

**2017-2018 SUMMATIVE EVALUATION REQUIRED REPORTING TEMPLATE
GRANT YEARS 1, 3, & 4**

1.0 STUDENT ENROLLMENT AND ATTENDANCE

Student enrollment for regular participants (attending 30 days or more) was 577 and total enrollment (all participants) was 882. Regularly participating enrollment for each school site ranged from 128 to 162. Regular enrollment per site was:

- Highlands Elementary, 148 (138 school year only, 10 both school year and summer)
- Immokalee High School 152 (152 school year only, 0 both school year and summer)
- Village Oaks, 128 (118 school year only, 10 both summer and school year)
- Immokalee Middle School 149 (140 school year only, 9 both summer and school year)

Zero sites had regularly participating enrollment for summer only.

Total enrollment for each school site ranged from 185-229. Each site had the following total enrollment:

- Highlands Elementary, 178 (152 school year only, 10 both school year and summer, 16 summer only)
- Immokalee High School 314 (314 school year only, 0 both school year and summer, 0 summer only)
- Village Oaks, 167 (141 school year only, 10 both school year and summer, 16 summer only)
- Immokalee Middle School 223 (189 school year only, 10 both school year and summer, 24 summer only)

Table 1 provides student enrollment data.

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

Center Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Highlands Elementary	16	152	10	178	0	138	10	148

Immokalee High	0	314	0	314	0	152	0	152
Village Oaks	16	141	10	167	0	118	10	128
Immokalee Middle	24	189	10	223	0	140	9	149
Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. Only Summer + Only School Year + Summer AND School Year = Total.								

2.0 STUDENT AND FAMILY DEMOGRAPHICS

The program consisted of 371 female participants and 511 male participants for total student enrollment, and 264 females and 313 males for regular participants. Ages ranged from 8-19 years old for both total participants and regular participants. Demographics by site were:

- Highlands Elementary: regular participants 67 female and 81 male; all participants 81 female and 79 male.
- Immokalee High School: regular participants 49 female and 103 male; all participants 109 female and 205 male.
- Village Oaks: regular participants 78 female and 50 male; all participants 78 female and 89 male.
- Immokalee Middle School: regular participants 70 female and 79 male; all participants 103 female and 120 male

Ages for the elementary schools ranged from 8 to 12 years old, middle school ranged from 11 to 15 years old, and high school ranged from 14-19. Table 2 provides student demographic information.

Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	DK*		Male	Female	DK*	
Highlands Elementary	97	81	0	8-12	81	67	0	8-12
Immokalee High	205	109	0	14-19	103	49	0	14-19
Village Oaks	89	78	0	8-12	50	78	0	8-12
Immokalee Middle	120	103	0	11-15	79	70	0	11-15

The program served students with special needs at all sites. For total participating students, Highlands Elementary had 88 students identified as Limited English Proficient, and 128 identified as having a disability; Immokalee High identified 187 students as Limited English Proficient, and 87 with a disability; Village Oaks had 98 identified as Limited English Proficient, and 22 with a disability; Immokalee Middle had 145 identified as Limited English Proficient, and 151 with a disability. Table 3 provides data for students with special needs for total participating students.

Table 3. Students with Special Needs: Total Participating Students.

Center Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Highlands Elementary	88	74	16	128	34	16
Immokalee High	187	127	0	87	64	163
Village Oaks	98	70	0	22	76	69
Immokalee Middle	145	78	0	151	72	0

For regularly participating students, Highlands Elementary had 85 students identified as Limited English Proficient, and 118 identified as having a disability; Immokalee High identified 96 students as Limited English Proficient, and 93 with a disability; Village Oaks had 94 identified as Limited English Proficient, and 20 with a disability; Immokalee Middle had 104 identified as Limited English Proficient, and 106 with a disability. Table 4 provides data for students with special needs for regularly participating students.

Table 4. Students with Special Needs: Regularly Participating Students.

Center Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Highlands Elementary	85	63	0	118	30	0
Immokalee High	96	56	0	93	59	0
Village Oaks	94	55	0	20	68	40
Immokalee Middle	104	45	0	106	43	0

*DK = Don't Know.

Student race and ethnicity for regularly participating students was: Highlands Elementary included 135 students identified as Hispanic or Latino, 8 Black or African American, 2 unknown

race/ethnicity, 2 White or Caucasian, and 1 Asian/Pacific Islander; Immokalee High consisted of 93 Black or African American, 55 Hispanic or Latino, 2 unknown race/ethnicity, 1 American Indian/Alaska National, and 1 White or Caucasian; Village Oaks had 88 students identified as Hispanic or Latino, 40 Black or African American, and 3 White or Caucasian; and Immokalee Middle had 73 Black or African American, 71 Hispanic or Latino, 3 unknown race/ethnicity, 1 American Indian/Alaska National, and 1 White or Caucasian American. Table 5 provides data for total participants and regularly participating students' race and ethnicity.

