: Regular Participants (30+ Days)

Site Name	Total Student Population				
	American Indian / Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American
Centro Campesino	--	--	4	36	--
Centro ECA	--	--	--	75	--
ALL SITES	--	--	4	111	--

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

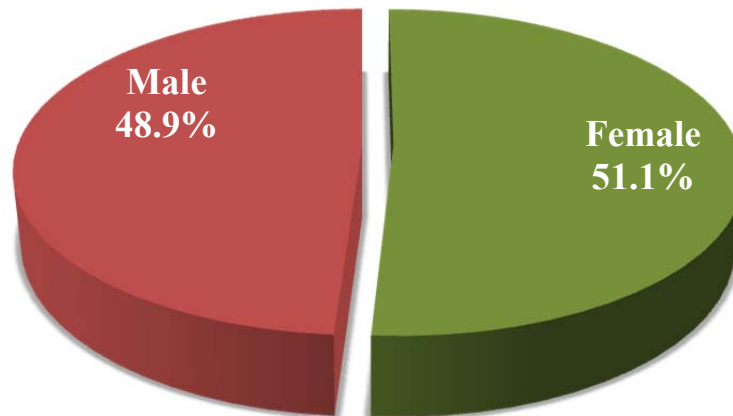
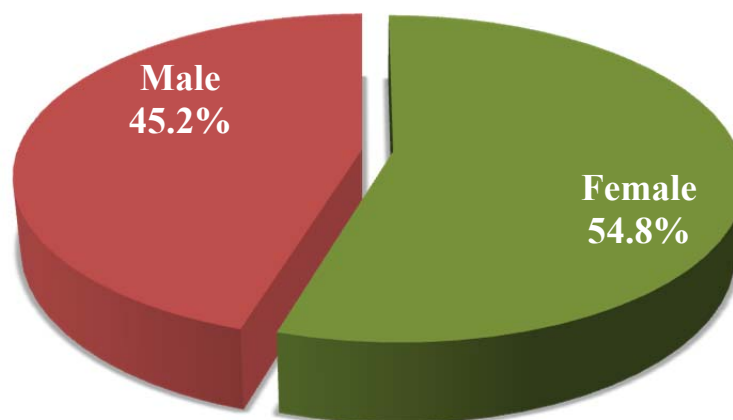
Student Gender Distribution

In addition to ethnicity, it is also important to understand the degree to which the 21st CCLC program achieved gender equity in their enrollment. Gender was reported for all 131 students served during the 2017-2018 program year. As shown in Table 7 and Figure 2, 48.9% of student attendees were identified as male, while 51.1% were identified as female. Similar to the gender distribution of all student participants, regularly participating students were reported to be 45.2% male and 54.8% female as indicated in Figure 3. Overall, the program achieved relative gender equity and provided services that were equally attracting students of both genders. Moreover, it does not appear that activities were overly gender-biased, as the distribution of regular student participants was approximately equal to that of all student participants.

Table 7: Student Gender Distribution: All vs. Regular Participants

Site Name	Total Student Population			Regular Student Participants		
	Age Range	Male	Female	Age Range	Male	Female
Centro Campesino	5-13	26 (49.1%)	27 (50.9%)	5-13	16 (40.0%)	24 (60.0%)
Centro ECA	5-13	38 (48.8%)	40 (51.2%)	5-13	36 (48.0%)	39 (52.0%)
TOTAL	--	64 (48.9%)	67 (51.1%)	--	52 (45.2%)	63 (54.8%)



Figure 2: Distribution of All Student Participants by Gender (N=131)*Figure 3: Distribution of Regularly Participating Students by Gender (N=115)****Student Special Services Distribution****Table 8: Student Special Needs: All Student Participants (1+ Days)*

131 Students	Limited English Proficient			Identified with Disability			Free/Reduced Price Lunch		
	Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
Centro Campesino	22	31	--	0	53	--	50	3	--
Centro ECA	40	38	--	0	78	--	72	6	--
ALL SITES	62	69	--	0	131	--	122	9	--

Table 9: Student Special Needs: Regular Participants (30+ Days)

115 Students	Limited English Proficient			Identified with Disability			Free/Reduced Price Lunch		
	Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
Centro Campesino	19	21	--	0	40	--	37	3	--
Centro ECA	40	35	--	0	75	--	70	5	--
ALL SITES	59	56	--	0	115	--	107	8	--

In addition to the aforementioned characteristics, another way of examining the equity and reach of the 21st CCLC program is to examine the participation of students with different special needs and backgrounds. As such, Centro Campesino Farmworker Center reported data on the number of students eligible for three primary special services: Limited English Proficiency, Free or Reduced Price Lunch, and services for students with a Special Need or Disability. Distributions of those students on whom data were reported according to these demographic descriptors are shown in Table 8. In addition to total participants, it is important to report data on regularly participating students (i.e., students attending at least 30 days of program operations). As shown in Table 9, the distribution of regularly participating students in the YouthPride 21st CCLC program within the identified special services were proportional to the distributions for all students. Overall, data show that Centro Campesino Farmworker Center provided 21st CCLC services to students that demonstrated the identified needs and target population proposed in the original grant application submitted to the Florida Department of Education.



21ST CCLC PROGRAM OPERATIONS

REQUIRED PROGRAM OPERATIONS

To best serve the children of working families, centers must establish consistent and dependable hours of operation. Based on the 2017-2018 Request for Proposal, each 21st CCLC program must operate a minimum of 300 hours per program year across all program components. Further, it is recommended that programming begin within one (1) week of the school start date and continue through at least one (1) week before the end of the school year. Programs must begin no later than 15 school days after the first day of the school year. Programs are required to operate an afterschool component and are expected to operate for a minimum of:

- Ten (10) hours per week (Monday through Friday)
- Four (4) days per week (Monday through Friday)

Programs that operate an optional summer component are expected to operate for a minimum of four (4) hours per day (Monday through Friday) and four days per week (Monday through Friday).

