

OPPORTUNITIES INDUSTRIALIZATION CENTER OF SOUTH FLORIDA
ALL A'S PROGRAM
FORMATIVE SUMMARY REPORT

OVERVIEW

This report presents a formative summary evaluation of Opportunities Industrialization Center of South Florida (OIC-SF) All A's Program: Awareness, Access, Action, & Achievement (All A's) operating at Coral Springs High School (CSHS) and South Plantation High School (SPHS) between September 2014 and January 2015. OIC-SFL chose to contract with Q-Q Research Consultants (Q-Q Research) so that an independent, objective evaluation of its programmatic components and measurable objectives could be undertaken.

PROGRAM IMPLEMENTATION

The OIC-SFL mission is to provide quality self-help skills and employment opportunities for both disadvantaged and underemployed residents by assisting them to become self-sufficient and productive. OIC-SFL's All A's program is implemented CSHS and SPHS to support students' academic achievement as well as personal development. The All A's program reinforces the importance of academic achievement and enables students to reach future goals and have access to better opportunities. This program uses project based learning activities and incorporates academic support and personal enrichment; tutoring; physical, character, and art education; employability skills, entrepreneurial and public speaking training; service learning; family support and skill-building. These activities last 60 to 120 minutes per day.

Since September 2014, the All A's program has served 69 regularly attending students across the two-targeted schools. Fifty-four students attend CSHS and 15 students attend SPHS. The majority of the students are in the 11th grade ($n = 20$), followed by 10th graders ($n = 16$), 9th graders ($n = 13$), and 12th graders ($n = 12$). Grade level was missing for 8 students. With respect to sex, 25% were females. Thirty-nine percent of the students were Black, 10% were Hispanic, 5% were White, and less than 1% was Asian or American Indian. Additionally, 40% of the students were eligible for free or reduced lunch and 4% had limited English proficiency. Participants attend the All A's program during afterschool hours, four days per week (Monday through Thursday), for three hours per day: CSHS (grades 9 – 12) from 2:45 pm to 5:45 pm, and SPHS (grades 9 – 12) from 3:00 pm to 6:00 pm.

DATA COLLECTION, ANALYSIS, AND REPORTING TIMELINE

The formative evaluation for the All A's program entails a continuous data collection process. For this report, pretest data collected between September and November were compared to midtest data collected between December and January to examine progress towards achieving goals and

objectives. Findings from these analyses will be used to inform OIC-SFL's current programming and aid in the overall success of the All A's program.

Data were collected in three areas: (1) academic progress and achievement, (2) personal enrichment, and (3) parent involvement and knowledge gained through participation in parent workshops. These data were collected daily (e.g., attendance), monthly (e.g., parental involvement), and quarterly (e.g., report cards). Data on program staff (e.g., staff development activities, losses and gains in number of staff) were also collected and reviewed monthly.

In order to evaluate the program's performance on a number of measurable objectives, Q-Q Research conducted several types of data analyses using SPSS 21.0 statistical software. For example, descriptive data analysis was used to capture the frequencies/counts, percentages, and means along several outcomes (e.g., percentage maintaining or improved average in math). In the sections that follow, the pre/mid analyses are presented for each of the program's performance objectives.

PROGRAM EVALUATION RESULT

One major goal of the 21st CCLC programs is to provide academic enrichment that will assist students attending low-performing schools meet the academic achievement standards in core academic subject areas. To meet this goal, the FDOE requires that 21st CCLC programs provide at least one hour of integrated academic enrichment each day in reading/language arts, math, and science. Enrichment activities are expected to be creative, engaging, hands-on, project-based activities designed to promote an interest in reading, science, technology, engineering, art and mathematics. Enrichment activities should support Common Core and/or Sunshine State Standards in Reading/Language Arts, Math, Science, and the Just Read! Florida initiative.

GOAL I: ACADEMIC ACHIEVEMENT

Reading, Math, and Science

One major goal of the All A's program is to provide academic enrichment that will assist students attending these schools meet the academic achievement standards in core academic subject areas. These academic objectives are tailored to the needs at both CSHS and SPHS to assist students in reading, mathematics, and science. These objectives allow participating students to maintain or improve their grades in each of these subjects through participation in academic enrichment activities. Enrichment activities are creative, engaging, hands-on, project-based activities designed to promote an interest in reading, science, technology, engineering, art and mathematics.

Objectives:

- 70% of regularly participating students will maintain a C grade or improve reading as measured by grades during the current year.

- 70% of regularly participating students will maintain a C grade or improve mathematics as measured by grades during the current year.
- 70% of regularly participating students will maintain a C grade or improve science as measured by grades during the current year.