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

Center Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown**	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown
Highlands Elementary	0	1	11	161	3	2	0	1	8	135	2	2
Immokalee High	4	0	133	168	5	4	1	0	93	55	1	2
Village Oaks	0	0	55	109	4	0	0	0	40	88	3	0
Immokalee Middle	2	0	100	114	4	3	1	0	73	71	1	3

* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.
 ** Unknown = Racial/ethnic group is unknown or cannot be verified.

The number of student in each grade participating in the program for total participating students by school site was:

- Highlands Elementary: 3rd – 34, 4th – 70, 5th – 74
- Immokalee High: 9th – 83, 10th – 85, 11th – 83, 12th – 63
- Village Oaks elementary: 3rd – 62, 4th – 53, 5th – 53
- Immokalee Middle: 6th – 94, 7th – 71, 8th – 58

Table 6 provides data for participants' grade for total participating students.

Table 6. Student Grade for Total Participating Students.

Center Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

Highlands Elementary	0	0	0	0	34	70	74	0	0	0	0	0	0	0	178
Immokalee High	0	0	0	0	0	0	0	0	0	0	83	85	83	63	314
Village Oaks	0	0	0	0	62	53	53	0	0	0	0	0	0	0	168
Immokalee Middle	0	0	0	0	0	0	0	94	71	58	0	0	0	0	223
<i>* Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.</i>															

The number of student in each grade participating in the program for regularly participating students by school site was:

- Highlands Elementary: 3rd – 30, 4th – 62, 5th – 56
- Immokalee High: 9th – 46, 10th – 49, 11th – 29, 12th – 28
- Village Oaks elementary: 3rd – 54, 4th – 41, 5th – 33
- Immokalee Middle: 6th – 67, 7th – 46, 8th – 34

Table 7 provides data for participants’ grade for regularly participating students.

Table 7. Student Grade for Regularly Participating Students.

Center Name	Grade In School*														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Highlands Elementary	0	0	0	0	30	62	56	0	0	0	0	0	0	0	148
Immokalee High	0	0	0	0	0	0	0	0	0	0	46	49	29	28	152
Village Oaks	0	0	0	0	54	41	33	0	0	0	0	0	0	0	128
Immokalee Middle	0	0	0	0	0	0	0	67	46	34	0	0	0	0	149
<i>* Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.</i>															

For total participants, the number of student receiving free or reduced-price lunch at each site was: Highlands Elementary 174, Immokalee High 311, Village Oaks elementary 151, and Immokalee Middle 219. Highlands Elementary had 2 students in which it was unknown whether or not they received free or reduced-price lunch, and 1 student at Immokalee High also had

unknown status for free or reduced-price lunch. Table 8 provides data for free or reduced-price lunch status for total participating students.

Table 8. Free/Reduced Lunch Status of Total Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Highlands Elementary	174	2	2
Immokalee High	311	2	1
Village Oaks	151	17	0
Immokalee Middle	219	4	0

For regular participants, the number of student receiving free or reduced-price lunch at each site was: Highlands Elementary 146, Immokalee High 151, Village Oaks elementary 126, and Immokalee Middle 147. Table 9 provides data for free or reduced-price lunch status for total participating students.

Table 9. Free/Reduced Lunch Status of Regularly Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Highlands Elementary	146	2	0
Immokalee High	151	1	0
Village Oaks	126	6	0
Immokalee Middle	147	2	0

3.0 PROGRAM OPERATIONS

During summer 2017, Highlands Elementary, Immokalee Middle and Village Oaks Elementary typically operated 4 days a week. Highlands Elementary and Village Oaks Elementary operated for four weeks, and Immokalee Middle operated for two weeks. Immokalee High did not operate in summer 2017. The typical number of hours per week at the three operating sites was 20. Table 10 provides data for typical operation per week and year by site for summer 2017.

Table 10. Summer 2017 Operation.

