**21st CCLC Community Learning Centers**

**Summative Evaluation Report:**

**Holmes County School District WINGS Program**

***Grant Year 4***

***August 15, 2019***

***Prepared by***

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**ACKNOWLEDGEMENTS**

The Holmes District School Board was previously funded through 21st CCLC, and operated an elementary and middle school level program from 2009-2010 through 2013-14. The program under the previous grant was a huge success in our small community. When the project was not funded for the 2014-2015 school year it was sorely missed by the community and caused a hardship to many parents who lost assistance with after school care and student academic assistance. The Holmes County School District is proud to receive the 21st CCLC grant for the district and to participate in the 21stCCLC Five Year Cycle. This report is prepared for Grant Year 4 2018-2019.

The evaluation is composed of six sections, which are briefly outlined below:

**Student Characteristics** provides information about the students served, including demographics and enrollment.

**Program Operations** describes operations at the sites, including the typical and total time of operation for various reporting timeframes.

**Staff Characteristics** provides information on the composition of staff at each site including staff demographics, ratio of staff to students, and staff training.

**Objectives** provide information on program objectives, how those objectives are measured, data analysis methods, progress toward objectives, and finding implications and recommendations.

**Lessons Learned** reflects observation and assessment of areas that improved due to program modifications.

**Recommendations** were madebased upon lessons learned to improve the quality of service that students receive under the grant

**OVERVIEW AND HISTORY**

 Holmes County is a rural county located in the panhandle of Florida. Holmes District Schools serve a large number of students who are economically disadvantaged coming from homes where adequate living conditions, nutritional needs and healthy habits are unmet. The ***WINGS*** *(Winning Intellectually and Gaining Safety)* 21st Century Community Learning Center grant is in its fourth year of funding of a five-year cycle and provides a safe, stable, enriching environment during after school and summer to assist in meeting the identified needs and critical risk factors for students and families served.

 The 21st CCLC program serves four sites and targets five schools. Targeted schools are Bonifay K-8 School, Bethlehem, Poplar Springs, and Ponce de Leon Elementary (with a feeder school of Ponce de Leon High). All schools are Title I schools and all students receive free lunch and breakfast through the Department of Agriculture's Community Eligibility Option Program. The program allows school districts to provide free meals if 40 percent of students are low income.

 Services were provided to a total of 337 students on a daily basis during the school year program. The program operated 136 days after school from 2:30pm – 5:30pm (Monday through Thursday). A summer program was operated in 2018 that served 225 students. The program operated for six weeks from 8:30 until 2:30, Monday through Thursday.

 The 21st CCLC *WINGS* grant offered a program whose project goals, objectives and activities for all participating students are designed to (1) improve academic performance in mathematics, reading and science, (2) increase social skills, (3) improve nutrition/health and positive lifestyle choices, and (4) increase parental involvement and family literacy. Students received homework help, individual tutoring, lessons in positive character traits, lessons in good nutritional choices, STEM activities and physical enrichment. The goal of the program is to increase student achievement during the school day by providing supporting activities during the after school program and promoting family involvement.

 Recently released school grades showed who schools are participating in the 21st CCLC grant for the most part maintained their school grade.

* Poplar Springs School – B
* Bethlehem High School – C
* Ponce de Leon High School – C
* Ponce de Leon Elementary School – C
* Holmes County High School – C
* Bonifay K-8 School – C
1. **STUDENT ENROLLMENT AND ATTENDANCE**

The Holmes District School Board operated four centers for the 2018-2019 school year serving a total of 418 students in grades K-8. There were 279 regularly attending students. Bonifay K-8 School, the largest center, served a total of 179 students, 127 who were regularly attending students. Bethlehem School served 77 students, 48 who were regularly attending students. Ponce de Leon Elementary served 79 students, 50 who were regularly attending students. Poplar Springs served 83 students, 54 who were regularly attending students. Table 1 displays the enrollment of all students and regularly attending students.

**Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2018 and 2018-2019 Academic Year.**

|  |  |  |
| --- | --- | --- |
| **Center Name** | **Total Enrolled Attending**(at least one day) | **Regularly Participating Enrollment**(30 days or more) |
| **Total** | **Summer** | **Academic Year** | **Total** | **Summer** | **Academic Year** |
| **Bethlehem High School** | 77 | 42 | 65 | 48 | 0 | 48 |
| **Bonifay K-8 School** | 179 | 93 | 155 | 127 | 0 | 127 |
| **Ponce de Leon Elementary School** | 79 | 45 | 56 | 50 | 0 | 50 |
| **Poplar Springs School** | 83 | 45 | 61 | 54 | 0 | 54 |

**2.0 STUDENT DEMOGRAPHICS**

**Table 2. Summer 2018 – Student Gender and Age Range 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** |
| **Bethlehem High School** | 20 | 22 | -- | 5-15 | 0 | 0 | -- | -- |
| **Bonifay K-8 School** | 45 | 48 | -- | 5-15 | 0 | 0 | -- | -- |
| **Ponce de Leon Elementary School** | 16 | 29 | -- | 5-15 | 0 | 0 | -- | -- |
| **Poplar Springs School** | 22 | 23 | -- | 5-15 | 0 | 0 | -- | -- |

**Table 3. 2018-2019 Academic Year – Student Gender and Age Range 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** |
| **Bethlehem High School** | 30 | 35 | -- | 5-15 | 21 | 27 | -- | 5-15 |
| **Bonifay K-8 School** | 80 | 75 | -- | 5-15 | 68 | 59 | -- | 5-15 |
| **Ponce de Leon Elementary School** | 15 | 41 | -- | 5-15 | 13 | 37 | -- | 5-15 |
| **Poplar Springs School** | 41 | 25 | -- | 5-15 | 33 | 21 | -- | 5-15 |
| *\* Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.* |

