Formative Evaluation
2013-14

Boys & Girls Clubs of Central Florida

Joe R. Lee Boys & Girls Club
Project Number: 48E-2444A-4PCC2
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Introduction

Boys & Girls Clubs of Central Florida, the "Subgrantee", received funding as a 21st Century Community Learning Center for the 2013-2014 project year (August 1, 2013 – July 31, 2014). The current project year is the third year of the five year funding period for the full initial grant award. This report will reflect the results of the Formative Evaluation that was completed for the Joe R. Lee Boys & Girls Club. The Formative Evaluation is considered the mid-year report that informs the center about the progress that has been made, while also driving decision-making regarding program improvement and sustainability. The reporting period that has been analyzed for this report is Summer 2013 – December 31, 2013. The report will reflect two points in time, the baseline and mid-year data, which will accurately demonstrate mid-year progress.

Program Background

As stated in the Request for Application (RFA) for Discretionary Projects (project year 2013-2014), the purpose of the 21st Century Community Learning Centers (21st CCLC) is to establish or expand the programs that provide at-risk students with opportunities for academic enrichment and personal enrichment, and complement students' standard academic programs. 21st CCLC programs also engage adult family members of actively participating students through educational and personal development opportunities.

21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites which may be located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., reading/language arts, math, science, and technology programs), homework assistance, music, art, service learning, character education, physical education and recreational activities, and dropout prevention. 21st CCLC programs are now following the Project Based Learning method of teaching and learning, which has been mandated for the 2013-2014 project year (FLDOE, RFA for Discretionary Projects 2013-14).

Project Based Learning (PBL) is a dynamic approach to teaching in which students explore real world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. PBL activities are designed to answer a driving question; create and present an original final product; and generally reflect the types of learning and work people do in the everyday world outside the classroom. These activities require critical thinking, problem solving, and collaboration (FLDOE, RFA for Discretionary Projects 2013-14).

21st CCLC programs also adhere to the Elementary and Secondary Education Act (ESEA). Authorized under Title IV, Part B, of the ESEA, as amended, the specific purposes of the law are to:

(1) provide opportunities for academic enrichment, including providing tutorial services to help

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students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics.

(2) offer students a broad array of additional services, programs, and activities—such as youth development activities; drug and violence prevention programs; counseling, art, music, and recreation programs; technology education programs; and character education programs—that are designed to reinforce and complement the regular academic program of participating students.

(3) offer opportunities for literacy and related educational development to families of students served by community learning centers.

Based on section 4205 (b) of the No Child Left Behind federal legislation, a program or activity developed for 21st CCLC funding must meet the principles of effectiveness and shall:

a) Be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities

b) Be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities

c) If appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards

Since 1944, Boys & Girls Clubs of Central Florida has provided children from the local community, between the ages of 6-18, with a safe place to learn and grow. All Boys & Girls Clubs' 21st CCLC programs provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (i.e., homework assistance, reading, math, science, and technology programs), music, art, service learning, character education, physical education and recreational activities, and dropout prevention.

Program Description

The Joe R. Lee Boys & Girls Club 21st CCLC will serve an average total of 120 students daily afterschool (100 from grades K-5 and 20 from grades 6-8), 60 students (50 from grades K-5 and 10 from grade 6-8) on designated holidays, and 120 students (100 from grades K-5 and 20 from grades 6-8) during the 10-week summer program.

The center provides 15 hours per week of total afterschool programming. For grades K-5 this will be on Mondays, Tuesdays, and Thursdays from 3 PM-6 PM, on Wednesdays from 2 PM-6 PM, and on Fridays from 3 PM-5 PM. Programming for grades 6-8 will be provided on Mondays, Tuesdays, and Thursdays from 4 PM-7 PM, on Wednesdays from 3 PM-7 PM, and on Fridays from 4 PM-6 PM. On school holidays and during the summer, this site will be open for 11 hours, from 7 AM-6 PM. The program will operate after school, summer, and school holidays for 48 weeks per year.

Each PBL Project will be conducted over the course of nine weeks. The proposed combination of PBL Projects will be offered 90 minutes per day, Mondays-Fridays after school (168 days), on school holidays

(19 days), and Mondays-Thursdays during the summer (36 days).