21st CCLC services must be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer). The 21st CCLC program may offer services to students during normal school hours only on days when school is not in session (e.g., school holidays or teacher professional development days). However, federal law allows limited 21st CCLC activities to take place during regular school hours (e.g., those targeting adult family members or pre-kindergarten students), as these times may be the most suitable for serving these populations.

SUMMER OPERATIONS

The YouthPride 21st CCLC program was in the first year of operations under its current funding cycle, such that it was not yet in operation for the Summer of 2017, which would have been required to be reported to the US Department of Education (USED) as part of the 2017-2018 operational year. Unlike the state-defined budget financial period, the program operational year is defined by the USED and governs

the submission of data to the federal data collection system. The YouthPride 21st CCLC program provided Summer 2018 services, and those services will be reported as part of the 2018-2019 Summative Evaluation Report.

ACADEMIC YEAR OPERATIONS

Centro Campesino Farmworker Center began providing 21st CCLC academic year services on August 21, 2017, within the required starting date established by the Florida Department of Education. The program ended academic year operation on June 7, 2018. The 21st CCLC program was approved by the FDOE to operate an afterschool component for 4.25 hours per day, from 2:15pm to 6:30pm, five days per week (Monday – Friday), for 180 total days during the academic year. In addition to afterschool programming, Centro Campesino Farmworker Center proposed to provide 21st CCLC services for 13 days on holidays, operating 9.25 hours per day 7:45am – 5:00pm).

Table 10: School Year 2017-2018 Operation

	Total number of weeks site was open	Typical number of days per week site was open	Typical number of hours/week site was open				TOTAL number of days site operated			
			Before School	During School	After School	Weekend/Holiday	Before School	During School	After School	Weekend/Holiday
Centro Campesino	40	5	n/a	n/a	21.5	0	n/a	n/a	176	10
Centro ECA	40	5	n/a	n/a	21.5	0	n/a	n/a	176	10

**The 21st CCLC statute specifically indicates that services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer). However, activities targeting prekindergarten children and adult family members may take place during regular school hours as these times may be the most suitable for serving these populations.*

Table 10 provides a summary of the overall academic year operations of YouthPride 21st CCLC program during the 2017-2018 academic year. Ultimately, the program operated as proposed in the approved grant application. While the program did not operate for all of the proposed dates, it should be noted that the sites were closed for seven (7) days from September 7 through September 15 due to Hurricane Irma. All programming is open to any eligible 21st CCLC student, as detailed in the following section of this formative evaluation. As mentioned previously, this 21st CCLC program was specifically developed to improve academic achievement, motivation and dedication to education, and personal growth and development.



STAFF CHARACTERISTICS

PROACTIVE PLANNING: CENTRO CAMPESINO FARMWORKER CENTER

The focus of the Centro Campesino Farmworker Center 21st CCLC program during the initial weeks of academic year operation was to plan the successful implementation of a high-quality program while reengaging and/or enrolling students into the program. This implementation planning process helped ensure that all students, both those continuing from the summer of 2017 (under the previous funding cycle) and new enrollees, would be afforded the most complete and comprehensive program possible without enduring significant changes that could detract from receiving the full breadth of services and/or lead to premature termination of students secondary to frustration and confusion. Unlike many other agencies initiating such a complex educational program, the outstanding ties between Centro Campesino Farmworker Center and the schools and communities where services are located, as well as relationships with partners, allowed for an efficient and effective implementation of the program, with services starting within the required time after receipt of the 21st CCLC award letter from the Florida Department of Education.

As quality of state-funded educational programming becomes a public concern, it is imperative that quality be more than just monitored and measured. Rather, it must be actively managed with a view toward continuous improvement and development. Within such active management, it is important to account for the impact of both program structure and delivery processes on the quality of the program. For instance, effective programs must match the developmental needs of their participants, and they must also fit the demands and resources of the particular settings in which they are implemented. A key to successful implementation of high-quality programming is to be proactive when planning and structuring the program to overcome or account for predetermined areas that may be problematic. Indeed, it is critical to take corrective actions during the design of the program, rather than waiting until corrective actions could have detrimental impacts. For such proactive planning to be successful, YouthPride 21st CCLC program required a program-wide commitment to continuous quality improvement and continuous process improvement. Program staff members worked collaboratively to develop a culture of critical inquiry and ensured

that quality processes and outcomes were central to the vision, goals, and priorities of all staff members and within all program activities.

In cooperation with such a proactive planning process, Elias et al. (2003) proposed the following list of factors associated with the successful implementation of an enduring program: (a) presence of a program coordinator or committee to oversee implementation and resolution of day-to-day problems, (b) involvement of individuals with highly shared morale, good communication, and a sense of ownership, (c) employment of qualified personnel, (d) ongoing processes of formal and informal training, including the involvement of knowledgeable experts, (e) high inclusiveness of all school stakeholders, (f) high visibility in the school and the community, (g) program components that explicitly foster mutual respect and support among students, (h) varied and engaging instructional approaches, (i) linkage to stated goals of schools or districts, (j) consistent support from school principals, and (k) balance of support from both new and seasoned administrators.

Each element of the proactive planning process rests upon high-quality leadership, effective staffing, and program visibility. The importance of a physical presence in the community cannot be understated for the purposes of proactive planning and to help establish a stronger, more dedicated staff. Over the course of the initial weeks and months of operation, Centro Campesino Farmworker Center leveraged and enhanced their strong community presence developed during last year's 21st CCLC program operations, while also focusing on retaining and hiring necessary staff to implement the highest quality program for all student participants. In addition, the program revised their comprehensive student enrollment packet, student application form, parent agreement/consent form, and other critical forms for the 21st CCLC program.