**Table 4. Summer 2018 – Population Specifics: Total Participating Students.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Center Name** | **Limited English Language Proficiency** | **Identified with Special Needs** | **Free or Reduced-Price Lunch** |
| **Yes** | **No** | **Data Not Provided\*** | **Yes** | **No** | **Data Not Provided** | **Yes** | **No** | **Data Not Provided** |
| **Bethlehem High School** | 0 | 42 | -- | 10 | 32 | -- | 42 | 0 | -- |
| **Bonifay K-8 School** | 0 | 93 | -- | 13 | 80 | -- | 93 | 0 | -- |
| **Ponce de Leon Elementary School** | 0 | 45 | -- | 9 | 36 | -- | 45 | 0 | -- |
| **Poplar Springs School** | 0 | 45 | -- | 4 | 41 | -- | 45 | 0 | -- |
| *\* Data Not Provided = Information is unknown, cannot be verified, or not reported.* |

**Table 5. 2018-2019 Academic Year – Population Specifics: Total Participating Students.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Center Name** | **Limited English Language Proficiency** | **Identified with Special Needs** | **Free or Reduced-Price Lunch** |
| **Yes** | **No** | **Data Not Provided\*** | **Yes** | **No** | **Data Not Provided** | **Yes** | **No** | **Data Not Provided** |
| **Bethlehem High School** | 0 | 65 | -- | 6 | 59 | -- | 65 | 0 | -- |
| **Bonifay K-8 School** | 1 | 154 | -- | 20 | 135 | -- | 155 | 0 | -- |
| **Ponce de Leon Elementary School** | 0 | 56 | -- | 10 | 46 | -- | 56 | 0 | -- |
| **Poplar Springs School** | 0 | 61 | -- | 10 | 51 | -- | 61 | 0 | -- |
| *\* Data Not Provided = Information is unknown, cannot be verified, or not reported.* |

**Table 6. Summer 2018 – Population Specifics: Regularly Participating Students.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Center Name** | **Limited English Language Proficiency** | **Identified with Special Needs** | **Free or Reduced-Price Lunch** |
| **Yes** | **No** | **Data Not Provided\*** | **Yes** | **No** | **Data Not Provided** | **Yes** | **No** | **Data Not Provided** |
| **Bethlehem High School** | 0 | 0 | -- | 0 | 0 | -- | 0 | 0 | -- |
| **Bonifay K-8 School** | 0 | 0 | -- | 0 | 0 | -- | 0 | 0 | -- |
| **Ponce de Leon Elementary School** | 0 | 0 | -- | 0 | 0 | -- | 0 | 0 | -- |
| **Poplar Springs School** | 0 | 0 | -- | 0 | 0 | -- | 0 | 0 | -- |
| *\* Data Not Provided = Information is unknown, cannot be verified, or not reported.* |

**Table 7. 2018-2019 Academic Year – Population Specifics: Regularly Participating Students.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Center Name** | **Limited English Language Proficiency** | **Identified with Special Needs** | **Free or Reduced-Price Lunch** |
| **Yes** | **No** | **Data Not Provided\*** | **Yes** | **No** | **Data Not Provided** | **Yes** | **No** | **Data Not Provided** |
| **Bethlehem High School** | 0 | 48 | -- | 6 | 42 | -- | 48 | 0 | -- |
| **Bonifay K-8 School** | 1 | 126 | -- | 17 | 110 | -- | 127 | 0 | -- |
| **Ponce de Leon Elementary School** | 0 | 50 | -- | 10 | 40 | -- | 50 | 0 | -- |
| **Poplar Springs School** | 0 | 54 | -- | 9 | 45 | -- | 54 | 0 | -- |
| *\* Data Not Provided = Information is unknown, cannot be verified, or not reported.* |

**Table 8. Summer 2018 – Student Race and Ethnicity: Total and Regularly Participating Students.**

|  |  |  |
| --- | --- | --- |
| **Center Name** | **Total Participating Students** | **Regularly Participating Students** |
| **American Indian or****Alaska Native** | **Asian** | **Black or** **African American** | **Hispanic or Latino** | **Hawaiian or Pacific Islander** | **White** | **Two or More Races** | **Data Not Provided\*** | **American Indian or****Alaska Native** | **Asian** | **Black or** **African American** | **Hispanic or Latino** | **Hawaiian or Pacific Islander** | **White** | **Two or More Races** | **Data Not Provided** |
| **Bethlehem High School** | 0 | 0 | 0 | 0 | 0 | 42 | 0 | -- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -- |
| **Bonifay K-8 School** | 0 | 0 | 9 | 0 | 0 | 79 | 5 | -- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -- |
| **Ponce de Leon Elementary School** | 0 | 0 | 0 | 0 | 0 | 40 | 5 | -- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -- |
| **Poplar Springs School** | 0 | 0 | 0 | 0 | 0 | 41 | 4 | -- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -- |
| *\* Data Not Provided = Information is unknown, cannot be verified, or not reported.* |

**Table 9. 2018-2019 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students.**

|  |  |  |
| --- | --- | --- |
| **Center Name** | **Total Participating Students** | **Regularly Participating Students** |
| **American Indian or****Alaska Native** | **Asian** | **Black or** **African American** | **Hispanic or Latino** | **Hawaiian or Pacific Islander** | **White** | **Two or More Races** | **Data Not Provided\*** | **American Indian or****Alaska Native** | **Asian** | **Black or** **African American** | **Hispanic or Latino** | **Hawaiian or Pacific Islander** | **White** | **Two or More Races** | **Data Not Provided** |
| **Bethlehem High School** | 0 | 0 | 0 | 0 | 0 | 65 | 0 | -- | 0 | 0 | 0 | 0 | 0 | 48 | 0 | -- |
| **Bonifay K-8 School** | 0 | 3 | 14 | 1 | 1 | 125 | 11 | -- | 0 | 3 | 13 | 1 | 0 | 102 | 8 | -- |
| **Ponce de Leon Elementary School** | 0 | 0 | 0 | 0 | 0 | 54 | 2 | -- | 0 | 0 | 0 | 0 | 0 | 48 | 2 | -- |
| **Poplar Springs School** | 0 | 0 | 0 | 0 | 0 | 56 | 5 | -- | 0 | 0 | 0 | 0 | 0 | 50 | 4 | -- |
| *\* Data Not Provided = Information is unknown, cannot be verified, or not reported.* |

