**YMCA of Central Florida Grant # 833-2446B-6PGD2 Year 3 Summative Evaluation Report Summary Gray, Mt. Dora and Tavares Middle Schools (MS)**

**Lake County Schools**

1. **Total Student Enrollment and Attendance**

As broken down in table 1, the YMCA of Central Florida’s 21st CCLC after school program had a total of 1,064 students that attended at least one day during the 2017-18 school year (i.e., 276 at Gray, 378 at Mt. Dora and 410 at Tavares). Of those 1,064 students, a total of 416 are considered regularly participating students because they were enrolled for 30 days or more (i.e., 92 at Gray, 200 at Mt. Dora and 124 at Tavares).

**Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2017 and School Year 2017-18**.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |
| Gray MS | 82 | 147 | 47 | 276 | 0 | 64 | 28 | 92 |
| Mt. Dora MS | 0 | 378 | 0 | 378 | 0 | 200 | 0 | 200 |
| Tavares MS | 49 | 340 | 25 | 414 | 0 | 107 | 17 | 124 |
| Note**.** Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported  under “Both Summer AND School Year.” Only Summer + Only School Year + Summer AND School Year = Total. | | | | | | | | |

# Student and Family Demographics

As reflected in table 2, data regarding student gender on both the total number of participating students, as well as the regularly participating students are not available for this report. In addition, the age range data are also not available. The YMCA believed these data would be provided by the Lake County School District. At the time of this report, school district resources are not available to provide these data.

**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 | Data Not Provided | Male | Female | Data Not Provided |
| Gray MS |  |  | 276 | DK |  |  | 92 | DK |
| Mt. Dora MS |  |  | 378 | DK |  |  | 200 | DK |
| Tavares MS |  |  | 410 | DK |  |  | 124 | DK |

Tables 3, 4 and 5 are designed to identify the number of Limited English Language Proficient, Special Need, and race/ethnicity of students that participated in the after-school program. As reported above for table 2, these breakdowns are not available for this report. At the time of this report, school district resources are not available to provide these data.

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Center Name | Limited English  Language Proficiency | | | Identified with  Special Needs | | |
| Yes | No | DK\* | Yes | No | DK |
| Gray MS |  |  | 276 |  |  | 276 |
| Mt. Dora MS |  |  | 378 |  |  | 378 |
| Tavares MS |  |  | 410 |  |  | 410 |
| **\*DK = Don’t Know/Could Not Be Determined.** | | | | | | |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Center Name | Limited English  Language Proficiency | | | Identified with  Special Needs | | |
| Yes | No | DK\* | Yes | No | DK |
| Gray MS |  |  | 92 |  |  | 92 |
| Mt. Dora MS |  |  | 200 |  |  | 200 |
| Tavares MS |  |  | 124 |  |  | 124 |
| **\*DK = Don’t Know/Could Not Be Determined.** | | | | | | |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Center Name | Total Participating Students | | | | | | | Regularly Participating Students | | | | | | |
| **American Indian or**  **Alaska Native** | **Asian/Pacific Islander** | **Black or**  **African American** | **Hispanic or Latino** | **Hawaiian or Pacific Islander** | **White or Caucasian American** | **Unknown\*\*** | **American Indian or Alaska Native** | **Asian/Pacific Islander** | **Black or African American** | **Hispanic or Latino** | **Hawaiian or Pacific Islander** | **White or Caucasian American** | **Unknown\*\*** |
| Gray MS |  |  |  |  |  |  | 276 |  |  |  |  |  |  | 92 |
| Mt. Dora MS |  |  |  |  |  |  | 378 |  |  |  |  |  |  | 200 |
| Tavares MS |  |  |  |  |  |  | 410 |  |  |  |  |  |  | 124 |

As shown in table 6, of the 276 students that participated in the Gray MS after school program, approximately 41% were enrolled in 6th grade, 30% in 7th grade and the remaining 29% in 8th grade. Of the 378 students that participated in the Mt. Dora MS after school program, approximately 31% were enrolled in 6th grade, 35% in 7th grade and the remaining 34% in 8th grade. Finally, of the 410 students that participated in the Tavares MS after school program, approximately 30% were enrolled in 6th grade, 41% in 7th grade and the remaining 29% in 8th grade.