STAFF CHARACTERISTICS

Regardless of the adequacy and depth of the proactive planning process, and regardless of the quantity of operations and services (discussed later in this report), implementing and maintaining high-quality out-of-school programming depends heavily upon consistently effective program management. Ultimately, program management is a process of planning, organizing, leading, and controlling program resources and the work of program staff members to achieve stated program objectives. In turn, achievement of program objectives depends upon the extent to which program activities are formulated, organized, and coordinated in terms of



human, financial, and material resources. Within this process, leadership plays a vital role in establishing a new culture, developing new directions, mobilizing change, creating opportunities, and motivating staff members.

Table 11: Regular Staff by Paid and Volunteer Status

<i>Centro Campesino</i>	2017 Summer		2017-2018 Academic Year	
	<i>Paid</i>	<i>Volunteer</i>	<i>Paid</i>	<i>Volunteer</i>
School-day teachers (incl. former & sub.)	n/a	n/a	6	0
Center administrators and coordinators	n/a	n/a	2	0
Youth dev. workers / staff w/ college degree	n/a	n/a	0	0
Other non-teaching school-day staff	n/a	n/a	5	0
Parents	n/a	n/a	0	0
College students	n/a	n/a	0	5
High school students	n/a	n/a	0	2
Other community members	n/a	n/a	0	0
Other non-school staff with some or no college	n/a	n/a	0	0
Other	n/a	n/a	0	0
Total Staff	n/a	n/a	13	7
Total Staff Paid by Other Funds	n/a	n/a	0	--
Total Staff Replaced within 21 st CCLC	n/a	n/a	0	--
<i>Centro ECA</i>	2017 Summer		2017-2018 Academic Year	
	<i>Paid</i>	<i>Volunteer</i>	<i>Paid</i>	<i>Volunteer</i>
School-day teachers (incl. former & sub.)	n/a	n/a	6	0
Center administrators and coordinators	n/a	n/a	2	0
Youth dev. workers / staff w/ college degree	n/a	n/a	0	0
Other non-teaching school-day staff	n/a	n/a	5	0
Parents	n/a	n/a	0	0
College students	n/a	n/a	0	7
High school students	n/a	n/a	0	1
Other community members	n/a	n/a	0	0
Other non-school staff with some or no college	n/a	n/a	0	0
Other	n/a	n/a	0	0

<i>Centro Campesino</i>	2017 Summer		2017-2018 Academic Year	
	<i>Paid</i>	<i>Volunteer</i>	<i>Paid</i>	<i>Volunteer</i>
Total Staff	n/a	n/a	13	8
Total Staff Paid by Other Funds	n/a	n/a	0	--
Total Staff Replaced within 21 st CCLC	n/a	n/a	0	--

** These categories represent the regular responsibilities of program staff during the regular school day. These categories were designated by the US Department of Education for all 21st CCLC programs. Data are reported to the US Department of Education by Site, rather than by Grantee.*

In addition to program leaders, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. The YouthPride 21st CCLC program successfully attracted experienced staff members to provide both core academic enrichment and personal growth activities to actively participating 21st CCLC students. As required by the Florida Department of Education, all academic-based 21st CCLC projects and programming are provided by teachers certified by the FDOE. Personal enrichment activities are provided by qualified non-certified instructors. Regardless of the activity, the teachers and instructors appear to be adequately qualified to provide the specific activities and have been trained in the federal and state 21st CCLC initiative, as well as the specific model proposed by Centro Campesino Farmworker Center. The regular staff (paid and volunteer), comprised of three (3) males and 27 females, includes four (4) individuals with bachelor's degrees, five (5) with master's degrees, and one (1) with an associate's degree.

Table 11 also demonstrates that the program is well-staffed and is capable of maintaining the proposed ratio of students-to-teachers in both academic and personal enrichment activities. Indeed, both sites maintained a 10:1 student-to-staff ratio for academic activities and personal enrichment activities, along with an 8:1 ratio for field trips. It is important to note that Table 11 does not necessarily suggest that these are the number of staff each day, rather this is the total number of staff members who worked in the program during the operational year. This table provides information that is required to be reported to the US Department of Education through an online reporting system.

STAFF DEVELOPMENT AND TRAINING

Effective leadership requires a great deal of wisdom, skill, and persistence to design and implement a quality educational program; and the leadership process is vital to



ensure that stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Indeed, effective leadership will engage students, parents, teachers, counselors, and administrators, while also providing them with the necessary support to help bridge achievement gaps through program activities. Toward this end, conducting quality assessments, offering professional training, and providing technical assistance are necessary elements for an optimal education program and can have measurable effects on students' academic performance and social behaviors.

To support student services through the 21st CCLC program, the Centro Campesino Farmworker Center 21st CCLC leadership provided staff development for those hired to provide 21st CCLC services. In addition to program and policy training, staff members have been provided more informal in-vivo trainings from the program leaders, including walkthroughs, demonstrations, and guided implementation of 21st CCLC projects. A list of professional trainings dates and topics are provided below:

- August 15, 2017: Teaching staff and AmeriCorps members on 21st CCLC rules, regulations, and requirements, ORF and PACER (6 staff/12 volunteers)
- August 16, 2017: First Aid and CPR (2 staff/8 volunteers)
- August 17-18, 2017: Teaching staff and AmeriCorps members on family engagement (7 staff/12 volunteers)
- November 7-8, 2017: Teaching staff on overall duties and new DCF requirements (2 participants)
- November 18, 2017: Teaching staff on effective communication skills (7 participants)
- February 10, 2018: Emergency Preparedness and Childhood Trauma (6 staff/14 volunteers)
- May 21, 2018: Summer meals training to instruct program sites on the proper food handling (6 participants)
- June 11, 2018: Elevator Speeches (5 staff/11 volunteers)
- June 12, 2018: Stewards of Children Training (7 participants)

OBJECTIVES AND OUTCOMES:

ACADEMIC ENRICHMENT

Within the state of Florida, every 21st CCLC program is required to provide a strong academic component in each of three areas: (1) reading and language arts, (2) mathematics, and (3) science. Each of these academic components must be delivered by teachers certified by the Florida Department of Education. Programs are encouraged to make each of these academic components creative, fun, and designed to foster a love of reading, math, and science – in addition to focusing all such activities on project-based learning plans accepted by the Florida Department of Education. As such, Centro Campesino Farmworker Center has written lesson plans and project-based learning plans for all academic activities, ensuring that the activities provided during the 21st CCLC program do not mirror the regular school day. Instead, the federal law encourages programs to design activities that reinforce topics taught during the regular day school. Florida programs are given some level of flexibility in the dosage of academic, project-based activities to provide during any specific week of operation, with each student required to receive at least one hour of project-based, academic-focused, teacher-provided activities per day of out-of-school programming. Activities must be provided in such a dosage that the program is able to meet the proposed objectives included in the grant application. Programs are not permitted to reduce the level of academic services throughout the five-year term of the grant.



NEED-BASED ACADEMIC OBJECTIVES

Centro Campesino Farmworker Center developed individual objectives based on an assessment of student, parent, family, and community needs. Each of the annual objectives, as approved by the Florida Department of Education, was designed to be measurable, quantitative, challenging (yet achievable), and assessed throughout the project year (continuous assessment). In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact



on the students and families served. All objectives are program-wide, though center-specific objectives may be created in the future if warranted.

- 60% of regularly participating students will improve to a satisfactory English language arts grade or above, or maintain a high grade across the program year.
- 60% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
- 60% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
- 55% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
- 55% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.

ACADEMIC ACTIVITIES PROVIDED

With established need-based objectives, Centro Campesino Farmworker Center developed and implemented project-based learning activities aligned to the approved 21st CCLC academic objectives. It is important to note that the Florida Department of Education does not require each activity to have a separate objective, such that multiple activities can be provided under a single objective and/or one activity can be provided to support multiple objectives (e.g., an objective for science might include robotics, technology, and rocketry activities; while a robotics activity can support reading, math, and science). As per federal law and state rules, programs are only permitted to provide activities that will help meet the stated objectives approved by the Florida Department of Education (i.e., objective-driven activities). The proposed activities are detailed in the approved grant application, and the program is striving to adhere to those specified activities, with the addition of some additional project-based learning activities that support the approved objectives.

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to

assess objective progress, the USED requires each objective to be rated in the federal data collection system within one of the below categories (indicated on the right). The star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education's required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.

5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective
3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective

Domain: Academic – English Language Arts/Writing

Objective: 60% of regularly participating students will improve to a satisfactory English language arts grade or above, or maintain a high grade across the program year. (Elementary School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 89

Number of Participants Meeting Success Criterion at End of Year: 53

Percent of Participants Meeting Success Criterion at End of Year: 60%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)



End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. In 2018-2019, identify students with the lowest report card grades in quarter 4 of 2017-2018 and/or quarter 1 of 2018-2019 and provide them with additional assistance when necessary and appropriate. Collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Use these data to inform adjustments to reading instructional time and/or focus. Rationale: Based on comparisons of first available quarter and fourth quarter reading report card grades, 60% (59.6%) of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C (or grading scale equivalents). Compared with the objective assessment benchmark of 60%, this indicates that the program approached the benchmark, but fell short, by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – English Language Arts/Writing

Objective: 60% of regularly participating students will improve to a satisfactory English language arts grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 15

Number of Participants Meeting Success Criterion at End of Year: 9

Percent of Participants Meeting Success Criterion at End of Year: 60%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. In 2018-2019, identify students with the lowest report card grades in quarter 4 of 2017-2018 and/or quarter 1 of 2018-2019 and provide them with additional assistance when necessary and appropriate. Collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Use these data to inform adjustments to reading instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and fourth quarter reading report card grades, 60% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C (or grading scale equivalents). Compared with the objective assessment benchmark of 60%, this indicates that the program met the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – Mathematics

Objective: 60% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. (Elementary School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 89

Number of Participants Meeting Success Criterion at End of Year: 46

Percent of Participants Meeting Success Criterion at End of Year: 52%



Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with adjustments as deemed necessary by program teachers and leaders. In 2018-2019, identify students with the lowest report card grades in quarter 4 of 2017-2018 and/or quarter 1 of 2018-2019 and provide them with additional assistance when necessary and appropriate. Collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Use these data to inform adjustments to math instructional time and/or focus. Rationale: Based on comparisons of first available quarter and fourth quarter math report card grades, 52% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C (or grading scale equivalents). Compared with the objective assessment benchmark of 60%, this indicates that the program approached the benchmark, but fell short, by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – Mathematics

Objective: 60% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 15

Number of Participants Meeting Success Criterion at End of Year: 12

Percent of Participants Meeting Success Criterion at End of Year: 80%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. In 2018-2019, identify students with the lowest report card grades in quarter 4 of 2017-2018 and/or quarter 1 of 2018-2019 and provide them with additional assistance when necessary and appropriate. Collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Use these data to inform adjustments to math instructional time and/or focus. Rationale: Based on comparisons of first available quarter and fourth quarter math report card grades, 80% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C (or grading scale equivalents). Compared with the objective assessment benchmark of 60%, this indicates that the program met the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – Science

Objective: 60% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year. (Elementary School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 88

Number of Participants Meeting Success Criterion at End of Year: 68

Percent of Participants Meeting Success Criterion at End of Year: 77%



Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. In 2018-2019, identify students with the lowest report card grades in quarter 4 of 2017-2018 and/or quarter 1 of 2018-2019 and provide them with additional assistance when necessary and appropriate. Collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Use these data to inform adjustments to science instructional time and/or focus. Rationale: Based on comparisons of first available quarter and fourth quarter science report card grades, 77% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C (or grading scale equivalents). Compared with the objective assessment benchmark of 60%, this indicates that the program met the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – Science

Objective: 60% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 15

Number of Participants Meeting Success Criterion at End of Year: 12

Percent of Participants Meeting Success Criterion at End of Year: 80%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. In 2018-2019, identify students with the lowest report card grades in quarter 4 of 2017-2018 and/or quarter 1 of 2018-2019 and provide them with additional assistance when necessary and appropriate. Collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Use these data to inform adjustments to science instructional time and/or focus. Rationale: Based on comparisons of first available quarter and fourth quarter science report card grades, 80% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C (or grading scale equivalents). Compared with the objective assessment benchmark of 60%, this indicates that the program met the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic Benchmarks – Third Grade Promotion

Objective: 55% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.