**Table 10. 2018-2019 Academic Year – 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** | **Total** |
| **Bethlehem High School** | 0 | 4 | 10 | 14 | 7 | 10 | 7 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 65 |
| **Bonifay K-8 School** | 0 | 9 | 13 | 20 | 19 | 23 | 20 | 23 | 19 | 9 | 0 | 0 | 0 | 0 | 155 |
| **Ponce de Leon Elementary School** | 0 | 9 | 7 | 8 | 10 | 10 | 6 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 56 |
| **Poplar Springs School** | 0 | 6 | 8 | 7 | 10 | 9 | 7 | 10 | 2 | 2 | 0 | 0 | 0 | 0 | 61 |
| *\* Grade levels are exclusive, as students can only be in one grade level.* |

**Table 11. 2018-2019 Academic Year – 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** |
| **Bethlehem High School** | 0 | 3 | 9 | 12 | 4 | 5 | 6 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 48 |
| **Bonifay K-8 School** | 0 | 7 | 10 | 19 | 19 | 17 | 18 | 16 | 14 | 7 | 0 | 0 | 0 | 0 | 127 |
| **Ponce de Leon Elementary School** | 0 | 8 | 6 | 7 | 9 | 10 | 4 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 50 |
| **Poplar Springs School** | 0 | 5 | 6 | 7 | 9 | 9 | 5 | 9 | 2 | 2 | 0 | 0 | 0 | 0 | 54 |
| *\* Grade levels are exclusive, as students can only be in one grade level.* |

**3.0 PROGRAM OPERATIONS**

**Table 12. Summer 2018 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 |
| **WEEKDAYS** | **WEEKDAY EVENINGS** | **WEEKENDS** |
| **Bethlehem High School** | 6 | 4 | 24 | 0 | 0 |
| **Bonifay K-8 School** | 6 | 4 | 24 | 0 | 0 |
| **Ponce de Leon Elementary School** | 6 | 4 | 24 | 0 | 0 |
| **Poplar Springs School** | 6 | 4 | 24 | 0 | 0 |

**Table 13. 2018-2019 Academic Year 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 |
| **Bethlehem High School** | 34 | 136 | 4 | 0 | 0 | 12 | 0 | 0 | 0 | 136 | 0 |
| **Bonifay K-8 School** | 34 | 136 | 4 | 0 | 0 | 12 | 0 | 0 | 0 | 136 | 0 |
| **Ponce de Leon Elementary School** | 34 | 136 | 4 | 0 | 0 | 12 | 0 | 0 | 0 | 136 | 0 |
| **Poplar Springs School** | 34 | 136 | 4 | 0 | 0 | 12 | 0 | 0 | 0 | 136 | 0 |

**4.0 STAFF CHARACTERISTICS**

**4.1 Staff Demographics**

**Table 14 A-D. Regular Staff by Paid and Volunteer Status.**

**TABLE 14A**

|  |
| --- |
| **BETHLEHEM SCHOOL** |
| **Staff Type\*** | **Summer 2018** | **2018-2019****Academic Year** |
| **Paid**1 | **Volunteer** | **Paid** | **Volunteer** |
| Center Administrators and Coordinators  | 1 | 0 | 1 | 0 |
| College Students | 0 | 0 | 0 | 0 |
| Community Members | 0 | 0 | 0 | 0 |
| High School Students | 0 | 0 | 0 | 0 |
| Parents | 0 | 0 | 0 | 0 |
| School Day Teachers (former and substitute) | 8 | 0 | 9 | 0 |
| Other Non-teaching School Day Staff | 0 | 0 | 0 | 0 |
| Sub-contracted Staff | 0 | 0 | 0 | 0 |
| Other\*\* | 0 | 0 | 0 | 0 |
| 1*For all staff categories, 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 staff member does not fit in specific categories provided* |

Bethlehem High School had 10 staff members during the 2018-2019 school year. There was one Center Coordinator and nine teachers who shared three teaching positions. The center experienced no teacher turnover.

**TABLE 14B**

|  |
| --- |
| **BONIFAY K-8** |
| **Staff Type\*** | **Summer 2018** | **2018-2019****Academic Year** |
| **Paid**1 | **Volunteer** | **Paid** | **Volunteer** |
| Center Administrators and Coordinators  | 2 | 0 | 2 | 0 |
| College Students | 0 | 0 | 0 | 0 |
| Community Members | 0 | 0 | 0 | 0 |
| High School Students | 0 | 6 | 0 | 6 |
| Parents | 0 | 0 | 0 | 0 |
| School Day Teachers (former and substitute) | 12 | 0 | 23 | 0 |
| Other Non-teaching School Day Staff | 0 | 0 | 0 | 0 |
| Sub-contracted Staff | 0 | 0 | 0 | 0 |
| Other\*\* | 0 | 0 | 0 | 0 |
| 1*For all staff categories, 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 staff member does not fit in specific categories provided* |

Bonifay K-8 School had 25 staff members during the 2018-2019 school year. There were two Center Coordinator and twenty-three teachers who shared seven teaching positions. The center experienced no teacher turnover.

