**YMCA of Central Florida Grant # 833-2446B-6PGD1 Year 3 Summative Evaluation Report Summary Umatilla Middle School (MS) – Lake County Schools**

**1.0 Total Student Enrollment and Attendance**

As reflected in table 1, the YMCA of Central Florida’s 21st CCLC after school program had 86 students participate at least one day during summer (only) part of the program, while 165 participated at least one day during 2017-18 school year (only) part of the program, and 94 students participated in both components of the program. In total of 345 students that attended at least one day during the 2017-18 program period. school year. Of the 345 students, a total of 135 are considered regularly participating students because they attended 30 days or more.

**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** |
| Umatilla MS | 86 | 165 | 94 | 345 | 0 | 68 | 67 | 135 |
| 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.

**Table2. 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 |
| Umatilla MS |  |  | 345 | DK |  |  | 135 | DK |

Tables 3, 4 and 5 are designed to identify the number of Limited English Language Proficient, Special Need, Free or Reduced-Price Lunch, 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  Disability | | | |
| Yes | No | DK\* | Yes | No | DK | |
| Umatilla MS |  |  | 345 |  |  | 345 | |
| **\*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  Disability | | | |
| Yes | No | DK\* | Yes | No | DK | |
| Umatilla MS |  |  | 135 |  |  | 135 | |
| **\*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 America** | **Unknown\*\*** |
| Umatilla MS |  |  |  |  |  |  | 345 |  |  |  |  |  |  | 135 |

As shown in table 6, of the 345 students with known grade levels that participated in the after-school program, approximately 40% were enrolled in 6th grade, 23% in 7th grade and the remaining 37% in 8th grade. Regarding those students that regularly participated in the program (table 7), about 42% were enrolled in the 6th grade, 26% in the 7th grade and the remaining 32% 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 |
| Umatilla MS |  |  |  |  |  |  | 137 | 80 | 128 |  |  |  |  | 345 |
| ***\* 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 |
| Umatilla MS |  |  |  |  |  |  | 57 | 35 | 43 |  |  |  |  | 135 |
| ***\* 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.*** | | | | | | | | | | | | | | |

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\*** |
| Umatilla MS |  |  | 345 |
| \* 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\*** |
| Umatilla MS |  |  | 135 |
| \* DK = Don’t Know / Could Not be Determined | | | |

# PROGRAM OPERATIONS

As reflected in table 10, the 21st CCLC program operated for a total of 6 weeks during the summer of 2017. In general, the program operated four days every week for 8 hours per day. This equates to a total of 192 program hours during the summer.

**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** |
| Umatilla MS | 6 | 4 | 8 | NA | NA |

As reflected in table 11, 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.

**Table11. School Year 2017-18 Operation**.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Center Name | **Total**  **#**  weeks  **THIS**  **cente r 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** |
| Umatilla MS | 34.2 | 171 | 5 | 0 | 0 | 11.8 | 0 | 0 | 0 | 171 | 0 |

# STAFF CHARACTERISTICS

* 1. **Staff Demographics**

A total of 10 staff worked with Umatilla Middle School’s 21st CCLC after school program during the summer of 2017 and 22 worked at the school during SY 2017-18. As reflected in table 12, the center employed 2coordinators during both the summer and the school year. Six teachers and two co-teachers worked in the summer program, while 18 teachers from Umatilla MS and two non-teaching staff from Umatilla MS worked during SY 2017-18.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Staff Type\* | Umatilla MS | | | |
| Summer of 2017 | | 2017-18  School Year | |
| Paid | Volunteer | Paid | Volunteer |
| **School Day Teachers (former and substitute)** | 6 |  | 18 |  |
| **Center Administrators and Coordinators** | 2 |  | 2 |  |
| **Other Non-Teaching School Day Staff** | 2 |  | 2 |  |
| **Parents** |  |  |  |  |
| **College Students** |  |  |  |  |
| **High School Students** |  |  |  |  |
| **Community Members** |  |  |  |  |
| **Subcontracted Staff** |  |  |  |  |
| **Other\*\*** |  |  |  |  |
|  | | | | |

# 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

# Objective Assessment

Table 13 summarizes the grant objectives and displays the overall outcomes by objective. With the exception of the objectives 2a and 2b, 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. | 125 | 79% |
| **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. | 126 | 74% |
| **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. | 126 | 78% |
| **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. | 121 | 39% |
| **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. | 121 | 52% |
| **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. | 34 | 56% |
| **Programmatic Changes and Rationale** | No change needed |  |  |
| 3. Personal Enrichment: Improve health knowledge | 75% of regularly participating students will  increase their health knowledge as measured by perceptual survey. | 96 | 96% |
| **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. | 84 | 99% |
| **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. | 32 | 91% |
| **Programmatic Changes and Rationale** | No change needed |  |  |

# Other Findings

**Adult Family Member Survey Results:**

A total of 12 adults / parents of participating students completed the on-line DOE sponsored adult survey. As reflected in the following table, overall about 99% of the responding adults were either satisfied or very satisfied with the after-school program. The only question on which there was not 100% satisfaction was #12 (Satisfied with child's improvement Staying out of trouble) on which 92% of the respondents were satisfied.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 | 100% | 0% | 0% | 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 | 100% | 0% | 0% | 0% |
| Q5. Satisfied with Variety of activities offered to my child | 100% | 0% | 0% | 0% |
| Q6. Satisfied with Safety of the program environment | 100% | 0% | 0% | 0% |
| Q7. Satisfied with child' s happiness with the program | 100% | 0% | 0% | 0% |
| Q8. Satisfied with Helping me become more involved with my child's education | 100% | 0% | 0% | 0% |
| Q9. Satisfied with child's improvement Homework completion | 100% | 0% | 0% | 0% |
| Q10. Satisfied with child's improvement Academic performance | 100% | 0% | 0% | 0% |
| Q11. Satisfied with child's improvement Getting along with others | 100% | 0% | 0% | 0% |
| Q12. Satisfied with child's improvement Staying out of trouble | 92% | 8% | 0% | 0% |
| **Overall Average** | 99% | 4% | 0% | 0% |

Approximately 100% of the adults/parents indicated that they would sign up their child in the program again.