Measure: State Assessment (FSA)

Standard of Success: Attain an Achievement Level 2 or higher on the Florida Standards Assessment - English/Language Arts (FSA - ELA)

Data Collection Timeframe: End of School Year

Number of Participants Measured at End of Year: 17

Number of Participants Meeting Success Criterion at End of Year: 8

Percent of Participants Meeting Success Criterion at End of Year: 47%



Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with adjustments as deemed necessary by program teachers and leaders. In 2018-2019, identify third grade students in greatest need of additional assistance when necessary and appropriate. Collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Use these data to inform adjustments to reading instructional time and/or focus. Rationale: Based on 2017-2018 state assessment scores in reading for third grade students, 47% of regularly participating students reached an achievement level 2 or higher. Compared with the objective assessment benchmark of 55%, this indicates that the program approached the benchmark, but fell short, by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting state assessment scores and progress monitoring data from the school district.

Domain: Academic Benchmarks – Algebra I End-of-Course Exam

Objective: 55% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.

Measure: Algebra I EOC Score

Standard of Success: Attain an Achievement Level 3 or higher on the Florida Standards Assessment - Algebra I EOC assessment

Data Collection Timeframe: End of School Year

Number of Participants Measured at End of Year: 3

Number of Participants Meeting Success Criterion at End of Year: 1

Percent of Participants Meeting Success Criterion at End of Year: 33%

Stars Achieved (Objective Status): 2 Stars (Some Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with adjustments as deemed necessary by program teachers and leaders. In 2018-2019, identify the students in greatest need of additional assistance when necessary and appropriate. Collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers. Use these data to inform adjustments to math instructional time and/or focus. Rationale: Based on 2017-2018 Algebra I End-of-Course (EOC) data, 33% of regularly participating students reached an achievement level 3 (satisfactory) or higher. Compared with the objective assessment benchmark of 55%, this indicates that the program made some progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting Algebra I End-of-Course (EOC) scores and progress monitoring data from the school district.



OBJECTIVES AND OUTCOMES: PERSONAL ENRICHMENT SERVICES

In addition to academic remediation and enrichment, a second specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects. Including a variety of



personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the education process. As per rules established by the Florida Department of Education, personal enrichment must include a variety of structured activities, as well as encourage active participation regardless of individual student skill levels. All personal enrichment activities must directly or indirectly support the academic achievement of participating students. According to Section 4205(A) of ESSA, as amended, 21st CCLC programs are limited to providing additional services within the following categories: physical education and recreation activities; dropout prevention and character education activities; tutoring and mentoring services; educational arts and music activities; entrepreneurial education programs; programs for limited English proficient students; telecommunications and technology education programs; expanded library service hours; and/or drug and violence prevention and/or counseling activities.

NEED-BASED OBJECTIVES

In addition to academic-focused objectives and activities, the YouthPride 21st CCLC program developed the following need-based objectives to help guide personal enrichment activities for student participants.

- 80% of regularly participating students will maintain high performance or improve their cultural awareness as measured by pre-, mid-, post-assessment.

- 80% of regularly participating students will maintain high performance or improve their physical activity as measured by pre-, mid-, post-assessment.
- 80% of regularly participating students will maintain high performance or improve their attendance as measured by school/district records.

PERSONAL ENRICHMENT ACTIVITIES PROVIDED

With established need-based objectives for personal enrichment activities, the YouthPride 21st CCLC program developed and implemented a broad array of activities aligned to at least one of the personal enrichment objectives and designed to support the academic achievement of participating students. The specific proposed enrichment activities are outlined in the approved grant application, and the program strived to adhere to those specified activities, along with project-based learning activities that support the approved personal enrichment objectives. However, some activities were different than those proposed, as project-based and problem-based activities tend to be “living” and can significantly change as the project progresses and students’ interest piques about various topics.

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to assess objective progress, the USED requires each objective to be rated in the federal data collection system within one of the below categories (indicated on the right). The star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education’s required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.

5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective
3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective



Domain: Personal Enrichment – Arts & Culture

Objective: 80% of regularly participating students will maintain high performance or improve their cultural awareness as measured by pre-, mid-, post-assessment. (Elementary School Students)

Measure: Pre-, Mid-, and Post-Assessments

Standard of Success: Demonstrate improved knowledge by improving resultant scores on a pre-test, or maintain skill level if scoring a 5 or 6 on the pre-test of skills

Data Collection Timeframe: Pre-, Mid-, and Post-Assessments

Number of Participants Measured at End of Year: 96

Number of Participants Meeting Success Criterion at End of Year: 90

Percent of Participants Meeting Success Criterion at End of Year: 94%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. Rationale: Pre/post test scores indicate that 94% of participating students improved scores or maintained high scores on at least one of two sets of pre/post tests. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting pre/mid/post assessment scores.

Domain: Personal Enrichment – Arts & Culture

Objective: 80% of regularly participating students will maintain high performance or improve their cultural awareness as measured by pre-, mid-, post-assessment. (Middle School Students)

Measure: Pre-, Mid-, and Post-Assessments

Standard of Success: Demonstrate improved knowledge by improving resultant scores on a pre-test, or maintain skill level if scoring a 5 or 6 on the pre-test of skills

Data Collection Timeframe: Pre-, Mid-, and Post-Assessments

Number of Participants Measured at End of Year: 17

Number of Participants Meeting Success Criterion at End of Year: 15

Percent of Participants Meeting Success Criterion at End of Year: 88%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. Rationale: Pre/post test scores indicate that 88% of participating students improved scores or maintained high scores on at least one of two sets of pre/post tests. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting pre/mid/post assessment scores.

