SUMMATIVE EVALUATION REPORT
Summer 2016 and School Year 2016-2017

AFTER SCHOOL ASSISTANCE PROGRAM (ASAP)

21st CENTURY COMMUNITY LEARNING CENTER (CCLC)

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1.0 OVERVIEW AND HISTORY

The Friends of After School Assistance Program, Inc., commonly referred to as ASAP Inc., is a nonprofit, well-established, community-focused organization located in Panama City, Florida under the direction of Terri Gainer. This after-school program includes two (2) community-based sites that serve the Glenwood neighborhood and the Pana Villa Garden apartment complex. These sites provide coordinated, expanded-day and expanded-year learning opportunities for students, families and community members in Panama City. The ASAP/21st CCLC is targeted towards students in grades K-8 who are at-risk for delinquency and behavioral problems, are currently low-achieving and have a high number of school referrals including in-school and out-of-school suspensions. They also have a history of poor attendance rates, and low academic achievement. Some are in need of social skills, anger management and conflict resolution training.

The ASAP/21st CCLC is designed to provide engaging and challenging *after-school* activities to:

- Improve academic achievement;
- Improve behaviors in and out of school;
- Increase the overall engagement of students in school, learning activities and in the community; and
- Work with parents/community members to enlist their support in assisting these students to stay in school and out of trouble.

ASAP/21st CCLC also seeks to provide a safe, enriching environment for students during those hours when adolescents are more likely to get involved in delinquent behavior. Program activities include academic enrichment in reading, math, and science provided by highly qualified personnel; mentoring, and tutoring services; and enrichment services in fitness, health, music, technology, and educational arts.

Parents of participants are offered workshops and trainings that are designed to facilitate parental involvement in their child's education and provide workshops that provide training in skill areas such as parenting skills.

The ASAP/21st CCLC Program's targeted population is economically disadvantaged, at-risk elementary and middle-school students. These youth meet the following criteria: Poor academic achievement (Students Scoring Level 1 or 2 on FSA State Assessments, or have not made passing grades in academic core areas in the previous school year); Economically disadvantaged (Students eligible for or receiving free/reduced lunch); History of behavioral problems (students who have had two or more discipline referrals during the previous school year); Poor attendance (students who have had 3 or more unexcused absences or tardies in the previous school year).

1.0 STUDENT ENROLLMENT AND ATTENDANCE

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2016 and School Year 2016-2017.

The table below shows the number of total students enrolled compared to regularly attending students. Of the 85 students who were enrolled at least one day, 93% of these students were there 30 or more days. This is a measure of student retention. The ASAP program does a very effective job of retaining students in their program.

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
Pana Villa	5	6	19	**30**	1	6	19	**26**
Glenwood	19	24	12	**55**	17	24	12	**53**
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.								

2.0 STUDENT AND FAMILY DEMOGRAPHICS

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

The table below shows the number of total students enrolled compared to regularly attending students. Of the 85 students who were enrolled at least one day, 40 were male and 45 were female. Of the 79 regularly participating students, 36 were male and 43 were female.

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
Pana Villa	13	17	0	6-15	10	16	0	6-15
Glenwood	27	28	0	6-15	26	27	0	6-15

Table 3. Population Specifics: Total Participating Students.

The table below shows the number of total students enrolled. Of the 85 students who were enrolled at least one day, 6 were identified as having limited English Language proficiency, 79 speak English as their primary language. 16 students were identified as having special needs, 69 did not.

Center Name	Limited English Language Proficiency			Identified with Special Needs		
	Yes	No	DK*	Yes	No	DK
Pana Villa	5	25	0	5	25	0
Glenwood	1	54	0	11	44	0
*DK = Don't Know/Could Not Be Determined.						

Table 4. Population Specifics: Regularly Participating Students.

The table below shows the number of total students enrolled. Of the 79 students who were enrolled at least one day, 6 were identified as having limited English Language proficiency, 73 speak English as their primary language. 15 students were identified as having special needs, 64 did not.