The Joe R. Lee Boys & Girls Club is located in a BGCCF-owned clubhouse facility in Eatonville. There is sufficient space within this 9,500 sq. ft. facility to provide a comprehensive 21st CCLC program to 120 youth year-round. Students have access to a covered outdoor sports area as well as sports fields.

Program Goals

The Joe R. Lee Boys & Girls Club 21st CCLC will target three key outcome areas that support the Common Core Standards and FL NGSSS:

1. Academic success
2. Good character and citizenship
3. Healthy lifestyles

The Project-Based Learning (PBL) Project Plans used by this center were created to help students improve reading, math, and science skills while also improving their abilities to develop creative ways to approach the choices facing them. The program enrichment part of the program helps students in regard to learning about risky behaviors, character development, and sedentary vs. active lifestyles. Each PBL Project will creatively and engagingly reinforce topics taught during the regular school day, providing students with an integrated academic and personal enrichment experience. The four PBL Projects will serve as the foundation for all 21st CCLC programming at the Joe R. Lee Boys & Girls Club.

Each day's PBL activities emphasize a combination of the required core academic subjects–reading, math, science, technology, and engineering—along with personal enrichment activities and 21st Century Skills, such as:

- Teaming and Collaboration
- Effective Use of Real-World Tools
- Self-Direction
- Higher-Order Thinking and Sound Reasoning
- Personal Responsibility
- Interactive Communication
- Creativity
- Triple Play (physical education and recreation)
- Youth Achievers
- Be Engaged Community Service (dropout prevention and character education)
- SMART Moves (drug and violence prevention)
- Club Tech (telecommunications and technology)
- Arts and Music Education

All academic and personal enrichment programs will engage students in structured activities that are linked to the current PBL Project theme and that encourage active participation regardless of individual student skill levels.

Target Schools and Center Information

Targeted Orange County schools for the Joe R. Lee Boys & Girls Club 21st CCLC are Hungerford Elementary and Lockhart Middle School. Students that attend these schools, as well as students that attend area private schools, are the only ones that are able to enroll and participate in the Joe R. Lee Boys & Girls Club 21st CCLC. Below, Table 1 shows the enrolled student information, Title I status, and school grades. Table 2 shows the racial/ethnic composition of the student population, and Table 3 shows the school FCAT data for Reading, Math and Science.

Table 1: Target School Information

	Hungerford Elementary	Lockhart Middle
County	Orange	Orange
Enrolled Students	299	810
Title I Status	Y	Y
2012-13 School Grade	C	C

Table 2: Racial/Ethnic Student Population Information at Target Schools (%)

	Hungerford Elementary	Lockhart Middle
White	6.0	17.8
Black/African American	84.6	53.7
Hispanic/Latino	9.4	22.3
Asian	N/A	2.0
Native Hawaiian or Pacific Islander	N/A	N/A
American Indian	N/A	N/A
Two or More Races	N/A	4.2

Table 3: School FCAT Data 2012-2013

	Hungerford Elementary	Lockhart Middle
FCAT Reading (% scoring 3 or above)	46%	45%
FCAT Math (% scoring 3 or above)	46%	42%
FCAT Science (% scoring 3 or above)	35%	33%

The information below reflects the student population at the Joe R. Lee Boys & Girls Club 21st CCLC. Table 4 shows the racial/ethnic composition of the students, Table 5 shows student gender composition, and Table 6 shows the grade level composition at the center.

Table 4: Racial/Ethnic Student Population Information at 21st CCLC Center (%)

	Joe R. Lee Boys & Girls Club
White	.7
Black/African American	91.7
Hispanic/Latino	3.8
Asian	.7
Native Hawaiian or Pacific Islander	0
American Indian	0
Two or More Races	3.1
Other	0

Table 5: Student Gender at 21st CCLC Center (%)

	Joe R. Lee Boys & Girls Club
Male	44.2
Female	55.8

Table 6: Grade Level Composition at 21st CCLC Center (%)

	Joe R. Lee Boys & Girls Club
K	13.2
1st	19.4
2nd	17.1
3rd	11.6
4th	12.4
5th	17.1
6th	3.9
7th	4.7
8th	1.6

Student Attendance

Student attendance is closely monitored throughout the project year. Programs submit their attendance numbers monthly to the Florida Department of Education's 21st Century Community Learning Center website. Average daily attendance directly affects the grant funding awards for the following project year. The funding award can be decreased or remain the same due to the average daily attendance records. An indicator of student and community involvement, as well as program success, can be directly tied to the student attendance records.