Center Name	Total number of <u>weeks</u> THIS	Typical number of <u>days per</u>	Typical number of <u>hours per week</u> THIS center was open on:		
			WEEKDAYS	WEEKDAY	WEEKENDS

	center was open:	week THIS center was open:		EVENINGS	
Highlands Elementary	4	4	20	0	0
Immokalee High	0	0	0	0	0
Village Oaks	4	4	20	0	0
Immokalee Middle	2	4	20	0	0

During the 2017-2018 school year, all four sites typically operated 4 days a week and 34 weeks. Highlands Elementary operated for 12 hours per week after school, and 4 hours on weekends/holidays for a total of 132 in operation during 2017-2018 school year. Immokalee High typically operated for 4 hours per week afterschool for a total of 145 weeks, Immokalee Middle typically operated for 9 hours per week afterschool for a total of 140 days, and Village Oaks Elementary typically operated for 12 hours afterschool for 132 days and 4 hours on weekend/holidays for 4 days. Table 11 provides data for typical operation per week and year by site for school year 2017-2018.

Table 11. School Year 2017-2018 Operation.

Center Name	Total # weeks THIS center was open	Total # days THIS center was open	Typical # days per week THIS center was open	Typical # hours per week THIS center was open				Total # days THIS center operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
Highlands Elementary	34	132	4	0	0	12	16	0	0	132	4
Immokalee High	34	145	4	0	0	10	0	0	0	145	0
Village Oaks	34	132	4	0	0	12	16	0	0	132	4
Immokalee Middle	34	140	4	0	0	9	0	0	0	140	0

4.0 STAFF CHARACTERISTICS

Each site is supported by staff with a variety of different roles. Staff positions range from school day teachers, non-teaching school day staff, site coordinators, college students, high school student volunteers, to paid and unpaid sub-contractors.

4.1 Staff Demographics

Highlands Elementary had nine paid staff members for summer 2017. Staff consisted of two school day teachers, a site coordinator, one non-teaching school day staff, two college students, and three sub-contracted staff. During the 2017-2018 school year, staff consisted of seven school day teachers, one site coordinator, one non-teaching school day staff, seven college students, and four sub-contracted staff.

Table 12. Regular Staff by Paid and Volunteer Status. Highlands Elementary

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	2	0	7	0
Center Administrators and Coordinators	1	0	1	0
Other Non-teaching School Day Staff	1	0	1	0
Parents	0	0	0	0
College Students	2	0	7	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Sub-contracted Staff	3	0	4	0
Other**	0	0	0	0

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

During the 2017-2018 school year, Immokalee High staff consisted of seven school day teachers, one site coordinator, one non-teaching school day staff, one college student, and four sub-contracted staff. This site did not operate in summer 2017

Table 12. Regular Staff by Paid and Volunteer Status. Immokalee High School

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	0	0	7	0
Center Administrators and Coordinators	0	0	1	0

Other Non-teaching School Day Staff	0	0	1	0
Parents	0	0	0	0
College Students	0	0	1	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Sub-contracted Staff	0	0	4	0
Other**	0	0	0	0
¹ For all staff categories <u>except</u> "Other", report only staff paid with 21 st CCLC funds. * These categories represent the regular responsibilities of program staff during the regular school day. ** Use this category if data do not fit in specific categories provided				

During summer 2017, Village Oaks Elementary had one school day teacher, one site coordinator, two non-teaching school day staff, two college students, and two sub-contracted staff. During the 2017-2018 school year, staff consisted of two school day teachers, one site coordinator, 2 non-teaching school day staff, seven college students, and four sub-contracted staff.

Table 12. Regular Staff by Paid and Volunteer Status. Village Oaks Elementary

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	1	0	2	0
Center Administrators and Coordinators	1	0	1	0
Other Non-teaching School Day Staff	2	0	2	0
Parents	0	0	0	0
College Students	2	0	7	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Sub-contracted Staff	2	0	4	0
Other**				
¹ For all staff categories <u>except</u> "Other", report only staff paid with 21 st CCLC funds. * These categories represent the regular responsibilities of program staff during the regular school day. ** Use this category if data do not fit in specific categories provided				

Immokalee Middle had two school day teachers, one site coordinator, and five college students during summer 2017. For the 2017-2018 school year, staff consisted of eleven school day teachers, one site coordinator, three non-teaching school day staff, and four sub-contracted staff. In addition, one high school student served as a staff volunteer.

Table 12. Regular Staff by Paid and Volunteer Status. IMMOKALEE MIDDLE

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	2	0	11	0
Center Administrators and Coordinators	1	0	1	0
Other Non-teaching School Day Staff	0	0	3	0
Parents	0	0	0	0
College Students	5	0	0	0
High School Students	0	0	0	1
Community Members	0	0	0	0
Sub-contracted Staff	0	0	4	0
Other**	0	0	0	0

¹For all staff categories *except* "Other", report only staff paid with 21st CCLC funds.
* These categories represent the regular responsibilities of program staff during the regular school day.
** Use this category if data do not fit in specific categories provided

4.2 Students-to-Staff Ratio

The student-to-staff ratio for academic components of the program is 10:1 and enrichments components is 20:1. Each program sites follows the required ratios.