Center Name	Limited English Language Proficiency			Identified with Special Needs		
	Yes	No	DK*	Yes	No	DK
Pana Villa	5	21	0	5	21	0
Glenwood	1	52	0	10	43	0
*DK = Don't Know/Could Not Be Determined.						

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

The table below shows the number of total students enrolled compared to regularly attending students. Of the 85 students who were enrolled at least one day, 51 were Black, 26 Hispanic, and 21 White. Of the 79 regularly participating students, 45 were Black, 26 Hispanic, and 21 White.

Center Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown
Pana Villa	0	0	14	13	10	0	0	0	10	13	10	0
Glenwood	0	0	37	13	11	0	0	0	35	13	11	0

Table 6. Student Grade for Total Participating Students.

The table below shows the number of total students enrolled and the grade levels the students were in at the time. Of the 85 students who were enrolled at least one day, there were 8 Kindergarteners, 15 first graders, 15 second graders, 17 third graders, 9 fourth graders, 7 fifth graders, 5 sixth graders, 3 seventh graders, 5 eighth graders and 1 ninth grader.

Center Name	Grade In School*													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Pana Villa	2	3	4	8	3	4	0	2	3	1	0	0	0	30
Glenwood	6	12	11	9	6	3	5	1	2	0	0	0	0	55

* Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were in during the 2015-2016 Academic Year.

Table 7. Student Grade for Regularly Participating Students.

The table below shows the number of total students enrolled and the grade levels the students were in at the time. Of the 79 students who were enrolled at least one day, there were 7 Kindergarteners, 14 first graders, 14 second graders, 16 third graders, 8 fourth graders, 7 fifth graders, 4 sixth graders, 3 seventh graders, 5 eighth graders and 1 ninth grader.

Center Name	Grade In School*													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Pana Villa	1	3	3	7	2	4	0	2	3	1	0	0	0	26
Glenwood	6	11	11	9	6	3	4	1	2	0	0	0	0	53

* Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were in during the 2015-2016 Academic Year.

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

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Pana Villa	29	1	0
Glenwood	52	3	0

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

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Pana Villa	25	1	0
Glenwood	50	3	0

3.0 PROGRAM OPERATIONS

3.1 Summer Operation

- During the 2016 Summer of Operation, ASAP was open for 9 weeks, five days a week, 6.5 hours a day.

Table 10. Summer 2016 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**
Pana Villa	9	5	32.5	0	0
Glenwood	9	5	32.5	0	0

- During the Academic Year 2015-2016 of Operation, ASAP was open for 40 weeks, five days a week, 2.5 hours a day.
- The centers were open 176 school days after school and 23 non-school days.

Table 11. School Year 2016-2017 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
Pana VIlla	40	199	5	0	0	12.5	32.5	0	0	176	23
Glenwood	40	199	5	0	0	12.5	32.5	0	0	176	23

4.0 STAFF CHARACTERISTICS

4.1 Staff Demographics

At the Pana Villa site, there was a total of 6 staff for the 2016 Summer Program and 4 staff for the 2016-2017 School Year. All 6 were female with 1 having some college experience with no degree and 5 with a Bachelor's Degree.

The Glenwood site had a total of 6 staff for the 2016 Summer Program and 5 staff for the 2016-2017 School Year. This includes 2 females having some college experience with no degree and with 4 females with a Bachelor's Degree.