**TABLE 14C**

|  |
| --- |
| **PONCE DE LEON ELEMENTARY SCHOOL** |
| **Staff Type\*** | **Summer 2018** | **2018-2019****Academic Year** |
| **Paid**1 | **Volunteer** | **Paid** | **Volunteer** |
| Center Administrators and Coordinators  | 1 | 0 | 1 | 0 |
| College Students | 0 | 0 | 0 | 0 |
| Community Members | 0 | 0 | 0 | 0 |
| High School Students | 0 | 0 | 0 | 0 |
| Parents | 0 | 0 | 0 | 0 |
| School Day Teachers (former and substitute) | 8 | 0 | 8 | 0 |
| Other Non-teaching School Day Staff | 0 | 0 | 0 | 0 |
| Sub-contracted Staff | 0 | 0 | 0 | 0 |
| Other\*\* | 0 | 0 | 0 | 0 |
| 1*For all staff categories, 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 staff member does not fit in specific categories provided* |

Ponce de Leon Elementary School had 9 staff members during the 2018-2019 school year. There was one Center Coordinator and eight teachers who shared three teaching positions. The center experienced no teacher turnover.

**TABLE 14D**

|  |
| --- |
| **POPLAR SPRINGS SCHOOL** |
| **Staff Type\*** | **Summer 2018** | **2018-2019****Academic Year** |
| **Paid**1 | **Volunteer** | **Paid** | **Volunteer** |
| Center Administrators and Coordinators  | 1 | 0 | 1 | 0 |
| College Students | 0 | 0 | 0 | 0 |
| Community Members | 0 | 0 | 0 | 0 |
| High School Students | 0 | 0 | 0 | 0 |
| Parents | 0 | 0 | 0 | 0 |
| School Day Teachers (former and substitute) | 8 | 0 | 8 | 0 |
| Other Non-teaching School Day Staff | 0 | 0 | 0 | 0 |
| Sub-contracted Staff | 0 | 0 | 0 | 0 |
| Other\*\* | 0 | 0 | 0 | 0 |
| 1*For all staff categories, 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 staff member does not fit in specific categories provided* |

Poplar Springs High School had 9 staff members during the 2018-2019 school year. There was one Center Coordinator and eight teachers who shared three teaching positions. The center experienced no teacher turnover.

**4.2 Students-to-Staff Ratio**

**Table 15. Student-to-Staff Ratio**

|  |  |
| --- | --- |
| **Agency Name** | **Student-to-Staff Ratio** |
| **Bethlehem School** | 15:1 |
| **Bonifay K-8 School** | 15:1 |
| **Ponce de Leon Elementary** | 15:1 |
| **Poplar Springs School** | 15:1 |

**4.3 Staff Training**

All 21st CCLC staff received professional development training during the 2018-2019 project year. Professional development days were held at the beginning of the year. Information from state trainings was disseminated to Site Coordinators by the District Coordinators. Training meetings with the District Administrator, Project Director, and the Site Coordinators were held at each site. Meeting agendas and sign-in sheets were submitted to the 21stCCLC Research and Evaluation Unit during the 2018-2019 program year as one of the required monthly deliverables.

**4.4 Staff Turnover**

None of the centers experienced any staff turnover.

**5.0 OUTCOMES AND FINDINGS**

**5.1 Objective Assessment**

***5.1.1 Objective 1***.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain** | **Objective Assessment Plan** | **Total number of Students Measured at End of Year** | **Total Number of Students Meeting Standard of Success at End of Year** | **Percentage of Students Meeting Standard of Success at End of Year** | **Objective Status** | **Proposed Programmatic Changes** | **Data** **Collection Changes** |
| Academic - Language Arts - Elementary | 80% of regularly participating students will improve to a satisfactory English/Language Arts grade or above, or maintain a high grade across the program year | 216 | 162 | 75% |  Approaching Benchmark | Implement small group instruction a minimum of once a week covering classroom topics.  | No changes needed. Continue to collect quarterly grades and progress monitoring information. |
| Academic - Language Arts - Middle School | 80% of regularly participating students will improve to a satisfactory English/Language Arts grade or above, or maintain a high grade across the program year | 68 | 45 | 66% | Meaningful Progress | Implement small group instruction a minimum of once a week covering classroom topics.  | No changes needed. Continue to collect quarterly grades and progress monitoring information. |
| Academic - Language Arts - Elementary | 60% of regularly attending student will achieve a satisfactory lever or above on English/Language Arts/Writing | 114  | 45 | 48% |  Meaningful Progress | Cover FSA test taking skills during second semester | Current data collections procedures are sufficient. Data is currently received and processed in a timely manner. |
| Academic - Language Arts - Middle School | 60% of regularly attending student will achieve a satisfactory lever or above on English/Language Arts/Writing | 68 | 37 | 54% | Approaching Benchmark | Cover FSA test taking skills during second semester | Current data collections procedures are sufficient. Data is currently received and processed in a timely manner. |

***5.1.2 Objective 2.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain** | **Objective Assessment Plan** | **Total number of Students Measured at End of Year** | **Total Number of Students Meeting Standard of Success at End of Year** | **Percentage of Students Meeting Standard of Success at End of Year** | **Objective Status** | **Proposed Programmatic Changes** | **Data** **Collection Changes** |
| Academic - Mathematics - Elementary | 80% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year | 216 | 172 | 80% | Approaching Benchmark | Implement small group instruction a minimum of once a week covering classroom topics.  | No changes needed. Continue to collect quarterly grades and progress monitoring information. |
| Academic - Mathematics - Middle School | 80% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year | 68 | 47 | 69% | Approaching Benchmark | Implement small group instruction a minimum of once a week covering classroom topics.  | No changes needed. Continue to collect quarterly grades and progress monitoring information. |
| Academic - Mathematics - Elementary | 60% of regularly attending student will achieve a satisfactory lever or above on Mathematics | 114 | 51 | 45% | Meaningful Progress | Cover FSA test taking skills during second semester | Current data collections procedures are sufficient. Data is currently received and processed in a timely manner. |
| Academic - Mathematics - Middle School | 60% of regularly attending student will achieve a satisfactory lever or above on Mathematics | 68 | 40 | 59% | Approaching Benchmark | Cover FSA test taking skills during second semester | Current data collections procedures are sufficient. Data is currently received and processed in a timely manner. |