4.3 Staff Training

At each program site, staff engaged in a staff orientation. In addition, four professional development sessions were conducted for staff in this program and the Miracle 2 program. Professional development sessions were 90 minutes long and covered the following topics: Class Management (October 20, 2017), Kagan Structures (November 17, 2017), Increasing Student Achievement through Engagement (January 26, 2018), and Behavior and Consequences (February 16, 2018).

5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment

The following table provides the objective assessments results for each objective.

Domain	Objective Assessment Plan	School Level Served	Standard of Success	Benchmark	Total Number of Participants Measured at End of Year	Total Number of Participants Meeting Success at End of Year	Percent of Participants Meeting Standard of Success at End of Year
Academic - English Language Arts/Writing	40% 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	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)	40%	264	166	63%

Academic - English Language Arts/Writing	40% 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	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)	40%	147	85	58%
Academic - English Language Arts/Writing	40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	High School	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)	40%	34	25	74%
Academic - English Language Arts/Writing	30% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	30%	233	92	39%

Academic - English Language Arts/Writing	30% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	30%	118	23	19%
Academic - English Language Arts/Writing	30% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	High School	Attain an Achievement Level 3 (satisfactory) or higher	30%	123	23	19%
Academic - Mathematics	40% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Elementary School	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)	40%	266	206	77%

Academic - Mathematics	40% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Middle School	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)	40%	147	91	62%
Academic - Mathematics	40% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	High School	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)	40%	16	7	44%
Academic - Mathematics	40% of regularly participating students will achieve a satisfactory level or above on mathematics.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	40%	238	136	57%

Academic - Mathematics	40% of regularly participating students will achieve a satisfactory level or above on mathematics.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	40%	131	51	39%
Academic - Mathematics	40% of regularly participating students will achieve a satisfactory level or above on mathematics.	High School	Attain an Achievement Level 3 (satisfactory) or higher	40%	84	17	20%
Academic - Science	40% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Elementary School	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)	40%	263	216	82%
Academic - Science	40% regularly participating students will improve to a satisfactory science	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of	40%	193	127	66%

	grade or above, or maintain a high grade across the program year.		D/F to C (or grading scale equivalents)				
Academic - Science	40% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	High School	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)	40%	3	2	67%
Academic - Science	30% of regularly participating students will achieve a satisfactory level or above on science.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	30%	76	31	41%
Academic - Science	30% of regularly participating students will achieve a satisfactory level or above on science.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	30%	37	10	27%

Academic - Science	30% of regularly participating students will achieve a satisfactory level or above on science.	High School	Attain an Achievement Level 3 (satisfactory) or higher	30%	112	27	24%
Personal Enrichment - Behavior & Problem-Solving	50% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).	Elementary School	Increase in 7 Habits assessment score	50%	176	125	71%
Personal Enrichment - Behavior & Problem-Solving	50% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).	Middle School	Increase in 7 Habits assessment score	50%	121	120	99%
Personal Enrichment - Behavior & Problem-Solving	50% of regularly participating students will improve their positive behavior as measured by	High School	Increase in 7 Habits assessment score	50%	14	9	64%

	perceptual survey (student).						
Personal Enrichment - Arts & Culture	65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Elementary School	Increase in UAC assessment score	65%	192	149	78%
Personal Enrichment - Arts & Culture	65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Middle School	Increase in UAC assessment score	65%	12	12	100%
Personal Enrichment - Arts & Culture	65% of regularly participating students will improve their engagement in visual/performing	High School	Increase in UAC assessment score	65%	29	28	97%

	arts as measured by pre-post assessment.						
Dropout Prevention & College/Career	60% of regularly participating students will improve their engagement in	Middle School	Improvement in grade or score	60%	75	74	99%
Dropout Prevention & College/Career Readiness	60% of regularly participating students will improve their engagement in career exploration as measured by pre-post assessment.	High School	Improvement in grade or score	60%	44	30	68%
Adult Family Member Performance	10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).	Elementary School	Increase in assessment score	10%	34	33	97%

Adult Family Member Performance	10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).	Middle School	Increase in assessment score	10%	11	11	100%
Adult Family Member Performance	10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).	High School	Increase in assessment score	10%	19	17	89%

5.2 Other Findings

Surveys were administered to adult family members, students, and teachers for End-of-Year feedback. Survey results for Miracle 2 was positive. A summary of the results is displayed below.