Certified Teachers were used during all academic enrichment activities and used exactly as proposed in the grant application. Teachers held certifications in the following subjects:

    A. Moore – 1-6 Elem Ed/ 6-12 Math
    S. Aufschneider – K-6 Elem Ed/ESOL Endorsed/Music
    S. Hendley – K-6 Elem Ed/ K-12 ESE/ESOL & Reading Endorsed

K. King – K-6 Elem Ed/ESOL Endorsed
S. Reeves – K-6 Elem Ed/ESOL Endorsed
T. McDermott- 1-6 Elem Ed/K-12 ESE
D. Rogers- Pre-K - 3rd/Reading Endorsed
C. Odom – K-6 Elem Ed/Reading Endorsed

Table 12. Regular Staff by Paid and Volunteer Status

Of the regularly paid staff and volunteers for the Summer of 2016, 4 school day teachers were volunteers, 1 Center Administrator was a volunteer, 3 were community members that volunteered, 15 high school students volunteered and 1 paid non-teaching school day staff. Of the regularly paid staff and volunteers for the 2016-2017 School Year, 2 school day teachers were volunteers, 1 Center Administrator was a volunteer, 2 parents were volunteers, 2 high school students volunteered, 15 were community members that volunteered and 1 paid non-teaching school day staff.

| Staff Type* | Pana Villa | | | |
| | Summer of 2016 | | 2016-2017 School Year | |
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)	0	4	0	2
Center Administrators and Coordinators	0	1	0	1
Other Non-Teaching School Day Staff	1	0	1	0
Parents	0	0	0	2
College Students	0	4	0	0
High School Students	0	15	0	2
Community Members	0	3	0	15
Subcontracted Staff	0	0	0	0
Other**	0	0	0	0

These categories represent the regular responsibilities of program staff during the regular school day.
*** Use this category if data do not fit in specific categories provided*

Of the regularly paid staff and volunteers for the Summer of 2016, 3 school day teachers were volunteers, 1 Center Administrator was paid, 4 college students volunteered, 25 high school students volunteered, 3 were community members that volunteered and 1 paid non-teaching school day staff listed as other. Of the regularly paid staff and volunteers for the 2016-2017 School Year, 3 school day teachers were volunteers, 1 Center Administrator was paid, 2 high school students volunteered, 15 were community members that volunteered and 1 paid non-teaching school day staff.

| Staff Type* | Glenwood | | | |
| | Summer of 2016 | | 2016-2017 School Year | |
	Paid	Volunteer	Paid	Volunteer
School Day Teachers (former and substitute)	0	3	0	3
Center Administrators and Coordinators	1	0	1	0
Other Non-Teaching School Day Staff	1	0	1	0
Parents	0	0	0	0

College Students	0	4	0	0
High School Students	0	25	0	2
Community Members	0	3	0	15
Subcontracted Staff	0	0	0	0
Other**	0	0	0	0
These categories represent the regular responsibilities of program staff during the regular school day.				

4.2 Student-to-Staff Ratio

ASAP is operated by a dynamic team of dedicated leaders. In addition, they took the time to hire staff that is dedicated with a high level of commitment to serving this population. Each of the two (2) Centers is staffed based on the rate of student enrollment. Typically, for academic enrichment activities, the ratio is no more than 10:1 and 25:1 for personal enrichment activities.

4.3 Staff Training

- August 23, 2016 – DCF Child Care Regulations
- October 7, 2016 – Youth Protection Training- University of Florida
- October 11, 2016 – FL DOH Child Meal Pattern Training
- October 25, 2016 – Meeting the Needs of Children in Child Care Settings in Emergency Preparedness, Response, and Recovery Efforts
- October 25, 2016 – Fire Extinguisher Training – PCFD
- March 1, 2017 – DCF Challenging Behaviors Awareness and Prevention
- March 3, 2017 – DCF Supporting Children with Disabilities
- April 21-23, 2017 – National Administrator's Credential Training
- May 19, 2017 - DCF Standards for Quality After School Programs
- May 19, 2017 - DCF Quality Self-Assessment and Improvement for After School Programs
- June 5, 2017 – DCF Standards for Quality After School Programs
- June 6, 2017 - DCF Quality Self-Assessment and Improvement for After School Programs
- June 23, 2017 – DCF Standards for Quality After School Programs
- June 23, 2017 – DCF Quality Self-Assessment and Improvement for After School Programs