As shown in table 7, of the 92 students that regularly participated in the Gray MS after school program, approximately 36% were enrolled in 6th grade, 35% in 7th grade and the remaining 29% in 8th grade. Of the 200 students that regularly participated in the Mt. Dora MS after school program, approximately 27% were enrolled in 6th grade, 38% in 7th grade and the remaining 36% in 8th grade. Finally, of the 124 students that regularly participated in the Tavares MS after school program, approximately 31% were enrolled in 6th grade, 36% in 7th grade and the remaining 33% in 8th grade.

**Table 6. Student Grade for Total Participating Students.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Center Name | Grade In School\* | | | | | | | | | | | | | |
| **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | Total |
| Gray MS |  |  |  |  |  |  | 113 | 83 | 80 |  |  |  |  | 276 |
| Mt. Dora |  |  |  |  |  |  | 119 | 132 | 127 |  |  |  |  | 378 |
| Tavares MS |  |  |  |  |  |  | 125 | 168 | 117 |  |  |  |  | 410 |
| ***\* 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.*** | | | | | | | | | | | | | | |

**Table 7. Student Grade for Regularly Participating Students.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Center Name | Grade In School\* | | | | | | | | | | | | | |
| **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | Total |
| Gray MS |  |  |  |  |  |  | 33 | 32 | 27 |  |  |  |  | 92 |
| Mt. Dora MS |  |  |  |  |  |  | 54 | 75 | 71 |  |  |  |  | 200 |
| Tavares MS |  |  |  |  |  |  | 43 | 42 | 39 |  |  |  |  | 124 |
| ***\* Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were in during the 2015-2016 Academic Year.*** | | | | | | | | | | | | | | |

Tables 8 and 9 are intended to disaggregate the number students who are eligible for Free or Reduced-Priced Lunch. These data would have to come from the school district and they are not being made available now.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Center Name | **Free or Reduced- Price Lunch** | | |
| **Yes** | **No** | **DK\*** |
| Gray MS |  |  | 212 |
| Mt. Dora MS |  |  | 420 |
| Tavares MS |  |  | 329 |
| \* DK = Don’t Know / Could Not be Determined | | | |

**Table 9. Free/Reduced Lunch Status of Regular Participating Students**

|  |  |  |  |
| --- | --- | --- | --- |
| Center Name | **Free or Reduced- Price Lunch** | | |
| **Yes** | **No** | **DK\*** |
| Gray MS |  |  | 87 |
| Mt. Dora MS |  |  | 125 |
| Tavares MS |  |  | 89 |
| \* DK = Don’t Know / Could Not be Determined | | | |

# PROGRAM OPERATIONS

The YMCA conducted summer programs at Gray and Tavares Middle Schools during 2017, but not at Mt. Dora Middle School. Table 10 displays the summer program data for both Gray and Tavares Middle Schools.

**Table 10. Summer 2017 Operation.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Center Name | Total number of **weeks** this center was open | Typical number of **days per week** this center was open | **Typical number of** hours per week **THIS center was open on:** | | |
| Weekdays | Weekday evenings | Weekends |
| Gray MS | 5 | 4 | 8 | NA | NA |
| Mt. Dora MS | 0 | 0 | 0 | NA | NA |
| Tavares MS | 5 | 4 | 8 | NA | NA |

As reflected in table 11, at all three of the middle schools the 21st CCLC program operated for a total of 34.2 weeks during school year 2017-18. This represents a total of 171 days for the year, averaging five days per week. During a typical week, the center was open 11.8 hours, and all of these were after school program hours.