Table 7 below shows the amount of enrolled students in the program (have attended at least one day

Summer 2013 – December 31, 2013), the amount of regularly participating students (have attended 30 days or more Summer 2013 – December 31, 2013). These numbers were also reflected in the Mid-Year Report.

Table 7: Enrolled and Regularly Participating Students

	Joe R. Lee Boys & Girls Club
Summer 2013 Enrolled	131
Summer 2013 Regularly Participating	75
Summer 2013 – Less than 30 days of attendance	56
Fall 2013 Enrolled	236
Fall 2013 Regularly Participating	147
Fall 2013 - Less than 30 days of attendance	89

Target Daily Attendance Information

On after school days, the target number of students that should be attending the program is 120 students per day. On designated school holidays when the 21st CCLC program is still offered, the target number of students is 60 students per day. During the summer months, the target number of students is 120 students per day. Table 8A and 8B below shows the average daily attendance level each month for summer days, after school days, and designated holidays. It also shows the risk level associated with each. The risk level key is listed below:

- *High Risk (least favorable risk level)*: average daily attendance equals less than 80% of the target daily attendance number that was proposed in the approved grant application
- *Medium Risk*: average daily attendance equals less than 85% of the target daily attendance number that was proposed in the approved grant application
- *Low Risk (most favorable risk level)*: average daily attendance is greater than or equal to 85% of the target daily attendance number that was proposed in the approved grant application

Table 8A: Summer Monthly Average Daily Attendance and Risk Level

	Summer ADA	Summer Risk Level
June 2013 (Summer)	139	Low (116%)
July 2013 (Summer)	144	Low (120%)

Table 8B: Fall Monthly Average Daily Attendance and Risk Level

	After School ADA	After School Risk Level	Designated Holidays ADA	Designated Holidays Risk Level
August 2013	131	Low (109%)	N/A	N/A
September 2013	121	Low (101%)	N/A	N/A

October 2013	109	Low (91%)	56	Low (93%)
November 2013	110	Low (92%)	45	High (74%)
December 2013	142	Low (118%)	112	Low (186%)

Program Operations

To what extent is the Joe R. Lee Boys & Girls Club 21st CCLC program operating as required in the approved grant application?

Compliance

The Joe R. Lee Boys & Girls Club is operating at a satisfactory level in regards to the level of operation required by the grant, including the operation level that was proposed by the subgrantee. After evaluation visits by the External Evaluator were completed for the center (unannounced and announced visits from August 2013 – December 2013), it was apparent that program started and ended on time (unless there was an abnormal circumstance such as school dismissal time delayed by weather, late bus arrival time, etc.), the program is open on the days that were proposed in the grant application, academic and personal enrichment classes are being offered in the Project-Based Learning format, and more. Certified teachers lead the academic lessons and activities and program assistants lead the personal enrichment activities. Documentation for academic lesson plans, program schedules, monthly attendance records, student sign-out sheets, enrollment forms, and other compliance documents are collected, kept on file, and submitted electronically via the Department of Education's 21st CCLC website for requested deliverables. Each month, the Project Director submits the requested deliverables on time and there have not been issues with reimbursements being held up due to missing deliverable documentation. This proves that the Project Director is planning ahead to ensure that state deadlines are met and all documents are gathered in a timely manner.   Staff timesheets and PAR forms are collected and submitted by the Project Director each month to ensure that staff work time is accounted for, which has helped the payroll process to run more smoothly.