***5.1.3 Objective 3.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain** | **Objective Assessment Plan** | **Total number of Students Measured at End of Year** | **Total Number of Students Meeting Standard of Success at End of Year** | **Percentage of Students Meeting Standard of Success at End of Year** | **Objective Status** | **Proposed Programmatic Changes** | **Data** **Collection Changes** |
| Academic - Science - Elementary | 80% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year | 193 | 173 | 90% | Meets or Exceeds Benchmark | Implement small group instruction a minimum of once a week covering classroom topics.  | No changes needed. Continue to collect quarterly grades and progress monitoring information. |
| Academic - Science - Middle School | 80% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year | 68 | 43 | 63% | Meaningful Progress | Implement small group instruction a minimum of once a week covering classroom topics.  | No changes needed. Continue to collect quarterly grades and progress monitoring information. |
| Academic - Science - Elementary | 60% of regularly attending student will achieve a satisfactory lever or above on Science | 34 | 15 | 44% | Meaningful Progress | Cover FSA test taking skills during second semester | Current data collections procedures are sufficient. Data is currently received and processed in a timely manner. |
| Academic - Science - Middle School | 60% of regularly attending student will achieve a satisfactory lever or above on Science | 10 | 6 | 60% | Meets or Exceeds Benchmark | Cover FSA test taking skills during second semester | Current data collections procedures are sufficient. Data is currently received and processed in a timely manner. |

***5.1.4 Objective 4.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain** | **Objective Assessment Plan** | **Total number of Students Measured at End of Year** | **Total Number of Students Meeting Standard of Success at End of Year** | **Percentage of Students Meeting Standard of Success at End of Year** | **Objective Status** | **Proposed Programmatic Changes** | **Data** **Collection Changes** |
| Health and Nutrition - Elementary | 80% of participating students will increase their health knowledge as measured by a pre/post assessment  | 184 | 184 | 100% | Meets or Exceeds Benchmark | No changes recommended as benchmark was met.  | No changes needed. Data is based upon pre, mid and post tests. |
| Health and Nutrition - Middle School | 80% of participating students will increase their health knowledge as measured by a pre/post assessment  | 54 | 54 | 100% | Meets or Exceeds Benchmark | No changes recommended as benchmark was met.  | No changes needed. Data is based upon pre, mid and post tests. |

***5.1.5 Objective 5.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Objective Assessment Plan | Total number of Students Measured at End of Year | Total Number of Students Meeting Standard of Success at End of Year | Percentage of Students Meeting Standard of Success at End of Year | Objective Status | **Proposed Programmatic Changes** | **Data** **Collection Changes** |
| Character Education - Elementary | 80% of participating students will increase their application of positive character traits as measured by a pre/post assessment  | 184 | 183 | 99% | Meets or Exceeds Benchmark | No changes recommended as benchmark was met.  | No changes needed. Data is based upon pre, mid and post tests. |
| CharacterEducation – Middle School | 80% of participating students will increase their application of positive character traits as measured by a pre/post assessment  | 54 | 54 | 100% | Meets or Exceeds Benchmark | No changes recommended as benchmark was met.  | No changes needed. Data is based upon pre, mid and post tests. |

***5.1.6 Objective 6.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Objective Assessment Plan | Total number of Students Measured at End of Year | Total Number of Students Meeting Standard of Success at End of Year | Percentage of Students Meeting Standard of Success at End of Year | Objective Status | **Proposed Programmatic Changes** | **Data** **Collection Changes** |
| Dropout Prevention and College/Career Ready – Middle School | 80% of participating students will report their grade promotion as measured by report card grades. | 68 | 49 | 72% | Approaching Benchmark | Implement small group instruction a minimum of once a week covering classroom topics.  | No changes needed. Continue to collect quarterly grades and progress monitoring information. |

***5.1.7 Objective 7.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Objective Assessment Plan | Total number of Students Measured at End of Year | Total Number of Students Meeting Standard of Success at End of Year | Percentage of Students Meeting Standard of Success at End of Year | Objective Status | **Proposed Programmatic Changes** | **Data** **Collection Changes** |
| Adult Family Member Performance - Elementary | 70% of participating family members will demonstrate their involvement in student education as measured by logs. | 205 | 178 | 87% | Meets or Exceeds Benchmark | No changes recommended as benchmark was met.  | No changes needed as data is based upon sign-in sheets from Family Nights.  |
| Adult Family Member Performance – Middle School | 70% of participating family members will demonstrate their involvement in student education as measured by logs.by a pre/post assessment  | 64 | 58 | 91% | Meets or Exceeds Benchmark | No changes recommended as benchmark was met.  | No changes needed as data is based upon sign-in sheets from Family Nights.  |

***5.1.8 Objective 8.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Objective Assessment Plan | Total number of Students Measured at End of Year | Total Number of Students Meeting Standard of Success at End of Year | Percentage of Students Meeting Standard of Success at End of Year | Objective Status | **Proposed Programmatic Changes** | **Data** **Collection Changes** |
| Adult Family Member Performance - Elementary | 70% of participating family members will improve their literacy skills as measured by perceptual survey (parent). | 55 | 55 | 100% | Meets or Exceeds Benchmark | No changes recommended as benchmark was met.  | No changes needed as data is based upon sign-in sheets from Family Nights.  |
| Adult Family Member Performance – Middle School | 70% of participating family members will improve their literacy skills as measured by perceptual survey (parent). | 30 | 29 | 97% | Meets or Exceeds Benchmark | No changes recommended as benchmark was met.  | No changes needed as data is based upon sign-in sheets from Family Nights.  |

**5.2 Overall Findings for Each Objective**

**Objective 1.A.** 80% 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).**

**Success Criterion:** Maintain an A/B grade or improve from a grade of C to a B or a grade of D/F to C.

75% of students with sufficient data indicated improvement in reading proficiency as measured by grades from Quarter 1, 2 and 3 to Quarter 4.