**Table 11. School Year 2017-18 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** |
| Gray MS | 34.2 | 171 | 5 | 0 | 0 | 11.8 | 0 | 0 | 0 | 171 | 0 |
| Mt. Dora | 34.2 | 171 | 5 | 0 | 0 | 11.8 | 0 | 0 | 0 | 171 | 0 |
| Tavares MS | 34.2 | 171 | 5 | 0 | 0 | 11.8 | 0 | 0 | 0 | 171 | 0 |

# STAFF CHARACTERISTICS

* 1. **Staff Demographics**

A total of 8 staff worked at with the Gray Middle School’s 21st CCLC after school program during the summer 2017, along with 8 at Tavares MS. As reflected in table 12a, 12b and 12c the almost all of the staff working with the 21st CCLC afterschool programs were regular school day teachers (i.e., 11 at Gray, 11 at Mt. Dora and 18 at Tavares).

**Table 12a. Regular Staff by Paid and Volunteer Status.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Staff Type\* | Gray MS | | | |
| Summer 2017 | | 2017-18  School Year | |
| Paid | Volunteer | Paid | Volunteer |
| **School Day Teachers (former and substitute)** | 5 |  | 11 |  |
| **Center Administrators and Coordinators** | 2 |  | 4 |  |
| **Other Non-Teaching School Day Staff** | 1 |  | 2 |  |
| **Parents** |  |  |  |  |
| **College Students** |  |  |  |  |
| **High School Students** |  |  |  |  |
| **Community Members** |  |  |  |  |
| **Subcontracted Staff** |  |  |  |  |
| **Other\*\*** |  |  |  |  |
| *\* 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* | | | | |

**Table 12b. Regular Staff by Paid and Volunteer Status.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Staff Type\* | Mt. Dora MS | | | |
| Summer 2017 | | 2017-18  School Year | |
| Paid | Volunteer | Paid | Volunteer |
| **School Day Teachers (former and substitute)** | 0 |  | 11 |  |
| **Center Administrators and Coordinators** | 0 |  | 2 |  |
| **Other Non-Teaching School Day Staff** | 0 |  | 2 |  |
| **Parents** |  |  |  |  |
| **College Students** |  |  |  |  |
| **High School Students** |  |  |  |  |
| **Community Members** |  |  |  |  |
| **Subcontracted Staff** |  |  |  |  |
| **Other\*\*** |  |  |  |  |
| *\* 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* | | | | |

**Table 12c. Regular Staff by Paid and Volunteer Status.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Staff Type\* | Tavares MS | | | |
| Summer 2017 | | 2017-18  School Year | |
| Paid | Volunteer | Paid | Volunteer |
| **School Day Teachers (former and substitute)** | 5 |  | 18 |  |
| **Center Administrators and Coordinators** | 1 |  | 5 |  |
| **Other Non-Teaching School Day Staff** | 2 |  | 2 |  |
| **Parents** |  |  |  |  |
| **College Students** |  |  |  |  |
| **High School Students** |  |  |  |  |
| **Community Members** |  |  |  |  |
| **Subcontracted Staff** |  |  |  |  |
| **Other\*\*** |  |  |  |  |
| ***\****  *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* | | | | |

# Student-to-Staff Ratio

The Student-to-Staff ratio for academics was 10 students to every staff, while it was 20 to 1 for the enrichment component of the afterschool program.