Current Project Year versus Last Project Year

Every year, programs should show signs of improvement compared to the previous year. Creating a sustainable program is one of the goals of 21st CCLC so that after the grant funding expires, the center can continue implementing 21st CCLC strategies and provide a high level of after school programs (academic and enrichment) to at-risk students. 21st CCLC Project Directors (and other 21st CCLC staff from the center) are required to attend 21st CCLC conferences each year to learn more about innovative strategies that they can implement in their programs that will help their programs function at a higher level. This includes learning more about how to make academic classes more rigorous and fun, how to engage the students and parents, how to develop staff, how to better lead the program, ideas for improving personal enrichment and making it more meaningful, how to collect and track data more accurately, and a variety of other topics. The Joe R. Lee Boys & Girls Club has shown improvement this current project year when compared to last year. This speaks to the leadership of the Project Director.

This year, the academic delivery from the certified teachers has improved and they are held even more accountable for their performance in the after school classroom. Teachers have shown improvement in meeting deadlines and engage the students in completing their Project-Based Learning (PBL) prototypes and projects to display for the parents during the end of quarter showcases. The student data collection procedures have greatly improved this year and there is a sense of urgency in regards to collecting the required data. The program is more organized and schedules are being followed. Also, the transitions from one program area to the next has improved and the number of wandering students during program time has greatly decreased. The Club Director supports the Project Director and helps to provide direction and leadership to the program, as well. This year, parent involvement and attendance in 21st CCLC parent events has significantly increased. More parents are attending parent workshops and they are also attending the PBL showcases at the end of each quarter. In addition, the club atmosphere is more positive since more boundaries have been set. Staff and students now follow the schedule and are held accountable for their actions if they do not follow the schedule, which was not happening last year.

Site Visits

The External Evaluator conducted site visits at the Joe R. Lee Boys & Girls Club. The site visits were announced and unannounced. The results of the site visits met grant expectations. The Project Director answered all questions that were asked by the External Evaluator during each site visit. The answers provided to the questions were satisfactory, and did not raise any suspicion or concern.

Enforcing Attendance Policy

The Project Director works hard to make sure that students attend the program on a regular basis and that students remain in the program for the full duration of the program. Students that do not attend regularly are dismissed from the program (after the parent has been warned multiple times) and replaced by an eager student on the waiting list. Enforcing this rule has proved to be successful in making sure that average daily attendance numbers are maintained. It also helps students get the most out of what the program has to offer if they are attending on a regular basis and present for all academic and personal enrichment assessments that are mandatory and given throughout the year. In order to ensure that students are staying in the program for the full duration of the program, the Project Director has implemented an "Early Sign-Out" sheet that is maintained each day. If a parent comes early to pick up their child, then they sign the "Early Sign-Out" sheet and it is recorded. After a certain number of times, the parent receives a warning that their child will be dismissed from the program due to leaving the program early and missing important academic and/or personal enrichment classes. This has worked at the Joe R. Lee Boys & Girls Club and most parents are leaving their child in the program until the program is over each day. Staying on top of student attendance and the early sign-out process is a great way to let parents know that the program is important, meaningful, and worth it to keep their child in the program. The Project Director is successfully leading this effort.

Relationships with Target Schools/Community

Establishing a positive relationship with the target schools helps a 21st CCLC program in a variety of ways. Having school and community support can increase the visibility of the program and also help

others get more involved in the program. Members of the school and community can volunteer, help with 21st CCLC events, donate food, do presentations for students, be a member of the 21st CCLC Advisory Board and more. The Project Director is working on building a relationship with the target schools. She was able to get student FCAT scores from previous year and scores from the elementary reading tests, as well. This could be a difficult task, but the Project Director stayed on top of it and was able to collect the baseline data needed. As the year continues, the Project Director will need to continue to try to build a relationship with the schools and entertain a variety of ways to make that happen. This is the first year that this Project Director is leading the 21st CCLC program at the Joe R. Lee Boys & Girls Club, so she is off to a good start with being able to retrieve data which was always an issue in past years at this location.

Adult Family Member Engagement

Joe R. Lee Boys & Girls Club has been working on engaging the parents of the 21st CCLC students from August 2013 – December 2013. Parent attendance policies have been created and followed which has helped track parent attendance for 21st CCLC events, as well as encourage parents to attend the events. This year, parent attendance for parent workshops and PBL showcases has been mediocre. Sign in sheets are collected after each event and are kept on file during the project year as documentation. All parent events and workshops are advertised at the center's front desk and parents are reminded about the event as the date approaches. In order to increase parent participation numbers, the Project Director will need to be creative and come up with different ways to entice parents to keep them coming. The parents at this site seem to not be interested in attending the parent workshops that are offered. More parents attend the end-of-quarter nine weeks PBL showcase events.