5.0 OBJECTIVES and OUTCOMES

5.1 Objective Assessment (Regularly Participating Students)

Objective Assessment Plan	Grade Levels Served	Standard of Success	% of Participants Meeting Standard of Success at End of Year
75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	61%

75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	86%
60% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	25%
60% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	57%
75% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	63%
75% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	57%
60% of regularly participating students will achieve a satisfactory level or above on mathematics.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	29%
60% of regularly participating students will achieve a satisfactory level or above on mathematics.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	86%
75% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	78%

75% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	100%
60% of regularly participating students will achieve a satisfactory level or above on science.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	50%
60% of regularly participating students will achieve a satisfactory level or above on science.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	80%
75% of regularly participating students will increase their good nutrition as measured by pre-post assessment.	Elementary School	Maintain a proficiency level of 5 or higher or improve from a 1-3 to a 4 or higher	100%
75% of regularly participating students will increase their good nutrition as measured by pre-post assessment.	Middle School	Maintain a proficiency level of 5 or higher or improve from a 1-3 to a 4 or higher	100%
75% of regularly participating students will improve their physical fitness as measured by pre-post assessment.	Elementary School	Maintain a BMI of low/moderate or improve from high/very high to moderate	61%
75% of regularly participating students will improve their physical fitness as measured by pre-post assessment.	Middle School	Maintain a BMI of low/moderate or improve from high/very high to moderate	43%
75% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	100%

75% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	N/A No middle school students participated in visual/performing arts
75% of regularly participating students will improve their positive behavior as measured by progress reports.	Elementary School	Maintain an E/S grade or improve from a N to S or a grade of U to S on report card for Quarters 1,2 and 4	91%
75% of regularly participating students will improve their positive behavior as measured by progress reports.	Middle School	Maintain an E/S grade or improve from a N to S or a grade of U to S on report card for Quarters 1,2 and 4	100%
75% of the adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey (parent).	Elementary School	Adult family members/parents will report information given at parent workshop as beneficial	96%
75% of the adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey (parent).	Middle School	Adult family members/parents will report information given at parent workshop as beneficial	100%
75% of the adult family members of regularly participating students will increase their parenting skills as measured by logs.	Elementary School	Adult family members/parents will attend 60% of parent workshops	96%
75% of the adult family members of regularly participating students will increase their parenting skills as measured by logs.	Middle School	Adult family members/parents will attend 60% of parent workshops	86%

5.2 Other Findings

The overall average of student ratings were 97% definitely felt that the ASAP program was beneficial and the feeling of being safe and cared for was achieved. The overall parent rating was 97% were very satisfied with the program as a whole and 100% said they would sign their child up again for the program. A comment from a parents is, "ASAP is very hands on and provides my child with a lot of extra activities that he loves to be a part of." The overall teacher survey ratings were also very high in satisfactory with 94% overall reporting there were signs of improvement or did not need to improve for student's academic performance. One teacher commented, "ASAP provides a home/school connection that allows the students to extend their school day and get assistance where needed and enrich their knowledge."

5.3 Student Success Snapshot

For the FY2016-17, there were multiple students that gained success while attending the ASAP)/21stCCLC program. One particular student was on a roller coaster of sorts with her academics, as well as self-confidence and motivation concerns. This young lady has bounced around quite a bit from Florida to other states and back and over time, has fallen further and further behind. While she was willing to work extremely hard in the classroom and in after school, she struggled with simple tasks. The after school staff worked hand-in-hand with the school day staff to ensure a very smooth and simple transition for the child and over time, the hard work by all involved showed. The student's overall reading and science grades remained in the A/B range while the student continued to work extremely hard in math to maintain a B/C average. As far as her FSA scores, she did not fare as well, but does receive accommodations due to being on an IEP for language and processing. For this young lady, being involved in an after school program has allowed her the opportunity to receive the extra support she needs academically and emotionally. She continues to thrive in performing arts, conduct and attendance and is also involved in extra-curricular activities at school and after school such as ITV, Girls on the Run, PEARLS and volleyball. She states that ASAP has been great for her and she wants to continue to work hard to show others that no matter where you come from or what you may have or not have, you can still be a success story!