# Staff Training

The staff were received training on the following modules:

* + - **Overall 21st CCLC After School Program**: days of operation, enrollment goals, club description, procurement procedures, etc.
    - **Accountability and Expectations**: site breakdown, employee counseling form, and communication protocols both during the school day and the program time
    - **Registration, Marketing and Branding:** registration forms, parent information sheets, special needs forms, flyers, etc.
    - **Human Resources:** new hire process, work schedules, staff forms, CPR and first aid training, volunteers, visitors and parents
    - **Risk Management:** Incident reporting, emergency and injury procedures, suspected abuse bullying/threats/fights, behavior issues, field trip safety and parent sign-out
    - **Reporting:** CI Verify and manual imports
    - **School Safety:** the program focused more on school safety in recognition of the increased issues on school campuses

# OBJECTIVES and OUTCOMES

* 1. **Objective Assessment**

Table 13 summarizes the grant objectives and displays the overall outcomes by objective. With the exception of the objectives 2a, 2b and 2c, the number and percentage of students meeting, or exceeding the benchmark was achieved.

**Table 13. Objectives and Description Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain** | **Objective Assessment Plan with Benchmark** | **Total # of Participants** | **% Meeting Benchmark** |
| 1a. *English Language Arts /Writing*: Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance. | 55% of regularly participating students will improve to a satisfactory English Language Arts grade or above or maintain a high grade across the program year. | 391 | 78% |
| **Programmatic Changes and Rationale** | No change needed |  |  |  |
| 1b. *Mathematic*s: Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of  performance. | 55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the  program year. | 388 | 68% |
| **Programmatic Changes and Rationale** | No change needed |  |  |
| 1c. *Science*: Improve science performance to a  satisfactory level or higher or maintain an above satisfactory level of performance. | 55% of regularly participating students will  improve to a satisfactory science grade or above or maintain a high grade across the program year. | 388 | 75% |
| **Programmatic Changes and Rationale** | No change needed |  |  |
| 2a. *English Language Arts /Writing (FSA)*: Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance. | 45% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing. | 353 | 51% |
| **Programmatic Changes and Rationale** | Will add intensive ELA/Writing Boot Camp style study groups that will provide students the opportunity to practice information they will see on the FSA. |  |  |
| 2b. *Mathematic*s *(FSA):* Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of  performance. | 55% of regularly participating students will achieve a satisfactory level or above on mathematics. | 352 | 51% |
| **Programmatic Changes and Rationale** | Will add intensive Mathematics Boot Camp style study groups that will provide students the opportunity to practice information they will see on the FSA. |  |  |
| 2c. *Science (FSA)*: Improve science performance to a satisfactory level or higher or maintain an  above satisfactory level of performance. | 45% of regularly participating students will achieve a satisfactory level or above on science. | 110 | 53% |
| **Programmatic Changes and Rationale** | Will add intensive Science Boot Camp style study groups that will provide students the opportunity to practice information they will see on the FSA. |  |  |
| 3. Personal Enrichment: Improve health knowledge | 75% of regularly participating students will  increase their health knowledge as measured by perceptual survey. | 283 | 97% |
| **Programmatic Changes and Rationale** | No change needed |  |  |
| 4. Dropout Prevention & College / Career Readiness (Middle/High programs): Improve  grade promotion. | 70% of regularly participating students will achieve their grade promotion as measured by school / district records. | 391 | 98% |
| **Programmatic Changes and Rationale** | No change needed |  |  |
| 5. Adult Family Member Performance: Improve awareness of community resources. | 60% of the adult family members (parents) of regularly participating students will improve their awareness of community resources as measured by perceptual survey. | 76 | 97% |
| **Programmatic Changes and Rationale** | No change needed |  |  |