**Objective 1.A Status** – **Approaching Benchmark**

**Objective 1.B.** 80% 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).**

**Success Criterion:** Maintain an A/B grade or improve from a grade of C to a B or a grade of D/F to C.

66% of students with sufficient data indicated improvement in reading proficiency as measured by grades from Quarter 1, 2 and 3 to Quarter 4.

**Objective 1.B. Status** – **Meaningful Progress**

**Objective 1.C** 60% of regularly participating students will score an Achievement Level 3 (Satisfactory) or higher on the English/Language Arts FSA. **(Elementary School).**

**Success Criterion:** Attain an Achievement Level 3 (Satisfactory) or higher on the English/Language Arts FSA.

48% of students in grade levels tested earned a score of Lever 3 or higher on the English/Language Arts (FSA).

**Objective 1.C Status** – **Meaningful Progress**

**Objective 1.D** 60% of regularly participating students will score an Achievement Level 3 (Satisfactory) or higher on the English/Language Arts FSA. **(Middle School).**

**Success Criterion:** Attain an Achievement Level 3 (Satisfactory) or higher on the English/Language Arts FSA.

54% of students in grade levels tested earned a score of Lever 3 or higher on the English/Language Arts (FSA).

**Objective 1.D Status -** **Approaching Benchmark**

**Objective 2.A.** 80% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year **(Elementary School).**

**Success Criterion:** Maintain an A/B grade or improve from a grade of C to a B or a grade of D/F to C.

80% of students with sufficient data indicated improvement in mathematics proficiency as measured by grades from Quarter 1, 2 and 3 to Quarter 4

**Objective 2.A. Status** – **Approaching Benchmark**

**Objective 2.B.** 80% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year **(Middle School).**

**Success Criterion:** Maintain an A/B grade or improve from a grade of C to a B or a grade of D/F to C.

69% of students with sufficient data indicated improvement in mathematics proficiency as measured by grades from Quarter 1, 2 and 3 to Quarter 4.

**Objective 2.B Status** – **Approaching Benchmark**

**Objective 2.C** 60% of regularly participating students will score an Achievement Level 3 (Satisfactory) or higher on the Mathematics FSA. **(Elementary School).**

**Success Criterion:** Attain an Achievement Level 3 (Satisfactory) or higher on the Mathematics FSA.

45% of students in grade levels tested earned a score of Lever 3 or higher on the Mathematics FSA.

**Objective 2.C Status** – **Approaching Benchmark**

**Objective 2.D** 60% of regularly participating students will score an Achievement Level 3 (Satisfactory) or higher on the Mathematics FSA. **(Middle School).**

**Success Criterion:** Attain an Achievement Level 3 (Satisfactory) or higher on the Mathematics FSA.

59% of students in grade levels tested earned a score of Lever 3 or higher on the Mathematics FSA.

**Objective 2.D Status** – **Meaningful Progress**

**Objective 3.A.** 80% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year **(Elementary School).**

**Success Criterion:** Maintain an A/B grade or improve from a grade of C to a B or a grade of D/F to C.

90% of students with sufficient data indicated improvement in science proficiency as measured by grades from Quarter 1, 2 and 3 to Quarter 4.

**Objective 3.A Status** – **Meets or exceeds benchmark**

**Objective 3.B.** 80% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year **(Middle School).**

**Success Criterion:** Maintain an A/B grade or improve from a grade of C to a B or a grade of D/F to C.

63% of students with sufficient data indicated improvement in science proficiency as measured by grades from Quarter 1, 2 and 3 to Quarter 4.

**Objective 3.B. Status** – **Meaningful Progress**

**Objective 3.C.** 60% of regularly participating students will score an Achievement Level 3 (Satisfactory) or higher on the Statewide Science Assessment. **(Elementary School).**

**Success Criterion:** Attain an Achievement Level 3 (Satisfactory) or higher on the Statewide Science Assessment.

44% of students in grade levels tested earned a score of Lever 3 or higher on the Statewide Science Assessment.

**Objective 3.C. Status** – **Meaningful Progress**

**Objective 3.D.** 60% of regularly participating students will score an Achievement Level 3 (Satisfactory) or higher on the Statewide Science Assessment. **(Middle School).**

**Success Criterion:** Attain an Achievement Level 3 (Satisfactory) or higher on the Statewide Science Assessment.

60% of students in grade levels tested earned a score of Lever 3 or higher on the Statewide Science Assessment.

**Objective 3.D. Status** – **Meets or Exceeds Benchmark**

**Objective 4.A.** 80% of participating students will increase their health knowledge as measured by a pre/post assessment **(Elementary School).**

**Success Criterion:** Maintain a high score orimprove on a lower score from the pre to the post assessment of health knowledge.

100% of students with sufficient data indicated improvement in health knowledge as measured by scores from the pre-assessment or the mid-year assessment to the end-of-year assessment.

**Objective 4.A. Status** – **Meets or exceeds benchmark**

**Objective 4.B.** 80% of participating students will increase their health knowledge as measured by a pre/post assessment **(Middle School).**

**Success Criterion:** Maintain a high score orimprove on a lower score from the pre to the post assessment of health knowledge. from the pre to the post assessment of health knowledge.