Parent Survey

	Mean
This afterschool program as a whole	4.46
Staff's warmth and friendliness	4.33
Staff's ability to work with my child	4.34
Staff's ability to relate to me	4.19
Variety of activities offered to my child	4.28
Safety of the program environment	4.42
My child's happiness with the program	4.43
Helping me become more involved with my child's education	4.26
Satisfied with child's improvement in: homework completion	4.34
Satisfied with child's improvement in: academic performance	4.25
Satisfied with child's improvement in: getting along with others	4.27
Satisfied with child's improvement in: staying out of trouble	4.30
Average number of children respondents have in the afterschool program	1.49

5 = Very Satisfied, 4 = Satisfied, 3 = Not Sure, 2 = Unsatisfied, 1 = Very Unsatisfied

A text responses item asked: "What is the one thing you would like to see changed about your child's afterschool program?" 41 parents responded to this item. Results were:

- No changes needed – 25
- More homework time – 10
- Better food, snacks – 3
- More activities, games – 1
- More flexible pick-up times – 1

Student Survey

	Mean
Do you enjoy the activities in your afterschool program?	2.57

Does your afterschool program have adults who care about you?	2.67
Do you feel safe at your afterschool program?	2.67
Does your afterschool program help you get along well with others?	2.46
Does your afterschool program help you understand that following rules is important?	2.74
Does your afterschool program help you solve problems in a positive way?	2.63
Does your afterschool program help you with your homework?	2.74
Does your afterschool program help you improve your grades?	2.55
Average grade of survey respondents	6.15

3 = Definitely, 2 = Somewhat, 1 = Not at all

Teacher Survey

	Mean
Turning in homework on time	2.87
Completing quality homework to your satisfaction	2.87
Paying attention and participating in class	2.90
Volunteering (e.g., for extra credit or more responsibilities)	2.80
Attending class regularly	3.09
Being attentive in class	2.94
Behaving well in class	3.04
Academic performance (e.g., improved grades, learning gains)	2.78
Coming to school motivated to learn	2.90
Getting along well with other students (positive interactions)	3.09
Self-efficacy (belief they can do well in school)	2.93
Parents interests and/or involvement in the child's schooling	2.43
Improvement in homework completion and class participation**	0.81
Improvement in student behavior**	0.73

4 = Did Not Need to Improve, 3 = Improved, 2 = No Change, 1 = Declined

** 1 = Improved, 0 = Did not improve

Successes

Each site reflected on this past year and shared successes.

Highlands Elementary	
<i>Components that worked well</i>	<i>Contributor to Success</i>
<p>The 7 Habits and Growth Mindsets concepts are embedded within all aspects of the afterschool program and this year, students and program staff took a great liking to this leadership component of the program. Many students were rewarded each week for their outstanding efforts in leadership and positive mindsets. Nearly seven students were honored each week for going above and beyond.</p>	<p>Highlands Elementary is a school in which students are immersed in a leadership culture throughout the entire school day as well as in after school as part of the Leader in Me School program. This provides students with the extra support that they need outside of academics. This program accompanied the 7 Habits and Growth Mindset components to help ensure that all students have a comprehensive understanding of what it means to be a leader in all aspects of life.</p>