Advisory Board

An advisory board has been established at the Joe R. Lee Boys & Girls Club. At least one meeting has occurred before December 31, 2013. Meetings are led by the Project Director and an agenda is passed out and followed. Meeting minutes are also taken for each meeting. All attendees sign a sign-in sheet for the meetings and the Project Director is aware that at least two parents and two students must be in attendance at each advisory board meeting. The sign-in sheet is proof and documentation that the meeting occurred, along with the agenda and meeting minutes.

Project-Based Learning (PBL) Project Plans

This year, all programs had to transition into creating and following approved PBL project plans. This was new to most programs, because a mandated template had to be completed for each proposed plan. Proposed PBL project plans for Joe R. Lee Boys & Girls Club were submitted with the grant application and approved. The projects serve as the foundation for all 21st CCLC programming at the center. These projects holistically address the behaviors, attitudes, and skills that support student learning and development by incorporating all center resources in both the academic and personal enrichment program portions. Each PBL project's focus and driving questions form the "21st CCLC Theme" throughout the center for that corresponding nine-week time period. These PBL themes are integrated within and woven throughout all other personal enrichment activities. Personal enrichment activities

cover five core areas: Character and Leadership Development; Education and Career Development; Health and Life Skills; The Arts; and Sports, Fitness, and Recreation.

Joe R. Lee Boys & Girls Club has four PBL project plans for the project year, with one project being done per nine week period. The plans are as follows:

- PBL Project #1 – 21st Century Hospital, the Soap Opera
- PBL Project #2 – Fast Food TRUCKS – Facts, Details, and Opinions
- PBL Project #3 – C.S.I. Detectives!
- PBL Project #4 – Fantasy Basketball League

PBL project plans were successfully being implemented, which was observed during evaluation visits. The classrooms were print-rich and student work was displayed on the walls. Projects were displayed including food trucks that the students built and students were wearing doctor attire including gloves and masks. The activities taking place were hands-on and seemed to engage the students more than what a worksheet would be able to do. Some teachers and classrooms were more engaging than others, but overall there was a consistency of lesson plans being followed and hands-on activities taking place. The goal is to have every classroom engaging students at a high level, so this is something that Joe R. Lee Boys & Girls Club will continue to work on as the year goes on.

Support Provided to 21st CCLC Teachers and Program Assistants

At Joe R. Lee Boys & Girls Club, there are regular meetings scheduled with the teachers and program assistants. Professional development topics are infused into these meetings. The Project Director and/or Lead Teacher lead the teacher meetings and the Program Director leads the program assistant meetings. To find out how the teachers and program assistants feel about the level of support they receive, among other things, a survey was given to them and the results have been tallied. The results of these surveys will be reported later in this evaluation report. The survey covered a variety of topics and will reveal the level of support that is received by both teachers and program assistants.

Does the program have clearly stated objectives/outcomes and activities?

Joe R. Lee Boys & Girls Club 21st CCLC has clearly stated objectives/outcomes and activities. The Project Director received a thorough training about the grant, grant implementation, and information including what needs to be done to meet the ten grant objectives by the end of the project year. Meeting grant objectives is a top priority for the Project Director. Program planning, procedures, and daily program operations have all been created with the grant objectives in mind. Program schedules and student activities are clearly stated and pre, mid, and post-test assessments are scheduled. Test dates for these assessments are also posted at the center.

To what extent are grant activities being measured?