# Other Findings

**Adult Family Member Survey Results:**

A total of 90 adults / parents (13 Gray MS, 50 Mt. Dora MS and 27 Tavares MS) completed the on-line DOE sponsored adult survey. As reflected in the following table, overall about 91% of the responding adults were either satisfied or very satisfied with the after-school program. Their level of satisfaction ranged from a low of 82% (Item Q8) to a high of 100% (items Q1 and Q3).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Adult Survey Statements | Satisfied | Not  Sure | Not  Satisfied | NA |
| Q1. Satisfied with Afterschool program as a whole | 100% | 0% | 0% | 0% |
| Q2. Satisfied with Staff’s warmth and friendliness | 99% | 0% | 1% | 0% |
| Q3. Satisfied with Staff’s ability to work with my child | 100% | 0% | 0% | 0% |
| Q4. Satisfied with Staff’s ability to relate to me | 89% | 10% | 1% | 0% |
| Q5. Satisfied with Variety of activities offered to my child | 96% | 3% | 1% | 0% |
| Q6. Satisfied with Safety of the program environment | 97% | 2% | 0% | 0% |
| Q7. Satisfied with child' s happiness with the program | 98% | 1% | 0% | 0% |
| Q8. Satisfied with Helping me become more involved with my child's education | 82% | 16% | 0% | 2% |
| Q9. Satisfied with child's improvement Homework completion | 88% | 10% | 1% | 1% |
| Q10. Satisfied with child's improvement Academic performance | 90% | 7% | 2% | 1% |
| Q11. Satisfied with child's improvement Getting along with others | 97% | 1% | 0% | 1% |
| Q12. Satisfied with child's improvement Staying out of trouble | 97% | 3% | 0% | 0% |
| **Overall Average** | 94% | 4% | 1% | 0% |

Approximately 97% of the adults/parents indicated that they would sign up their child in the program again.

**Participating Student Survey Results:**

A total of 244 of the participating students completed the student survey (i.e., 51 Gray MS students, 135 Mt. Dora MS students, and 58 Tavares MS students). In general, the students reported that participating in the afterschool program helped them as reflected in the following summary tables. Overall, 67% of the students reported that the after-school program definitely helped them.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Survey Statements** | **Not at all** | **Somewhat** | **Definitely** |
| Q3A. Did you enjoy the activities in your afterschool program? | 1% | 22% | 77% |
| Q3B. Did your afterschool program have adults who care about you? | 4% | 18% | 78% |
| Q3C. Did you feel safe at your afterschool program? | 2% | 20% | 78% |
| Q3D. Did your afterschool program help you get along well with others? | 7% | 32% | 61% |
| Q3E. Did your afterschool program help you understand that following rules is important? | 6% | 21% | 73% |
| Q3F. Did your afterschool program help you solve problems in a positive way? | 6% | 34% | 60% |
| Q3G. Did your afterschool program help you with your homework? | 15% | 30% | 55% |
| Q3H. Did your afterschool program help you improve your grades? | 14% | 33% | 53% |
| Overall | 7% | 26% | 67% |

The students were asked to rate the extent to which the after-school program helped them understand the factors displayed in the following table. About 18% of the students reported that they did not discuss the factors, while about 55% reported that the program definitely helped them in their understanding.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Survey Statements** | **We did not talk about this in my**  **afterschool program** | **We talked about it but it**  **wasn’t helpful** | **Somewhat** | **Definitely** |
| Q5A. Did your afterschool program help you  understand that setting goals are important? | 9% | 5% | 29% | 57% |
| Q5B. Did your afterschool program help you  understand how to make career choices? | 19% | 3% | 34% | 44% |
| Q5C. Did your afterschool program help you  understand that doing drugs is wrong? | 29% | 3% | 13% | 55% |
| Q5D. Did your afterschool program help you  understand that violence is wrong? | 13% | 3% | 21% | 64% |
| **Overall** | 18% | 4% | 24% | 55% |