Domain: Personal Enrichment – Health & Nutrition

Objective: 80% of regularly participating students will maintain high performance or improve their physical activity as measured by pre-, mid-, post-assessment. (Elementary School Students)

Measure: Pre-, Mid-, and Post-Assessments

Success Criterion: Demonstrate improved endurance by improving scores from a pretest to a posttest

Data Collection Timeframe: Pre-, Mid-, and Post-Assessments

Number of Participants Measured at End of Year: 92

Number of Participants Meeting Success Criterion at End of Year: 92



Percent of Participants Meeting Success Criterion at End of Year:
100%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. Rationale: Pre/mid/post test scores indicate that 100% of participating students improved scores. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting pre/mid/post test scores for all participating students.

Domain: Personal Enrichment – Health & Nutrition

Objective: 80% of regularly participating students will maintain high performance or improve their physical activity as measured by pre-, mid-, post-assessment. (Middle School Students)

Measure: Pre-, Mid-, and Post-Assessments

Success Criterion: Demonstrate improved endurance by improving scores from a pretest to a posttest

Data Collection Timeframe: Pre-, Mid-, and Post-Assessments

Number of Participants Measured at End of Year: 15

Number of Participants Meeting Success Criterion at End of Year: 15

Percent of Participants Meeting Success Criterion at End of Year:
100%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. Rationale: Pre/mid/post test

scores indicate that 100% of participating students improved scores. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting pre/mid/post test scores for all participating students.

Domain: Dropout Prevention & College/Career Readiness

Objective: 80% of regularly participating students will maintain high performance or improve their attendance as measured by school/district records. (Middle School Students)

Measure: School/District Records

Success Criterion: Demonstrate improved attendance or maintenance of acceptable attendance by being absent from school 20 or less times across the school year

Data Collection Timeframe: School absences for quarters 1-4

Number of Participants Measured at End of Year: 15

Number of Participants Meeting Success Criterion at End of Year: 15

Percent of Participants Meeting Success Criterion at End of Year:
100%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with current curriculum with slight adjustments as deemed necessary by program teachers and leaders. Rationale: Attendance data indicate that 100% of regularly participating students (with data available for all four quarters) were absent from school 20 or less times across the school year. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.



End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting quarterly school attendance data from the school district.



OBJECTIVES AND OUTCOMES: ADULT FAMILY MEMBER SERVICES

The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs are required to provide services designed to increase the involvement of adult family members in their child's education (e.g., family reading nights, student performances/showcases, participation in school-based parent activities that have a documented 21st CCLC focus, etc.) and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning (e.g., GED preparation, money management, parenting skills, etc.). While programs are provided some flexibility with regard to the level of adult family member services they provide, the program must provide at least monthly activities and/or services, and must provide enough outreach to progress toward the proposed family-based objectives. Many programs in Florida limit adult family member activities to special events (e.g., student plays) and general meetings. Unfortunately, secondary to the difficulty in getting adult family member participation in these services, it is rare for Florida programs to serve a substantial percentage of adult family members. Regardless, 21st CCLC programs may only provide services to adult family members of students actively participating in 21st CCLC services.

NEED-BASED OBJECTIVES

The YouthPride 21st CCLC program developed the following need-based objectives for providing services to adult family members of actively participating 21st CCLC students:

- 80% of regularly participating adult family members will demonstrate their involvement in student education.



ACTIVITIES PROVIDED

One of the enrollment criteria in the program's policy is that parents must sign and agree to attend monthly meetings. This policy enables the program to ensure the participation of the adult family members of actively participating 21st CCLC students. Additionally, the program disseminates flyers and calls the parents of enrolled 21st CCLC students to inform them of all workshops. More importantly, since the program parents enter the premises every day, the program is able to inform them of workshops, provide them with feedback concerning their child's progress, and address any of their concerns.

In support of the approved needs-based objectives, the YouthPride 21st CCLC program proposed several research-based and family-focused activities to help parents and adult family members support the academic achievement of participating students. The following are adult family member services provided by Centro Campesino Farmworker Center during the 2017-2018 program year:

- August 30, 2017: Afterschool Orientation (56 attendees)
- September 20, 2017: Healthy Relationships (60 attendees)
- October 25, 2017: Ready for School Every Day (57 attendees)
- November 15, 2017: Families Building Better Readers (56 attendees)
- December 14, 2017: Parenting to Prevent Bullying (49 attendees)
- January 24, 2018: Building Effective Communication (60 attendees)
- February 21, 2018: Less Stressed About Test (64 attendees)
- March 21, 2018: The Florida Standards Assessment (FSA) (59 attendees)
- April 25, 2018: Summer Learning (61 attendees)

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to assess objective progress, the USED requires each objective to be rated in the federal data collection system within one of the below categories (indicated on the right). The star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education's required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.

5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective
3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective

Domain: Adult Family Services – Parental Involvement

Objective: 80% of regularly participating adult family members will demonstrate their involvement in student education.

Measure: Perceptual Survey

Standard of Success: Increased knowledge as indicated by designated survey. Participants will express increased awareness of services that are available to them in the school and community following workshops.

Data Collection Timeframe: Pre-, Mid-, and Post-Assessments

Number of Participants Measured at End of Year: 64

Number of Participants Meeting Success Criterion at End of Year: 61

Percent of Participants Meeting Success Criterion at End of Year: 95%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: Continue with similar adult family member programming and distribution of information regarding events in 2018-2019. Rationale: Surveys from the most highly attended workshop indicate that 95% of participating adult family members reported the workshop helped them become more



involved with their children's education. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: Continue collecting adult family member survey data.