Each activity offered to 21st CCLC students in academics and personal enrichment are aligned to the requirements of the grant. The grant narrative included in the grant application for the 2013-2014 project year details all of the program offerings. The activities being offered are measured by pre, mid, and post-tests in academic and personal enrichment areas, report card grades, FCAT scores (for Grades 4 and up), and elementary equivalency tests (for Grades K-3). Pre, mid, and post tests are tied to specific grant objectives, as well as FCAT scores, elementary equivalency tests, and report card grades. Each grant objective is measured by one or more of the aforementioned tests or reporting criteria. The Project Director submitted a baseline data spreadsheet that included student demographics, pre and mid test scores, report card grades for Fall 2013, and FCAT and elementary equivalency tests for the prior year (2012-2013). The baseline data spreadsheet was analyzed by the External Evaluator to ensure that all students are included in the report, all pre and mid test scores are included in the report for regularly participating students (students attending 30 days or more), and all FCAT scores, elementary equivalency test scores, and report card grades are included for each student. The External Evaluator compared the students listed in the baseline data spreadsheet to the student attendance reports generated from the Nfocus software that the center uses to track daily student attendance in order to see if there were any discrepancies. This will indicate whether the Project Director is regularly checking to see if all data is collected for the students that are regularly attending the program based on the student attendance reports generated from the Nfocus software. The Project Director should be checking this regularly and staying on top of data collection for the 21st CCLC regularly participating students. Baseline data collection for each of the aforementioned categories was also analyzed to show whether all data for all students was collected. In addition, the External Evaluator analyzed all pre and mid test scores to see if there were any gains made, which would indicate that students are learning and improving by participating in the Joe R. Lee Boys & Girls Club 21st CCLC program. Results are shown in Table 9, Table 10, Table 11, Table 12, Table 13, and Table 14 below.

Please Note: Due to a change in Project Director leadership from last project year to this project year, the External Evaluator had no data from the Summer Program 2013 to include in this report, other than attendance data. A staffing change was made, and the current Project Director has submitted the data below for Fall 2013.

Table 9: Baseline Spreadsheet Accuracy (versus Nfocus Student Attendance Reports)

	Baseline Spreadsheet	**Nfocus Report (accurate)**
Fall 2013 Enrolled Students	130	236
Fall 2013 Regularly Participating Students	130	147

Table 10: Percentage of Collected Pre Test Data (versus total number of Regularly Participating Students)

Data Reported on Baseline Spreadsheet	**% of Scores Reported (for Regularly Participating Students)**	**% of Missing Scores**
Reading Pre-Test	100.0	0

Math Pre-Test	100.0	0
Science Pre-Test	100.0	0
Technology Pre-Test	100.0	0
Presidential Fitness Pre-Test #1	100.0	0
Presidential Fitness Pre-Test #2	100.0	0
SMART Pre-Test	100.0	0

Table 11: Percentage of Collected Mid Test Data (versus total number of Regularly Participating Students)

Data Reported on Baseline Spreadsheet	% of Scores Reported (for Regularly Participating Students)	% of Missing Scores
Reading Mid-Test	96.9	3.1
Math Mid-Test	96.9	3.1
Science Mid-Test	96.9	3.1
Technology Mid-Test	96.9	3.1
Presidential Fitness Mid-Test #1	96.9	3.1
Presidential Fitness Mid-Test #2	96.9	3.1
SMART Mid-Test	96.9	3.1

Table 12: Percentage of Collected Report Card Grades (versus total number of Regularly Participating Students)

Data Reported on Baseline Spreadsheet	% of Report Cards Grades Collected (for Regularly Participating Students)	% of Missing Grades
Reading Report Card Grade Fall 2013	85.3	14.7
Math Report Card Grade Fall 2013	85.3	14.7
Science Report Card Grade Fall 2013	81.4	18.6

Table 13: % of Collected FCAT Scores and Elementary Equivalency Tests (versus total number of Regularly Participating Students)

Data Reported on Baseline Spreadsheet	% of Scores Reported (for Regularly Participating Students)	% of Missing Scores
FCAT Reading Score 2013 (for Grades 4 and up)	87.8	12.2
FCAT Math Score 2013 (for Grades 4 and up)	87.8	12.2
Elementary Reading Equivalency Test 2013 (for Grades K-3)	93.7	6.3

Table 14: % of Increase or Decrease from Pre-Test to Mid-Test

Test	% of Students that Increased (or maintained their score)	% of Students that Decreased
Reading Test	83.1	16.9
Math Test	83.1	16.9
Science Test	83.8	16.2
Technology Test	75.4	24.6
Presidential Fitness Test #1	26.9	73.1
Presidential Fitness Test #2	73.1	26.9
SMART Test	58.5	41.5