Report card grades were examined to assess students’ academic progress in reading, math, and science. Findings indicate that across both sites, 90% of students maintained a C grade or improved on their reading report card, indicating that the objective of 70% of students will maintain a C grade or improve in reading grades was met. Findings indicate that CSHS had the highest percentage of students who maintained a C grade or improved their reading report card with 93% of students maintaining or improving. Science report card data indicate similar findings with 79% of all students across both sites maintained a C grade or improved on their science report card, indicating that the objective that 70% of students will maintain a C grade or improve in science grades was met. Math report card data indicate that on average across sites, 57% of students maintained a C grade or improved on their math report card, indicating that the objective that 70% of student will maintain a C grade or improve in math grade was not met. CSHS had the highest percentage of students (64%) who maintained a C grade or improved their math report cards with 64% of students maintaining a C grade or improving in math grade.

Below is the Formative Evaluation Summary for Goal 1, accompanied by planned programmatic and data collection changes and rationale.

2014-15 Formative Evaluation Summary Goal 1			
Objective	Objective Assessments	Planned Programmatic Changes and Rationale	Planned Data Collection Changes and Rationale
70% of regularly participating students (attending the program 30 days or more) will demonstrate proficiency in reading, as measured by report cards.	70% of regularly participating students will maintain or improve reading as measured by grades during the current year.	<p><u>Rationale:</u> Quarter 1 and Quarter 2 report card grades indicate that 90% of regularly participating students maintained or improved reading grades. This indicates that the objective assessment benchmark of 70% has been achieved.</p> <p><u>Proposed Changes:</u> Continue with curriculum, activities, and parent workshops to aid parents’ support of their childrens’ academic progress. Identify students who did not meet the outcome and provide additional tutoring in reading.</p>	<p><u>Rationale:</u> No proposed changes.</p>

<p>70% of regularly participating students will demonstrate proficiency in Math as measured by report cards.</p>	<p>70% of regularly participating students will maintain or improve mathematics as measured by grades during the current year.</p>	<p><u>Rationale:</u> Quarter 1 and Quarter 2 report card grades indicate that 57% of regularly participating students maintained or improved mathematics grades. Compared with the objective assessment benchmark of 70%, this suggests that programmatic adjustments are needed to achieve the benchmark by the end of the program year.</p> <p><u>Proposed Changes:</u> Continue with curriculum, activities, and parent workshops to aid parents' support of their childrens' academic progress. Increase math activities by 15-20 minutes a week. Identify students who did not meet the outcome and provide additional tutoring in math.</p>	<p><u>Rationale:</u> No proposed changes.</p>
<p>70% of regularly participating students will demonstrate proficiency in science as measured by report cards.</p>	<p>70% of regularly participating students will maintain or improve science as measured by grades during the current year.</p>	<p><u>Rationale:</u> Quarter 1 and Quarter 2 report card grades indicate that 79% of regularly participating students maintained or improved science grades. This indicates that the objective assessment benchmark of 70% has been achieved.</p> <p><u>Proposed Changes:</u> Continue with curriculum, activities, and parent workshops to aid parents' support of their childrens' academic progress. Identify students who did not meet the outcome and provide additional tutoring in science.</p>	<p><u>Rationale:</u> No proposed changes.</p>



GOAL II: ADULT FAMILY MEMBER SERVICES

In addition to providing services to students, the All A's program aim to engage adult family members by providing services that meet their unique needs. Parent involvement and engagement is a critical component of the All A's program. Parents participate in education, training, support services, and involvement/enrichment events. Participation in these activities are expected to improve adult family members' education and employability skills; additionally, increase their ability to support their youth.

Objectives:

- 65% of the all parents will demonstrate increasing knowledge as measured by Pre-Post Assessment/survey during the current year.
- 70% of the parents of regularly participating students will demonstrate attendance in family activities as measured by Sign-In/Out sheets during the current year.

During the school year, the All A's program provided 6 adult family member service activities. Results show that 30% of parents of regularly participating students attended at least one family event or activity, indicating that the 70% objective was not met. The other activities will commence in March 2015.

Below is the Formative Evaluation Summary for Goal 2, accompanied by planned programmatic and data collection changes and rationale.

2014-15 Formative Evaluation Summary Goal 2			
Objective	Objective Assessments	Planned Programmatic Changes and Rationale	Planned Data Collection Changes and Rationale
65% of adult family members will increase knowledge of effective parenting skills and awareness of community support services and resources as measured using such measures as pre/post-assessments.	65% of the all parents will demonstrate increasing knowledge as measured by Pre-Post Assessment/survey during the current year.	This activity will occur in March 2015.	<u>Rationale:</u> This activity will occur in March 2015. <u>Planned Data Collection:</u> Collect and evaluate data after activity has occurred to monitor progress toward benchmark. Implement data collection system to ensure data is collected properly.
70% of regularly participating students' adult family members will attend at least All A's family involvement activity, as	70% of the parents of regularly participating students will demonstrate attendance in family activities as measured	<u>Rationale:</u> Data indicates that 30% of the parents of regularly participating students attended at least one family event or activity. Compared with the	No proposed changes.