OBJECTIVES AND OUTCOMES: SURVEY FINDINGS AND STUDENT SUCCESS SNAPSHOTS

ACADEMIC IMPROVEMENT: TEACHER SURVEY

During the 2017-2018 program year, Florida's 21st CCLC programs were required to provide teacher observational data showing impact of the afterschool program on regularly participating 21st CCLC students (as defined by attending at least 30 days during the program year). Given the unique position of out-of-school programs, teacher surveys were used to collect information about changes in each individual student's behavior during the program year. Surveys were distributed to school-day teachers for all students attending the program, wherein teachers were asked to indicate the extent to which student behaviors improved or did not improve during the academic year. All 21st CCLC programs were instructed to distribute the surveys to school-day teachers who have regular contact with the student, preferably a mathematics or English teacher. Although it was permissible to survey teachers who also served as 21st CCLC program staff, it was preferred to survey teachers who were not serving the program in this capacity.

The following represent some important findings based on 91 completed teacher surveys for the YouthPride program:

- 85.2% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in turning in homework on time.
- 84.1% of regularly participating 21st CCLC either did not need to improve or demonstrated teacher-rated improvement in completing quality homework to the teacher's satisfaction.
- 85.7% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in attending class regularly.



- 85.7% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in getting along well with other students (positive interactions).

STUDENT SATISFACTION SURVEYS

During the 2017-2018 program year, Florida's 21st CCLC programs were required to conduct student surveys in order to obtain information about student satisfaction with and perceptions of the 21st CCLC programming at the sites they attended. As such, the surveys were to be completed only by students who had participated in program activities at some point during the 2017-2018 program year.

The survey included several items, most of which required students to choose between "Definitely," "Somewhat," and "Not at all" for their responses. Centro Campesino Farmworker Center received 107 completed student surveys. Results from the administration of the Student Satisfaction Survey of 21st CCLC students in the program indicate the following important findings:

- 100% of 21st CCLC students indicated the following:
 - the afterschool program had adults who cared about them;
 - they felt safe at the afterschool program;
 - the afterschool program helped them get along well with others;
 - the afterschool program helped them understand that following rules is important;
 - the afterschool program helped them solve problems in a positive way;
 - the afterschool program helped them with their homework; and
 - the afterschool program helped them improve their grades.

PARENT SATISFACTION SURVEYS

During the 2017-2018 program year, Florida's 21st CCLC programs were required to conduct parent surveys in order to obtain information about parent satisfaction with and perceptions of the 21st CCLC program, as well as demographic information. As such, the surveys were to be completed only by parents of students who participated in program activities during the 2017-2018 program year.

The survey included several items, most of which required parents to choose between “Very Satisfied,” “Satisfied,” “Not sure,” “Unsatisfied,” “Very Unsatisfied,” and “Not Applicable” for their responses. Centro Campesino Farmworker Center received 68 completed parent surveys. Results from the administration of the Parent Satisfaction Survey of 21st CCLC students in the program indicate the following important findings:

- 100% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the program as a whole.
- 100% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the staff’s warmth and friendliness.
- 98.5% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the staff’s ability to relate and reach out to them as parents.
- 98.5% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the safety of the program environment.
- 98.5% of parents of 21st CCLC students indicated they were satisfied or very satisfied with their children’s happiness with the program.
- 98.1% of parents of 21st CCLC students indicated they were satisfied or very satisfied with their children’s improvement in getting along with others.

STUDENT SUCCESS SNAPSHOT

Per requirements of the Florida Department of Education, the program was asked to select a student who has demonstrated success on one or more of the program’s objective assessments and create a brief narrative of the student’s experiences with the 21st CCLC program, the student’s progress, and outcomes and how the 21st CCLC program may have played a role in the student’s success. Below is a snapshot of a student in the YouthPride program who participated in programming in the 2017-2018 program year.

Centro Campesino’s YouthPride afterschool program focuses on helping students in achieving their educational goals. This school year, we helped a kindergarten student improve his fundamental skills in Reading and Math to ensure success. When this student arrived at our afterschool program, he could not write his name. He lacked phonemic awareness skills for reading and barely recognized numbers. It was a struggle to get him to concentrate, focus, and sit still.



One of the AmeriCorps members and a teacher noticed and took it upon themselves to help him by offering one-on-one sessions with constant repetition. They began to work with him on writing his name. They wrote the name with a yellow marker and had him trace over it. Once he recognized what his name was supposed to look like, he was able to write it.

To teach him letters, they started with blending letters such as e, a, i, o, the I and a couple other easily recognized. He traced the other letters, found images that matched it, sounded letters out, and played games like “find the letter” and “complete the other half of the letter.”

To teach him numbers, they helped him recite and write numbers zero to five, then adding six to ten. They made puzzles, counting worksheets, and activities where he had to put a certain amount by the number or a certain number by the amount.

During homework, they assisted with every task and/or question, explaining and prompting as he completed the assignments. He also utilized an online computer program, Clever Crazes, to reinforce reading and math since he did not have access to iReady.

After one school year of one-on-one tutoring, this student improved his grades from failing to average.

SUSTAINABILITY PLAN

PROGRESS TOWARD SUSTAINABILITY

One of the goals of the 21st CCLC program is to continue activities beneficial to students and their families after the five-year project period is over. Programs receive 100% funding for each of the first two years of the program, followed by 80% funding for each of the final three years. Therefore, programs are required to demonstrate how the program will become self-sustaining both within and beyond the five years of initial funding. In addition, all programs in Florida are expected to maintain the size and scope of their programs and are forbidden from reducing the quantity or quality of services, the number of children, or the length of operation to account for the reduced funding. Moreover, Florida 21st CCLC programs are not permitted to charge any fees to students or parents in association with 21st CCLC programming without authorization from the Florida Department of Education (FDOE), and no program has ever received such authorization.