100% of students with sufficient data indicated improvement in health knowledge as measured by scores from the pre-assessment or the mid-year assessment to the end-of-year assessment.

**Objective 4.B Status** – **Meets or Exceeds Benchmark**

**Objective 5.A.** 80% of participating students will increase their behavior and problem-solving knowledge as measured by a pre/post assessment **(Elementary School).**

**Success Criterion:** Maintain a high score orimprove on a lower score from the pre to the post assessment of behavior and problems-solving knowledge.

99% of students with sufficient data indicated improvement in behavior and problem-solving knowledge as measured by scores from the pre-assessment or the mid-year assessment to the end-of-year assessment.

**Objective 5.A. Status** – **Meets or exceeds benchmark**

**Objective 5.B.** 80% of participating students will increase their behavior and problem-solving knowledge as measured by a pre/post assessment **(Middle School).**

**Success Criterion:** Maintain a high score orimprove on a lower score from the pre to the post assessment of behavior and problem-solving knowledge.

100% of students with sufficient data indicated improvement in behavior and problem-solving knowledge as measured by scores from the pre-assessment or the mid-year assessment to the end-of-year assessment.

**Objective 5.B. Status** – **Meets or exceeds benchmark**

**Objective 6.** 80% of participating students will report grade promotion as measured by report card grades **(Middle School).**

**Success Criterion:** Report grade promotion measured by report card grades.

72% of students with sufficient data indicated promotion based upon report card grades.

**Objective 6. Status** – **Approaching Benchmark**

**Objective 7.A.** 70% of participating family members will demonstrate their involvement in student education as measure by logs/sign-in sheets for parent meetings (**Elementary School).**

**Success Criterion:** Adult family members will sign-in at parent meetings.

87% of students with sufficient data had an adult family member attended a parent meeting and signed in on the attendance log.

**Objective 7.A. Status** – **Meets or Exceeds Benchmark**

**Objective 7.B.** 70% of participating family members will demonstrate their involvement in student education as measure by logs/sign-in sheets for parent meetings (**Middle School).**

**Success Criterion:** Adult family members will sign-in at parent meetings.

91% of students with sufficient data had an adult family member attended a parent meeting and signed in on the attendance log.

**Objective 7.B. Status** – **Meets or Exceeds Benchmark**

**Objective 8.A.** 70% of participating students will improve literacy skills as measured by a perceptual survey completed by an adult family member (**Elementary School).**

**Success Criterion:** Adult family members will complete a perceptual survey indicating their belief that the student has improved in their literacy skills.

100% of students with sufficient data had an adult family member who indicated a perception of improvement in the student’s literacy skills.

**Objective 8.A. Status** – **Meets or exceeds benchmark**

**Objective 8.B.** 70% of participating students will improve literacy skills as measured by a perceptual survey completed by an adult family member (**Middle School).**

**Success Criterion:** Adult family members will complete a perceptual survey indicating their belief that the student has improved in their literacy skills.

97% of students with sufficient data had an adult family member who indicated a perception of improvement in the student’s literacy skills.

**Objective 8.B. Status** – **Meets or exceeds benchmark**

**5.3 Stakeholders’ Surveys**

**Table 5.3.1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **Student Survey - WINGS - 2019** |
|   | Do you enjoy the activities in your after-school program? | Does your after-school program have adults who care about you? | Do you feel safe at your after-school program? | Does your after-school program help you get along well with others? | Does your after-school program help you understand that following rules is important? | Does your after-school program help you solve problems in a positive way? | Does your after-school program help you with your home-work? | Does your after-school program help you improve your grades? |
| **Definitely** | 76% | 89% | 85% | 67% | 86% | 74% | 82% | 73% |
| **Somewhat** | 18% | 6% | 9% | 25% | 10% | 20% | 13% | 15% |
| **Not at All** | 6% | 4% | 3% | 6% | 2% | 4% | 2% | 9% |

 |

**Table 5.3.2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **Teacher Survey - WINGS - 2019** |
|   | Turning in Homework On time | Completing Quality Homework to your satisfaction | Paying Attention and Participating in class | Volunteering for Extra credit or more Responsibilities | Attending Class Regularly | Being attentive in class |
| **Improved** | 53% | 58% | 53% | 47% | 32% | 52% |
| **Did Not Need to Improve** | 33% | 27% | 23% | 24% | 51% | 23% |
| **No Change** | 13% | 12% | 21% | 27% | 15% | 23% |
| **Decline** | 0% | 1% | 2% | 0% | 0% | 2% |
|  |  |  |  |  |  |  |
|   | Behaving well in Class | Academic Performance | Coming to School Motivated to Learn | Getting along well with other students positive interactions | Self-efficacy believe they can do well in school | Parents interests and/or involvement in the child’s schooling |
| **Improved** | 44% | 66% | 51% | 47% | 55% | 37% |
| **Did Not Need to Improve** | 32% | 18% | 24% | 33% | 26% | 34% |
| **No Change** | 19% | 13% | 20% | 18% | 17% | 27% |
| **Decline** | 3% | 2% | 2% | 0% | 0% | 1% |