Each test listed in Table 14 is required by the grant. 75% of students must either maintain or improve their test score in order to meet the grant objective that is tied to that specific test. Joe R. Lee Boys & Girls Club is meeting this expectation for only 4 out of 7 tests. This is a concern because performance on mid-tests is an indicator of how well students are progressing in the program. Test performance is directly tied to meeting grant objectives. The three tests that **did not meet** the expectation of 75% of students maintaining or improving their grade on the pre-test are as follows:

1) Presidential Fitness Test #1
2) Presidential Fitness Test #2
3) SMART Test

In order for students to be able to perform better on the post-test and improve their skills, additional practice for these specific tests will need to be provided to the students **on a regular basis** during program hours. The more practice students receive, the better they will perform on their post-test. If extra practice for these three tests are given sparingly, the performance of the students may not improve by the time they have to take their post-test.

Evaluation Methods

Data that has been summarized in this report was obtained through:

- **Observations and Multiple Site Visits (Announced and Unannounced)**
  External Evaluator visited the site and conducted detailed walk-throughs and observations. Detailed checklists regarding site performance were completed in areas including staffing, ratio, operations, academic classes, program enrichment classes, site leadership, student engagement, teacher engagement, and more.
- **Multiple Face-to-face interviews and meetings with Project Directors, other Leadership Staff, Lead Teachers, etc.**
  External Evaluator met with site and agency leaders regularly to ensure that sites were prepared to meet each grant objective and were making progress towards meeting each objective.

- **Staff Surveys for Certified Teachers and Program Assistants**

    External Evaluator created a survey for Certified Teachers and Program Assistants to complete. These survey results will help External Evaluator and site leadership find out how the staff feels about the program. It also brings issues to the surface that may be overlooked. These are issues that may need to be addressed for more program buy-in and program success.

- **Data collection from each site and analyzing the collected data**

    External Evaluator trained Project Directors about the grant and exactly what data will need to be collected throughout the year so that progress made toward meeting grant objectives could be tracked. The External Evaluator created the Baseline Spreadsheet that the Project Directors used to input all of their baseline and mid-year data. After Project Directors submitted their baseline data, the data was analyzed to find out the level of progress that that was being made toward meeting each grant objective. This data will be analyzed in detail and reported on the Formative Evaluation and the Summative Evaluation for the 2013-2014 project year.

- **Regular communication with Project Directors and Agency Leadership and regular follow-up to any questions that arose**

    External Evaluator regularly communicates with Project Directors and Agency Leadership via face-to-face meetings, email, phone, and conference calls. External Evaluator is always available to answer any questions that may arise during the course of the project year and responds to questions in timely manner.

- **Agency Meetings and Trainings**

    External Evaluator facilitates agency meetings for Project Directors and Lead Teachers and has built a close relationship with them so that there is open communication at all times. The External Evaluator has also developed and facilitated trainings for the agency in an effort to fully prepare and develop the Project Directors and Lead Teachers into effective leaders that know exactly what they need to do in their position to make the 21st CCLC programs a success. These meetings and trainings have proved to be beneficial and programs are showing improvement due to the trained leadership staff that has been put in place for each site.

Evaluation Questions

21st CCLC programs are required to implement evaluation plans and overall programs that meet the federal 21st CCLC Principles of Effectiveness per ESEA SEC.4205(2). These are an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment and other developmental opportunities.

The evaluation questions are based on the program's objectives. The following questions are part of the evaluation plan and are asked by the External Evaluator to assess program progress toward goals. These questions allow for an examination of the relationship between objectives activities and expected outcomes (FLDOE, RFA for Discretionary Projects 2013-14). The Joe R. Lee Boys & Girls Club Project Director was asked the following evaluation questions, and the answers for each question is below.