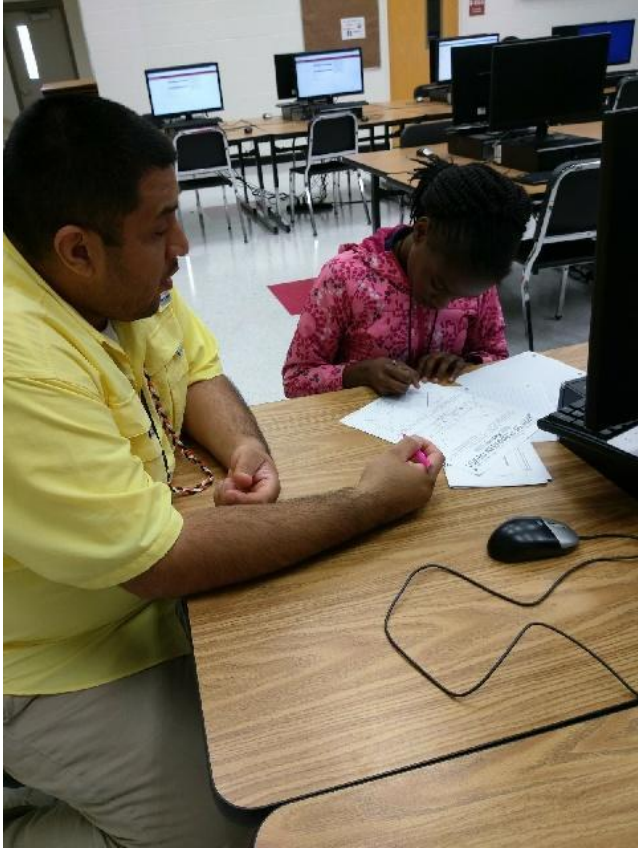
Immokalee High

<i>Components that worked well</i>	<i>Contributor to Success</i>
<p>Student leadership and empowerment through 6YFN was very successful. The 6YFN High school seniors conduct weekly mentoring session with 7th grade middle school girls. Using the model of girls empowering girls, they create presentations on relevant subjects and discuss issues that can hinder academic and personal success in middle school.</p>	<p>The middle school girls are very interested in life in high school and want to learn more about the mentors. The program offered the high school opportunities to participate in a variety of different activities based on their interests.</p>



Immokalee Middle

<i>Components that worked well</i>	<i>Contributor to Success</i>
<p>Mathematics Lab: Mathematics small group tutoring with certified classroom teachers.</p>	<p>The math lab has a great teachers like Mr. Sierra who is a certified mathematics teacher at Immokalee Middle School. He provides assistance to students who need addition support and is well versed in the curriculum and daily mathematics activities the students experience during the day which allows him to target the assistance he provides to students in the afterschool program.</p>



Village Oaks	
<i>Components that worked well</i>	<i>Contributor to Success</i>

<p>The Village Oaks 7 Habits of Happy Kids initiative is designed to inspire a classroom positive psychology happiness learning center. The habits speak to emotions, strengths, friendships, meaning, and accomplishment. The Leader in Me Process is a holistic, whole-child literature-based experience for our Miracle students.</p>	<p>Using data from the pre-assessment and mid-year assessment, a 7 week 7 Habit boot camp was implemented using project based learning activities, classroom discussions and activities and role playing/skits. The differentiated activities were intended to help increase students' knowledge on the 7 Habits and how to implement the skills into their daily lives.</p>
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5.3 Student Success Snapshot

One of the greatest success snapshots is from a female student at Immokalee High School. This student began her journey at Immokalee High school in the 10th grade. She moved to the United State in March 2015, and joined the program (6YFN) in September 2016. This young woman arrived in the United States with very limited English verbal and written communication skills. She reflects on those beginning days here and the confusing first few months in high school. Not being able to comprehend or communicate, she contemplated dropping out: "It was the most confusing and difficult time in my life, and I was afraid to ask for help. I did not know where to start, so I kept to myself most of the time". Through her relationships with mentors and fellow participants in the afterschool program, she was able to increase her confidence and increase her academic performance. The afterschool program gave this student a place to go for support and additional instruction to help her succeed.

During her senior year, she struggled with achieving the minimum score required for admissions into the nursing program of her dreams. After three failed attempts, she worried her dream of becoming a nurse may not happen. She recalls her afterschool mentors encouraging her to not lose hope and keep trying. They provided a lot of support through homework hall, mentoring, and SAT prep courses. In April 2018, just a short month before graduation, she took the SAT exam again and achieved the required SAT scores!

On Friday, May 25, 2018, this student proudly walked across the stage at Alico Arena to receive her high school diploma. With her diploma in her hand, she took a deep breath before waiving to family and friends in the audience and shouted with excitement, "I did it!" Her amazement could not be contained; it could be seen all across her face behind a smile that said it all. She really did it! She plans to attend college in the fall of 2018 where she will take the next step toward her nursing career.

5.4 Overall Findings for Each Objective

The following table provides the program’s progress towards and achievement of each objective. Twenty-two objectives were met or exceeded (5 stars), two objectives are approaching the benchmark (4 stars), one objective is making meaningful progress (3 stars), and three objectives are making some progress towards the benchmark (2 stars).

Domain	Objective Assessment Plan	School Level Served	Standard of Success	Percent of Participants Meeting Standard of Success at End of the Year	Stars Achieved
Academic - English Language Arts/Writing	40% 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	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)	63	5 stars - Meets or Exceeds Benchmark
Academic - English Language Arts/Writing	40% 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	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)	58	5 stars - Meets or Exceeds Benchmark