Structured afterschool program costs vary widely, depending on the organization and other funding available to the organization. For instance, as noted, all 21st Century Community Learning Centers are federally-funded and are prohibited by the Florida Department of Education from charging any fees for eligible students. Other programs (such as some Children Services Councils) receive local funding from tax dollars to provide free or inexpensive services to students (generally a sliding-scale fee, if charged). Still other programs receive charitable donations (e.g., Boys and Girls Clubs) and charge minimal or no fees to students. The costs associated with structured afterschool programs that do not receive external funding are often dependent on the level of services provided, such that the programs with the most expensive activities (e.g., out-of-state field trips) will result in a higher cost to families. Nationally, the average cost of structured afterschool programs are between \$1,500 and \$2,500 annually. When taking into account the number of hours and days of services provided to 21st CCLC students within this program, the annual funding is an average of \$750 per student, which is less than half that of other structured afterschool programming. As such, marketing and sustaining the program are critical even in the early years of 21st CCLC program operations.



Table 12: Partners and Sub-Contracts

Agency Name	*Type of Organization	Subcontract (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
The Parent Academy, Miami-Dade Public Schools	SD	No	\$5,000	--	Programming or Activity-Related Services
Institute for Child and Family Health	CBO	No	\$3,000	--	Programming or Activity-Related Services
Miami Dade College	CU	No	\$3,000	--	Paid Staffing, Programming or Activity-Related Services
Kiwanis Club of Homestead	NPOO	No	\$1,500	--	Funding or Raised Funds
Feeding South Florida	NPOO	No	\$39,000	--	Other
Mission 500	CBO	No	\$5,400	--	Goods or Materials
CASPER	FPO	Yes	--	\$11,400	Evaluation Services
TOTAL			\$56,900	\$11,400	

*School District (SD), Community-Based or other Non-Profit Organization (CBO), Nationally Affiliated Nonprofit - Boys & Girls Club (BGC), Nationally Affiliated Nonprofit - YMCA/YWCA (YMCA), Nationally Affiliated Nonprofit - Other Agency (NPOO), Faith-Based Organization (FBO), Charter School (CS), Private School (PS), College or University (CU), Regional/Intermediate Education Agency (IEA), Health-Based Organization (hospital/clinic/etc.) (HBO), Library (LIB), Museum (MUS), Park/Recreation District (PRD), Other Unit of City or County Government (CNT), For-Profit Entity (FPO), Bureau of Indian Affairs School (IAS), Other (OTH)

Although 21st CCLC objectives do not specifically address the importance of developing, maintaining, and enhancing partnerships and sustainability, it would be remiss for this evaluation to ignore the substantial progress of Centro Campesino Farmworker Center in such efforts. The YouthPride 21st CCLC program engaged and received support from a number of partners that have and will continue to assist with

developing, implementing, evaluating, and sustaining the 21st CCLC program. Table 12 indicates the partners, their organization types, whether they are partners or subcontractors, the estimated values of their contributions/subcontracts, and the types of contributions they made to enhance the activities offered to regularly participating students and their adult family members.



RECOMMENDATIONS

The YouthPride 21st CCLC program is led by a team of dedicated and experienced individuals at the program and site levels. In addition to the program and site level leaders, the program also benefits from the leadership and support of school administrators and the Miami-Dade County School District. With the support of partners and the strength of the YouthPride team, the program has continued to strengthen and grow to provide high-quality programming for students and their families since its inception.

Overall, Centro Campesino Farmworker Center achieved many of its stated objectives for 2017-2018, while making progress toward and nearly achieving others. It is believed that the findings and recommendations within this report will help guide future efforts toward enhancing the program and furthering progress toward stated goals and objectives. Within the model of continuous program improvement, several recommendations for further enhancing this 21st CCLC program are provided. These are not considered “weaknesses,” as the program is already focused on addressing many of these challenges and/or implementing these recommendations. Rather, this section serves to document those areas where the program is planning or should plan to focus additional attention.

INCREASE STUDENT ENROLLMENT AND REGULAR ATTENDANCE

The YouthPride 21st CCLC did not meet the proposed average daily attendance for the afterschool and weekend/holiday components at the Centro Campesino site. The program is encouraged to establish procedures for increased recruitment of 21st CCLC students as its new funding cycle begins in the 2018-2019 program year. The program is also encouraged to consider procedures or programmatic changes that could increase the overall rate of regular participation. It is likely that increased and more regular attendance will result in more positive academic and behavioral outcomes.

IMPLEMENT PROPOSED PROGRAMMATIC/DATA COLLECTION CHANGES

As indicated in the *Objective Assessment* sections of this report, the program plans to implement programmatic changes based on findings related to its objectives. The program is encouraged to implement the proposed changes identified within this report, along with any additional programmatic/data collection changes identified by program leaders.



If you are interested in learning more about the
21st Century Community Learning Center Initiative at
Centro Campesino Farmworker Center:

Barbara Cesar
Director of Education
Centro Campesino Farmworker Center, Inc.
PO Box 343449
Florida City, FL 33034
305-245-7738 ext. 237
bcesar@ccfcfl.org

<http://www.centrocampesino.org>



REPORT PREPARED BY:



CENTER FOR ASSESSMENT, STRATEGIC PLANNING, EVALUATION AND RESEARCH

4110 NORTHWEST 64TH STREET ♦ GAINESVILLE, FLORIDA 32606



The 21st Century Community Learning Centers (21st CCLC) initiative is conducted with support from a grant from the Bureau of Family and Community Outreach (BFCO) within the Florida Department of Education. The overall direction of the initiative is provided by the Director of the Florida 21st CCLC Program. Any questions regarding this report may be directed to the Center for Assessment, Strategic Planning, Evaluation and Research.



"Education is the most powerful weapon which you can use to change the world."

— Nelson Mandela



Report Prepared By
**Center for Assessment, Strategic Planning,
Evaluation and Research (CASPER)**