5.4 Overall Findings for Each Objective

Objective Assessment Plan	Grade Levels Served	Standard of Success	Stars Achieved (Objective Status)
75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	**3 Stars** **(Meaningful Progress)**
75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	**5 Stars** **(Meets or Exceeds Benchmark)**

60% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	**1 Star (Limited Progress)**
60% of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	**4 Stars (Approaching Benchmark)**
75% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	**3 Stars (Meaningful Progress)**
75% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	**3 Stars (Meaningful Progress)**
60% of regularly participating students will achieve a satisfactory level or above on mathematics.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	**1 Star (Limited Progress)**
60% of regularly participating students will achieve a satisfactory level or above on mathematics.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	**5 Stars (Meets or Exceeds Benchmark)**
75% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	**5 Stars (Meets or Exceeds Benchmark)**
75% regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	**5 Stars (Meets or Exceeds Benchmark)**

60% of regularly participating students will achieve a satisfactory level or above on science.	Elementary School	Attain an Achievement Level 3 (satisfactory) or higher	**3 Stars** **(Meaningful Progress)**
60% of regularly participating students will achieve a satisfactory level or above on science.	Middle School	Attain an Achievement Level 3 (satisfactory) or higher	**5 Stars** **(Meets or Exceeds Benchmark)**
75% of regularly participating students will increase their good nutrition as measured by pre-post assessment.	Elementary School	Maintain a proficiency level of 5 or higher or improve from a 1-3 to a 4 or higher	**5 Stars** **(Meets or Exceeds Benchmark)**
75% of regularly participating students will increase their good nutrition as measured by pre-post assessment.	Middle School	Maintain a proficiency level of 5 or higher or improve from a 1-3 to a 4 or higher	**5 Stars** **(Meets or Exceeds Benchmark)**
75% of regularly participating students will improve their physical fitness as measured by pre-post assessment.	Elementary School	Maintain a BMI of low/moderate or improve from high/very high to moderate	**3 Stars** **(Meaningful Progress)**
75% of regularly participating students will improve their physical fitness as measured by pre-post assessment.	Middle School	Maintain a BMI of low/moderate or improve from high/very high to moderate	**2 Stars** **(Some Progress)**
75% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Elementary School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	**5 Stars** **(Meets or Exceeds Benchmark)**
75% of regularly participating students will improve their engagement in visual/performing arts as measured by pre-post assessment.	Middle School	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	**1 Star** **(Limited Progress)**

75% of regularly participating students will improve their positive behavior as measured by progress reports.	Elementary School	Maintain an E/S grade or improve from a N to S or a grade of U to S on report card for Quarters 1,2 and 4	**5 Stars (Meets or Exceeds Benchmark)**
75% of regularly participating students will improve their positive behavior as measured by progress reports.	Middle School	Maintain an E/S grade or improve from a N to S or a grade of U to S on report card for Quarters 1,2 and 4	**5 Stars (Meets or Exceeds Benchmark)**
75% of the adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey (parent).	Elementary School	Adult family members/parents will report information given at parent workshop as beneficial	**5 Stars (Meets or Exceeds Benchmark)**
75% of the adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey (parent).	Middle School	Adult family members/parents will report information given at parent workshop as beneficial	**5 Stars (Meets or Exceeds Benchmark)**
75% of the adult family members of regularly participating students will increase their parenting skills as measured by logs.	Elementary School	Adult family members/parents will attend 60% of parent workshops	**5 Stars (Meets or Exceeds Benchmark)**
75% of the adult family members of regularly participating students will increase their parenting skills as measured by logs.	Middle School	Adult family members/parents will attend 60% of parent workshops	**5 Stars (Meets or Exceeds Benchmark)**