Academic - English Language Arts/Writing	40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	High School	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)	74	5 stars - Meets or Exceeds Benchmark
Academic - English Language Arts/Writing	30% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	39	5 stars - Meets or Exceeds Benchmark
Academic - English Language Arts/Writing	30% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	19	2 stars – Some progress
Academic - English Language Arts/Writing	30% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	High School	Attain an Achievement Level 3 (satisfactory) or higher	19	2 stars – Some progress
Academic - Mathematics	40% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high	Elementary School	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	77	5 stars - Meets or Exceeds Benchmark

	grade across the program year.		equivalents)		
Academic - Mathematics	40% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Middle School	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)	62	5 stars - Meets or Exceeds Benchmark
Academic - Mathematics	40% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	High School	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)	44	5 stars - Meets or Exceeds Benchmark
Academic - Mathematics	40% of regularly participating students will achieve a satisfactory level or above on mathematics.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	57	5 stars - Meets or Exceeds Benchmark
Academic - Mathematics	40% of regularly participating students will achieve a satisfactory level or above on	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	39	4 stars – Approaching Benchmark

	mathematics.				
Academic - Mathematics	40% of regularly participating students will achieve a satisfactory level or above on mathematics.	High School	Attain an Achievement Level 3 (satisfactory) or higher	20	2 stars - Some Progress
Academic - Science	40% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Elementary School	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)	82	5 stars - Meets or Exceeds Benchmark
Academic - Science	40% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Middle School	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)	66	5 stars - Meets or Exceeds Benchmark
Academic - Science	40% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	High School	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)	67	5 stars - Meets or Exceeds Benchmark

Academic - Science	30% of regularly participating students will achieve a satisfactory level or above on science.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	41	5 stars - Meets or Exceeds Benchmark
Academic - Science	30% of regularly participating students will achieve a satisfactory level or above on science.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	27	4 stars - Approaching Benchmark
Academic - Science	30% of regularly participating students will achieve a satisfactory level or above on science.	High School	Attain an Achievement Level 3 (satisfactory) or higher	24	3 stars – Meaningful Progress
Personal Enrichment - Behavior & Problem-Solving	50% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).	Elementary School	Increase in 7 Habits assessment score	71	5 stars - Meets or Exceeds Benchmark
Personal Enrichment - Behavior & Problem-Solving	50% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).	Middle School	Increase in 7 Habits assessment score	99	5 stars - Meets or Exceeds Benchmark

Personal Enrichment - Behavior & Problem-Solving	50% of regularly participating students will improve their positive behavior as measured by perceptual survey (student).	High School	Increase in 7 Habits assessment score	64	5 stars - Meets or Exceeds Benchmark
Personal Enrichment - Arts & Culture	65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Elementary School	Increase in UAC assessment score	78	5 stars - Meets or Exceeds Benchmark
Personal Enrichment - Arts & Culture	65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Middle School	Increase in UAC assessment score	100	5 stars - Meets or Exceeds Benchmark
Personal Enrichment - Arts & Culture	65% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	High School	Increase in UAC assessment score	97	5 stars - Meets or Exceeds Benchmark

Dropout Prevention & College/Career Readiness	60% of regularly participating students will improve their engagement in career exploration as measured by pre-post assessment.	Middle School	Improvement in grade or score	99	5 stars - Meets or Exceeds Benchmark
Dropout Prevention & College/Career Readiness	60% of regularly participating students will improve their engagement in career exploration as measured	High School	Improvement in grade or score	68	5 stars - Meets or Exceeds Benchmark
Adult Family Member Performance	10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).	Elementary School	Increase in assessment score	97	5 stars - Meets or Exceeds Benchmark
Adult Family Member Performance	10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).	Middle School	Increase in assessment score	100	5 stars - Meets or Exceeds Benchmark

Adult Family Member Performance	10% of the adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).	High School	Increase in assessment score	89	5 stars - Meets or Exceeds Benchmark
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6.0 PROGRESS TOWARD SUSTAINABILITY

Miracle 2 partners with four different agencies. The Collier County Public Schools partners as a sub-contractor with an estimated contribution of \$45,000 (\$184,000 value) for teachers, transportation, and classrooms. The Naples Children and Education Foundation (funding), SWFL Workforce Development Board (food), and the Boys & Girls Club (staff and materials) partner with the program for \$140,000, \$100,000, and \$70,000 respectively. Sub-contractor partnerships include, United Arts Council at \$5,000 (\$20,000 value) for artists and enrichment activities, and Parks and recreation at \$0 (\$25,000 value) for recreational activities and location.