**Teacher Survey Results:**

A total of 408 teachers (i.e., 80 from Gray MS, 69 from Mt. Dora MS and 259 from Tavares MS) of participating students completed a DOE on-line survey. When asked to reflect on the impact the participating in the 21st CCLC afterschool program had of their students, the majority of the teachers’ responses were either “improved” at 36% or “Did not need to improve” at 44%. In addition, about 90% of the teachers responded that the participating students improved on homework completion and class participation. Also, 99% of the teachers saw improved behavior.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Survey Statements** | **Declined** | **No Change** | **Improved** | **Did not need to**  **improve** |
| Q5\_1. Turning in homework on time | 1% | 13% | 42% | 44% |
| Q5\_2. Completing quality homework to your satisfaction | 0% | 13% | 49% | 38% |
| Q5\_3. Paying attention and participating in class | 1% | 15% | 48% | 36% |
| Q5\_4. Volunteering (e.g., for extra credit or more  responsibilities) | 0% | 46% | 35% | 18% |
| Q5\_5. Attending class regularly | 1% | 14% | 19% | 66% |
| Q5\_6. Being attentive in class | 0% | 15% | 33% | 51% |
| Q5\_7. Behaving well in class | 1% | 15% | 24% | 60% |
| Q5\_8. Academic performance | 0% | 13% | 48% | 39% |
| Q5\_9. Coming to school motivated to learn | 0% | 22% | 35% | 42% |
| Q5\_10. Getting along well with other students (positive  interactions) | 0% | 15% | 36% | 48% |
| Q5\_11. Self-efficacy (belief they can do well in school) | 0% | 17% | 38% | 45% |
| Q5\_12. Parents interests and/or involvement in their child's  schooling | 1% | 40% | 24% | 35% |
| **Overall** | 0% | 20% | 36% | 44% |

# Student Success Snapshot

*Gray Middle School*

“J” was an incoming sixth grader. On the first day she cried and did not want to stay; her father had prayer with her and she decided to stay that day with an agreement that if she didn’t have fun she would not return to Summer Camp. “J” was a little clingy, but as the day when on she began to read books, use the Chrome Book, and play with a couple of the other students. The next day she returned and said, “She had fun and wanted to return to Summer Camp.” Say she had fun and made new friends and is looking forward to coming to our after-school program.

Another student “J” showedacademic growth in Reading; he was unsure if he would be able to complete his Summer Reading Packet. “J” excelled with help from our Counselors reading along with the students and help from his parent he was the first to complete his Summer Reading Packet. “J” also showed some growth in Math and Science. The Mango math packets were very helpful he used them as a review to keep his seventh grade skills up. All of the wonderful Science experiment helped “J” learn more.

*Mt. Dora MS*

The YMCA afterschool program at Mt Dora Middle has been a tremendous help to my students in and outside of the classroom. One of those tremendous students is “B”. “B”takes my 6th grade l51 period World History class. At the beginning of the year “B” was a very shy and quiet student who did some work and participated in some class activities. Since he begin attending the YMCA program, he has become a better student and all-around person. His participation in class has increased drastically and the amount of work he has turned in has almost doubled. Through the YMCA “B” has become more comfortable with the curriculum with the extra help he receives through the YMCA academic programs. He has also become more concerned about his grades as he has come in to my classroom before school for extra credit opportunities. Along with the increase in his academic standings, “B” has also become a better person as he has become more comfortable with other students. I have noticed he has been a lot more helpful to other students as he has encouraged other students and myself to become better. “B’s” turn around this year has been amazon and I believe the YMCA has played a huge part in his growth.

*Tavares MS*

When “K” entered the program as a 6th grader, he was a little presumptuous and somewhat hardened. In the beginning, he would test the staff members authority and sometimes would get in the way of his own self when dealing with other students. I can recall several times that first year, where his anger would build up and he would act out; and unfortunately he would have to be redirected or written up for his actions. I've always encouraged “K” to find a way to channel these "anger issues" as he would always say, to something positive. By the 7th grade, I could see a little difference in him as far as getting a long better with his fellow classmate, but still somewhat challenging the authority of certain (not all) staff members authority. I always made sure I checked in periodically with “K” to see how he was handling his "anger issues", just to let him know that I cared. I can recall him telling me one time that he handles his issues by punching objects; and I in turn would encourage him to not harm himself, but instead write, rap, run, or something that helped calm him down.