measured by attendance records.	by Sign-In/Out sheets during the current year.	objective assessment benchmark of 70%, this suggests programming adjustments are need to achieve the benchmark by the end of the project year. <u>Proposed Changes:</u> Continue with curriculum and increase advertisement of the adult family events or activities and reinforce importance of attending them. Consider partnering with school administration for collaborative parent night events.	
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Program participants also engage in a variety of personal enrichment activities, which focus on drop-out prevention and college and career readiness, behavior, arts and cultures, and healthy and physical activity. Providing these enrichment activities serves as an avenue to increase overall school attendance of program participants.

GOAL III: PERSONAL ENRICHMENT

Objectives:

- 80% of the a sub-group of participating students will demonstrate knowledge of healthy lifestyle choices as measured by curriculum-based assessment during the current year.
- 80% of the a sub-group of participating students will demonstrate engagement in community involvement as measured by Pre-Post assessment/survey during the current year.
- 80% of the a sub-group of participating students will demonstrate Post-secondary interest as measured by Pre-Post assessment/survey during the current year.
- 80% of the a sub-group of participating students will demonstrate grade promotion as measured by Pre-Post assessment/survey from pre to post intervention.
- 80% of regularly participating students will maintain or improve attendance as measured by school/district records during the current year.

Data to evaluate these objectives will be available in the Spring. Below is the Formative Evaluation Summary for Goal 3, accompanied by planned programmatic and data collection changes and rationale.

2014-15 Formative Evaluation Summary Goal 3			
Objective	Objective Assessments	Planned Programmatic Changes and Rationale	Planned Data Collection Changes and Rationale
80% of regularly participating students will show an increase in knowledge and attitudes regarding preventing high-risk behavior outcomes as measured by curriculum-based assessment.	80% of the a sub-group of participating students will demonstrate knowledge of healthy lifestyle choices as measured by curriculum-based assessment during the current year.	This activity commenced on February 1, 2015.	<u>Planned Data Collection:</u> Participants will meet this objective through their participation in the Teenage Pregnancy Prevention Program. This activity commenced on February 1, 2015. Data will be made available later in the year. Implement data collection system to ensure collection of data once activity takes place.
80% of regularly participating students will present a marketing campaign, which will include strategic planning at the end of the program as measured by pre/post assessments.	80% of the a sub-group of participating students will demonstrate engagement in community involvement as measured by Pre-Post assessment/survey during the current year.	This activity commenced on February 16, 2015.	<u>Planned Data Collection:</u> Participants will meet this objective through their participation in the All A's Project Based Learning Activity. This activity commenced on February 16, 2015. Data will be made available in the Spring. Implement data collection system to ensure collection of data once activity takes place.
80% of regularly participating students will demonstrate progress toward set academic, enrichment, or career goals as measured such measured as pre/mid/post-assessments.	80% of the a sub-group of participating students will demonstrate Post-secondary interest as measured by Pre-Post assessment/survey during the current year.	This activity commenced on February 16, 2015.	<u>Planned Data Collection:</u> Participants will meet this objective through their participation in the All A's Project Based Learning Activity. This program commenced on February 16, 2015. Data will be made available in the Spring. Implement data collection system to ensure collection of data once activity takes place.



<p>80% of regularly participating students will demonstrate improved library research skills as measured by pre/post-assessments.</p>	<p>80% of the a sub-group of participating students will demonstrate grade promotion as measured by Pre-Post assessment/survey from pre to post intervention.</p>	<p>This activity commenced on February 16, 2015.</p>	<p><u>Planned Data Collection:</u> Participants will meet this objective through their participation in the All A's Project Based Learning Activity. This program commenced on February 16, 2015. Data will be made available in the Spring. Implement data collection system to ensure collection of data once activity takes place.</p>
<p>80% of regularly participating students will maintain or improve attendance as measured by school/district records during the current school year.</p>	<p>80% of regularly participating students will maintain or improve attendance as measured by school/district records during the current year.</p>	<p>No programmatic changes.</p>	<p><u>Rationale:</u> School day attendance data was not collected.</p> <p><u>Proposed Changes:</u> Meet with school administration to implement a data collection strategy to collect school day attendance.</p>

CONCLUSION

This formative summary report indicates that the All A's program offers quality afterschool programming that meets the needs of the families they serve. The All A's program demonstrates the capacity to meet their goals and objectives for the 2014-15 program year. Data collection activities for pre and mid administration points have been conducted and scheduled academic and personal enrichment activities have been implemented. The data have been reviewed and areas of improvement and refinement have been noted.