 |

**Table 5.3.3**

|  |
| --- |
| **Adult Family Member Survey - WINGS - 2019** |
|   | Satisfied with Program As A Whole | Satisfied With Staff Warmth and Friend-liness | Satisfied with Staff’s Ability to Work With My Child | Satisfied with Staff’s Ability to Relate To Me | Satisfied with Variety Of Activities offered to my Child | Satisfied with Safety of the Program |
| **Very Satisfied** | 84% | 85% | 83% | 79% | 81% | 87% |
| **Satisfied** | 15% | 14% | 14% | 17% | 16% | 11% |
| **Unsatisfied** | 0% | 0% | 0% | 0% | 1% | 0% |
| **Very****Unsatisfied** | 1% | 1% | 1% | 1% | 1% | 1% |
| **Not Sure** | 0% | 0% | 1% | 2% | 1% | 1% |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|   | Satisfied with my Child’s Happiness with the Program | Satisfied with Helping Me Become More Involved with my Child’s Education | Satisfied with my Child’s Improve-ment in Home-work Comple-tion | Satisfied with my Child’s Improve-ment in Academic Perform-ance | Satisfied with my Child’s Improve-ment Getting Along With Others | Satisfied with my Child’s Improve-ment in Staying Out of Trouble |
| **Very Satisfied** | 76% | 74% | 79% | 77% | 77% | 80% |
| **Satisfied** | 19% | 23% | 16% | 19% | 21% | 16% |
| **Unsatisfied** | 1% | 0% | 1% | 0% | 1% | 1% |
| **Very Unsatisfied** | 1% | 1% | 1% | 1% | 1% | 1% |
| **Not Sure** | 3% | 1% | 3% | 2% | 1% | 2% |
| **\*92% of adults surveyed said they would sign their child up again and recommend it to others.** |

**5.4 Student Success Snapshot**

Student A attended the Bonifay K8 21st CCLC WINGs program regularly during the 2018-2019 school year. The student received extra help in Math everyday through the program and the student’s math FSA score increased from a 1 to 2. The student also received extra help for Civics during this program and made a 4 on the 2019 Civics EOC exam. The student spoke at a WINGS meeting about the success of the WINGS program in helping improve her FSA scores.

**5.5 Other Findings**

Site coordinators have commented

* Success of having lesson plan writers on site
* Students love Makerspace activities
* Students are flourishing socially and academically
* Teachers have teamed up to coordinate regular school day activities and homework

Parents like

* Makerspace activities
* Homework help

Student comments

* Teachers are nice
* Love outside physical activities
* Love computer time
* Like fun activities with novels

**6.0 PROGRESS TOWARD SUSTAINABILITY**

The 21st CCLC Program Director, Holmes County School Superintendent and 21st CCLC District Administrator and the 21st CCLC Advisory Committee are aware of the need to sustain the program in the absence of additional funding from FDOE for 21CCLC programming. They work continuously to develop a strategic plan that guides action towards (1) establishing a more visible presence as a valuable resource in the Holmes County community; (2) contacting local, county, and state elected officials to develop personal connections and gain access to other possible resources; and (3) identifying local business and corporations that could provide services and program materials free of charge or at a discounted rate.

The Holmes School District 21st CCLC WINGs grant partners with local public service organizations and civic organizations to provide programs and services to the students enrolled in the program. These programs support the students and provide much needed services to the students in our rural district. These programs and services expose many of them to the positive side of law enforcement, local public library services, health information and services and the excellent programs provided by our local 4-H which many of our students don’t have the opportunity to participate in.

**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** |
| **Holmes County School District** | SD | No | $20,000.00 | N/A | In-Kind (classrooms, power, etc.) |
| **Holmes County Public Library** | LIB | No | $10,000.00 | N/A | In-Kind (staff, materials and supplies) |
| **Holmes County 4-H** | CBO | No | $5,000.00 | N/A | In-Kind (staff,Materials) |
| **Holmes County Sheriff’s Office** | CNT | No | $5,000.00 | N/A | In-Kind (staff, materials, supplies) |
| **Holmes County Health Department** | HBO | No | $2,000.00 | N/A | In-Kind (staff, materials, supplies |
| *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.*  |

**7.0 LESSONS LEARNED AND RECOMMENDATIONS**

**LESSONS LEARNED**

* Makerspace materials and activities were added to the other sites after one site experienced an increase in student interest in STEM activities. Makerspace activities provide hands-on, high interest STEM activities that encourage collaboration and critical thinking skills as students invent and build projects.
* The implementation of onsite curriculum coordinators who wrote lesson plan and collected materials was a boon to the program and was continued in Year 4. This alleviated a major program issue identified in prior grant year.
* The implementation of bus transportation during Summer of 2017 in Grant Year 3 improved student attendance and retention. Transportation was continued in Year 4.
* The addition of educational field trips during Summer of 2017 in Grant Year 2 aided in improved student attendance and retention and have continued in Year 3 and 4 with specific lesson plans incorporated for each trip.

**RECOMMENDATIONS**

There are a few key recommendations that may help enhance the program quality:

* Continue with onsite Curriculum coordinator.
* Continue transportation.
* Continue additional focus on English/Language Arts and mathematics FSA benchmarks along with the Statewide Science Assessment benchmarks to provide additional support to students to work toward meeting objectives.
* Implement small group instruction to enhance progress toward meeting objectives.
* Implement test taking skills during second semester to help in improving performance on FSA.
* Continue to encourage attendance parent meetings as a responsibility. Many parents, if they realize that grant funding is affected by their attendance, would try harder to attend meetings.
* Continue to publicize meetings using various means to reach more parents. These include parent notes, phone trees, school signs, and school websites. Make parents aware of what will be discussed or presented at meetings whenever possible and the importance of their attendance.

**Summary**

Based on objective and subjective data collected for this evaluation, all indications are that overall the WINGS program has been effective in making progress toward meeting their objectives. The program is very popular among parents, students, teachers and school administrators and provides a continued ongoing effort to improve student achievement, family literacy and social development. Partners and schools are exemplary in the quality of work they apply toward their part in the 21st CCLC grant. The grant now goes into the fifth year of operation and continued improvement is expected.

It is recommended that the district continue to operate the program with fidelity and continue to work towards meeting all grant objectives in the upcoming year.