Now, fast forward to his last year with the program. I've observed a more mature “K”, still a little anger there, but nothing compared to his 1st year. His grades were good, his involvement in activities were better, and he became a good team player. What really stood out to me, was his overall behavior and attitude this past summer! Having known this student for the amount of years, and how he started out, was pretty much a 360-degree improvement. He's growing up to become a mature young man, and a well-round student. And to receive and email from his mother, thanking us for helping her with her son; lets us know that we are definitely doing something positive in all of our students lives!

# Overall Findings for Each Objective

|  |  |
| --- | --- |
| **Objective** | **Progress Made** |
| 55% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year | **Achieved Objective** |
| 55% of regularly participating students will improve to a satisfactory level or above on English Language Arts/writing or maintain an above satisfactory level | Approaching Benchmark |
| 55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year | **Achieved Objective** |
| 55% of regularly participating students will improve to a satisfactory level or above on mathematics or maintain an above satisfactory level | Approaching Benchmark |
| 55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year | **Achieved Objective** |
| 55% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level | Approaching Benchmark |
| 75% of participating students will increase their health knowledge as measured by a perceptual survey (student) | **Achieved Objective** |
| 70% of participating students will achieve their grade promotion as measured by school/district records | **Achieved Objective** |
| 60% of participating family members will improve their awareness of community resources as measured by a perceptual survey (parent) | **Achieved Objective** |

* 1. **PROGRESS TOWARDS SUSTAINABILITY**

As displayed in Table 6.1, the total amount of contributions made to the 21st CCLC program was $72,180 along with $50,812 in subcontracts.

# Partners

**Table 15: Partnerships and Sub-Contracts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Agency Name | Type of Organization | Subcontractor (Yes/No) | Estimated  Value ($) of Contributions | Estimated  Value ($)of Subcontract | Type of  Service Provided |
| Lake County Schools | School District | No | $70,380 |  | Rooms, Etc. |
| Lake County Transportation | School District | Yes |  | $50,812 | Bus  Transportation |
| Lake County Food Services | School District | No | $1,800 |  | Snacks for  Students |

*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. Note: The USED’s federal definition differentiates between a “partner” and a “subcontractor.” A subcontractor receives compensation (to some extent) for their services; partners do not.*

# New Partners

Gray MS: Girl Scouts of America started a girl’s empowerment program.

# Partner Upkeep

The YMCA’s Director of Middle School Programs made a continuous effort to maintain good relationships with the program’s partners. The partnerships were clearly collaborative from the very beginning of the program which was accomplished through clear and continuous communications. More importantly, the Program Director met often with each of the school Principals to ensure they were satisfied with the program’s operation. The school Principals had an opportunity to share during a Principal luncheon hosted by the YMCA.

# Partner Contributions

See Table 15 above.

# 7.0 LESSON LEARNED AND RECOMMENDATIONS

To increase the effectiveness of the academic time, students will be divided into different classrooms to complete their homework and receive tutoring assistance rather than meeting in the open space cafeteria. The YMCA found that many of the students were easily distracted by the large number of students in the cafeteria. Dividing the students into classrooms should help to alleviate the distractions.

The YMCA is investigating adding a FSA assessment boot camp to help prepare students for the Florida Standard Assessment exams. Providing students with more practice with the rigor of the exam should help to increase their performance. Based student on data, lower performing students will receive on-going assistance throughout the school year. In addition, the program a robotics club was introduced to help support students for the science FSA.

The YMCA plans to hire science teachers at each site. In addition, the Y is investigating using tutoring programs such as Study Island enabling students to practice science skills throughout the entire school year at all middle school grade levels even though the FSA assessment is only for 8th graders. Finally, the Y will offer a specialized science club to help students’ study for that specific assessment.

At the time of student enrolment, the YMCA will make every effort to acquire their parents’ email addresses. The intent here is to reach more parents with the annual survey and increase the response rate.