6.0 PROGRESS TOWARD SUSTAINABILITY

ASAP staff is constantly researching other community organizations, faith-based organizations and national non-profit organizations to solicit interest in future material and contributions. They include:

- Libraries

- Museums
- Local Parks
- Theme Parks
- Boy's and Girl's Club
- YMCA/YWCA
- Local Faith-Based Organizations
- Foundations
- Charitable Organizations
- City, County, Federal, State Government
- Universities

In addition, staff are speaking at numerous civic organization meetings, community outreach festivals and parent events, allowing ASAP to get established with those that may not know about the program and solidify future partnerships with them.

Table 14: Partnerships and Sub-Contracts

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Estimated Value ($) of Contributions	Estimated Value ($) of Sub-contract	Type of Service Provided
City of Panama City & Community Development Department	CNT	No	$200,000		Funding, Paid Staffing, Space/Facility, Training
Pana Villa Garden Apartments (Royal American Mgmt., Inc.)	FPO	No	$20,000		Space/Facility
Bay County School Board/Bay District Schools	SD	No	$5,000		Curriculum, Student Records (Academic and Behavior), Student Referrals
Panama City Police Department	CNT	No	$7,500		Student Referrals, Training, Volunteers
Junior League of Panama City	CBO	No	$25,000		Funding, Materials/Supplies, Volunteers
4H Bay County Extension Office	NPOO	No	$2,500		Curriculum
Bay County Juvenile Justice Council	CNT	No	$39,999		Student Referrals

7.0 LESSONS LEARNED AND RECOMMENDATIONS

The Program Director is continuing to coordinate with school principals, media outlets (radio, newspaper, and television) to provide ongoing dissemination of ASAP/21st CCLC program information to market the program. There is further opportunity to increase the programs marketing capacity by developing websites, utilizing Facebook and other social media. The ASAP/21st CCLC program will share information about program activities and practices on its website and

through information reported to FLDOE. Plans for quarterly newsletters have been discussed to be published and disseminated to community members. These newsletters will describe program activities and pictures of ASAP/21st CCLC activities.

The ASAP program has several strategies to disseminate and share information about the program to the target population and the Director has begun to do so.

1. Information about program posted in community areas in which target parent population attends or resides (i.e. churches, grocery stores, housing complexes);
2. Flyers posted at school sites;
3. Flyers to parents given to students;
4. Brochures sent to teachers at school sites explaining program;
5. Information about program posted on school website.

Recommendations:

The ASAP program has made the difference in the lives of many. Two outstanding and notable results are: 1) the academic progress of many students; 2) the prosocial gains of the students as measured by decrease in discipline referrals, parental reports and self-report by students.

Baseline data on grades, assessment scores, attendance and discipline have been and will continue to be collected and entered into a database from which the preliminary analyses for this report are based.

With this in mind, the following recommendations are made:

1. Continue to have teachers meet and compare notes regarding curriculum-based assessments so that they may agree on which are most effective in order to bring more uniformity to each site.

2. Continue to have teachers in Reading, Math, and Science compare notes regarding teaching material, resources, and methods to bring more internal consistency to the programs being offered at the middle school sites.

3. Continue to implement a reading log that asks for the time spent reading. (Using Dojo)

4. Continue to recruit in multicultural areas communities.

5. Continue to incorporate reading into each day's academic lesson. Continue to incorporate DEAR (Drop Everything and Read) to highlight the importance of reading. Have available newspapers, magazines, and books to help foster a love of reading.

6. To assist students to become quicker in Math, offer a minute drill on various math areas and make it a game and reward their results.

7. Continue to monitor student behavioral data. Those students who demonstrated an increase in behavioral issues at school, program, and home should receive additional support to turn negative behavior into positive behavior.

8. Continue to work with parents to determine the types of activities that would best meet their needs.

9. Continue to communicate with parents using the Class Dojo app that allows parents to see what their child had for homework and that they completed all assignments.