Table 14: Partnerships and Sub-Contracts

Agency Name	Type of Organization	Subcontractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
Collier County Public Schools	SD	Yes	45,000	184,000	Contracted: teachers, transportation Contribution: Classroom
Naples Children & Education Foundation	Foundation – OTH	No	140,000	0	Funding
Southwest Florida Workforce Development Board, Inc.	CBO	No	100,000	0	Food
Boys & Girls Club of Collier County	BGC	No	70,000	0	Staff, Materials
United Arts Council	--	Yes	5,000	20,000	Artists, enrichment activities
Parks and Rec	--	YES	0	25,000	Recreational activities and location
<i>Note: Value of subcontract must be ZERO if the agency is listed as "No" in the subcontractor column. Likewise, the value of the subcontract must be greater than ZERO if the agency is listed as "Yes" in the subcontractor column.</i>					

7.0 LESSONS LEARNED AND RECOMMENDATIONS

The Miracle 2 program had many successes throughout 2017-2018 and helped students make gains in their academic achievement and leadership skills. Over 50 percent of the objectives are meeting or exceeding the benchmarks, two are approaching the benchmark, one is making meaningful progress, and three objectives earning a 2 star making some progress towards the benchmark.

Village Oaks Elementary

English language arts/writing

The program is meeting the benchmark for 30% of regularly participating students attaining a level 3 or higher on the FSA, Village Oaks Elementary was not meeting the 30% benchmark. At the beginning of the 2018-2019 school year, Village Oaks Elementary will identify students who scored a 2 or below on the ELA - FSA. The program will implement additional FSA tutoring two times per week for 20 minutes. Both weekly and monthly progress will be monitored, along with collaboration with the student's day school teacher to assess progress, and or integrate any additional strategies. The additional tutoring for students performing at a level 2 or below will provide students with additional instruction time to increase their performance on their ELA - FSA scores.

Immokalee Middle

English language arts/writing

At Immokalee Middle school, the program is making some progress towards student achievement of 3 (satisfactory) or higher on the FSA English language arts/writing exam. Additional intervention will take place for 2018-2019 to increase the number of students meeting the benchmark. The program will offer language arts tutoring in small groups with a certified teacher. This will be within the existing homework hall students already have access to. Students who are not achieving satisfactory or above will be required to attend at least one time each week. Over the past year, some students did not participate in ELA enrichment, this approach will ensure those who need the additional intervention will participate. The ELA intervention will be provided a minimum of one time per week.

Science

In science, participants are approaching the benchmark and need some additional assistance to ensure participants meet or exceed. For the 2018-2019 academic year, the program will offer science enrichment specifically for 8th grade students. They will have extra enrichment in the first semester and specific FSA-prep in the second semester, 1-2 times per week. Leading up to

the science FSA assessment, the extra science exposure will take place a minimum of once a week and may take place twice a week.

Immokalee High School

English language arts/writing

Immokalee High School has some areas in need of improvement for 2018-2019. In English language arts/writing, participants are making some progress attaining an achievement of 3 (satisfactory) or higher on the FSA. In order to help increase the number of students meeting the FSA English language arts/writing success criterion, the program will offer FSA ELA prep tutoring groups twice a week. Tutoring groups will be led by ELA teachers who will provide adequate reading support to students. Teachers will identify areas in need of extra support through administering FSA ELA practice tests to participants periodically. Ensuring this time is used as proposed and students' needs are identified, will be important to help these students meet expectations and achieve a satisfactory performance. Practice tests are a great way to assessment where students are currently performing and they allow students to be exposed to the types of items/questions they will see on the actual exam.

Mathematics

Similarly, in mathematics participants are making some progress attaining an achievement of 3 (satisfactory) or higher on the FSA. To increase the number of students achieving the benchmark the program will offer FSA math prep tutoring sessions twice a week for 2018-2019. Tutoring groups will be led by math teachers who will provide support to students based on needs. Participants will complete FSA math practice tests as a diagnostic tool for teachers to determine areas in need further practice. Utilizing practice tests and having certified math teachers assisting students will allow for optimal exposure for participants who need more assistance.

Science

For the 2018-2019 school year, the program will offer FSA science prep tutoring sessions twice a week. Participants are exceeding the benchmark with 66% of regular participants maintaining an A/B grade or improving their grade, however the program is falling short of 30% of participants earning a 3 or higher on the science FSA. To help increase FSA performance, teachers will lead tutoring groups based on student needs. Participants will complete FSA science practice tests as a diagnostic tool for teachers to determine areas in need further practice. More exposure to content and practice answering items similar to those on the FSA science will help participants be better prepared for the test.

The Miracle 2 program has clear plans for increasing student achievement in 2018-2019 school year. As programming interventions take place, it is important for teachers and staff to ensure program curricula align with the standards assessed on the FSA. Curricula alignment is essential to ensure the content students are being taught during the afterschool program is appropriate. Throughout 2018-2019, many of the planned interventions rely on certified teachers and staff to identify areas in need of improvement therefore the role of the teachers is critical to the success of the interventions. Professional development sessions for teachers and staff should focus on things the teachers believe they need in order to help them meet the needs of the students they are serving in the program.