**Participating Student Survey Results:**

A total of 72 participating Umatilla students completed the student survey. In general, the students reported that participating in the afterschool program helped them as reflected in the following summary tables. Overall, 60% 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? | 3% | 44% | 53% |
| Q3B. Did your afterschool program have adults who care about  you? | 4% | 36% | 60% |
| Q3C. Did you feel safe at your afterschool program? | 3% | 25% | 72% |
| Q3D. Did your afterschool program help you get along well with  others? | 4% | 40% | 56% |
| Q3E. Did your afterschool program help you understand that  following rules is important? | 3% | 25% | 72% |
| Q3F. Did your afterschool program help you solve problems in a  positive way? | 8% | 43% | 49% |
| Q3G. Did your afterschool program help you with your  homework? | 6% | 29% | 65% |
| Q3H. Did your afterschool program help you improve your  grades? | 11% | 38% | 51% |
| Overall | 5% | 35% | 60% |

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 7% of the students reported that they did not discuss the factors, while about 56% 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? | 7% | 7% | 43% | 43% |
| Q5B. Did your afterschool program help you  understand how to make career choices? | 7% | 13% | 44% | 37% |
| Q5C. Did your afterschool program help you  understand that doing drugs is wrong? | 6% | 0% | 22% | 72% |
| Q5D. Did your afterschool program help you  understand that violence is wrong? | 6% | 0% | 24% | 71% |
| Overall | 7% | 5% | 33% | 56% |

**Teacher Survey Results:**

A total of 83 Umatilla MS teachers 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 40% or “Did not need to improve” at 37%. In addition, about 85% of the teachers responded that the participating students improved on homework completion and class participation. Also, 76% 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 | 4% | 14% | 54% | 28% |
| Q5\_2. Completing quality homework to your satisfaction | 4% | 13% | 57% | 27% |
| Q5\_3. Paying attention and participating in class | 7% | 16% | 52% | 25% |
| Q5\_4. Volunteering (e.g., for extra credit or more responsibilities) | 4% | 22% | 40% | 35% |
| Q5\_5. Attending class regularly | 2% | 11% | 33% | 54% |
| Q5\_6. Being attentive in class | 8% | 13% | 43% | 35% |
| Q5\_7. Behaving well in class | 8% | 16% | 36% | 40% |
| Q5\_8. Academic performance | 2% | 19% | 45% | 34% |
| Q5\_9. Coming to school motivated to learn | 8% | 20% | 30% | 41% |
| Q5\_10. Getting along well with other students (positive  interactions) | 10% | 10% | 33% | 48% |
| Q5\_11. Self-efficacy (belief they can do well in school) | 10% | 22% | 41% | 28% |
| Q5\_12. Parents interests and/or involvement in their child's  schooling | 8% | 28% | 14% | 49% |
| Overall | 6% | 17% | 40% | 37% |

# 5.3 Student Success Snapshot

KB, a young lady that has all her educational needs met in a self-contain classroom, was a participant in the summer program.   KB has been known to have some social skill difficulties. Her list of labels is longer that most that you will run across.  However, this summer she bloomed.  Her social skills were practiced and almost perfected.  KB learned to take corrections and just keep playing. Her reading level improved on Moby Max, from a 1.3 to a 3.2. She grew her friend base and increased the number of adults that she communicated with.  By the end of program, she was sad it was ending.

# Overall Findings for Each Objective

***This section provides information on the program’s progress toward and achievement of each objective (e.g., achieved the objective, made progress, and made little to no progress).***

|  |  |
| --- | --- |
| **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 | **Meets or Exceeds Benchmark** |
| 45% of regularly participating students will achieve a satisfactory level or above on English Language Arts/Writing. | **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 | **Meets or Exceeds Benchmark** |
| 55% of regularly participating students will achieve a satisfactory level or above on mathematics. | **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 | **Meets or Exceeds Benchmark** |
| 45% of regularly participating students will achieve a satisfactory level or above on science. | **Meets or Exceeds Benchmark** |
| 75% of participating students will increase their health knowledge as measured by a perceptual survey (student) | **Meets or Exceeds Benchmark** |
| 70% of participating students will achieve their grade promotion as measured by school/district  records | **Meets or Exceeds Benchmark** |
| 60% of participating family members will improve their awareness of community resources as measured by a perceptual survey (parent) | **Meets or Exceeds Benchmark** |

* 1. **PROGRESS TOWARDS SUSTAINABILITY**

As displayed in Table 6.1, the total amount of contributions made to Umatilla’s 21st CCLC program was $24,460 along with $43,084 in subcontracts.

* 1. **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 | $23,460 |  | Rooms, Etc. |
| Lake County Transportation | School District | Yes |  | $43,084 | Bus Transportation |
| Lake County Food Services | School District | No | $600 |  | 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

No new partners during the current program period**.**

# 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.

At the time of student enrollment, 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.