Objective 1.1) **How are the five areas of reading instruction (phonemic awareness, phonics, vocabulary, development, reading fluency, and reading comprehension) being infused into each PBL Project plan? How much time will be dedicated to reading instruction specifically in order to improve students' reading skill levels by mid-year and end-of-year assessment?**

Answer: Each project plan was designed to address the five areas of reading instruction. Each plan incorporates all five areas into the daily activities and lessons that are being taught in each grade level. The strategies that are being taught also address all five areas of reading instruction. Reading skills are taught on a specific day during the week, however, the skills are practiced each day of the week. Reading is infused into other subject area activities, as well.

Objective 1.2) **Will FCAT reading practice problems be addressed in each PBL Project plan? How does each project plan help students increase their FCAT scores?**

Answer: Yes. The FCAT 2.0 state assessment test is about real world application. The strategies that teachers are teaching in the 21st CCLC program align with FCAT 2.0 practice questions, so students are receiving regular FCAT practice.

Objective 1.3) **How are graphic organizers, role playing, and real world manipulatives specifically used in each PBL Project plan? How much time will be dedicated to math instruction specifically in order to improve math skill levels by mid-year and end-of-year assessment?**

Answer: Graphic organizers, role playing, and manipulatives are used in each PBL plan. For project plan #1, students used medical charts and charted symptoms, used hemoglobin levels as examples to learn more about the real world, and also learned about order of operations using graphic organizers. For project plan #2, menus were used as teaching tools, which served as real world manipulatives, and students had to create their own menus after learning about them. For project plan #3, students did role playing for the crime scene investigation (CSI) activities. They pretended that they were detectives and wore CSI hats, used magnifying glasses, and read class sets of mystery novels. For project plan #4, students are going to role play and pretend that they are in a fantasy basketball league and participate in the NBA draft. Students will be broken into teams and learn about statistics of players (which teaches math and higher order thinking skills). There will also be an NBA draft party. Math skills are taught on a specific day during the week, however, the skills are practiced each day of the week.

Objective 1.4) **How will engineering, technology, forensic science, and simple machine activities be specifically addressed in each PBL Project plan? How much time will be dedicated to these subject areas specifically in order to improve science skill levels by mid-year and end-of-year assessment?**

Answer: Project plan #1 includes engineering activities where students have to create their own hospital. They had to think about what to do if a patient was blind and how things would have to change to accommodate this. Project plan #2 includes activities about simple machines, including the use of LEGOS and restaurant menus. Project plan #3 includes activities about forensic science and students get to use DNA and CSI kits. Project plan #4 includes activities about technology, including the use of computers when simulating "NBA draft picks" and more. Science skills are taught on a specific day during the week, however, the skills are practiced each day of the week.

Objective 2.1) **Will physical fitness activities be offered regularly during each 9- week period? Will students have the opportunity to continue to improve in the individual Presidential Challenge**

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activities so that they can continue to improve their previous scores by the time they take their mid-test and end-of-year assessments?

Answer: Yes. These types of activities are part of the SMART and Presidential Fitness programming that is offered. There are also contracted individuals who specialize in various activities that are scheduled regularly into the programming that we offer. Each week, students are scheduled to participate in Presidential Fitness which allows them to practice on their skills.

Objective 2.2) How will Power Hour homework assistance help students earn on-time promotion to the next grade level?

Answer: Students write homework assignments down in their planners and staff check the planners. Staff help students with their homework, and also place stickers directly in the students' planners that notifies parents and regular school day teachers about student homework completion. If the student had completed their homework during the afterschool program, the sticker is placed in the binder.

Objective 2.3) How will video production, online templates, and use of search engines be specifically infused into each PBL Project plan? How much time will be dedicated to these areas specifically in order to improve technology skill levels by mid-year and end-of-year assessment?

Answer: Project plan #1 video production; Project plan #2 online menu templates and searching for menus online; Project plan #3 CSI game board online templates

Technology skills are taught on a specific day during the week, however, the skills are practiced each day of the week.

Objective 2.4) How will program enrichment classes help students increase their knowledge of both healthy and risky lifestyle choices?

Answer: Community members and professionals visit the program and do presentations for students in the program about various topics. These topics are the same topics that students are learning about in the program, so it is beneficial for the them to hear how the skills they learn are being applied in the real world. For example, a doctor and University of Central Florida nursing students presented. Taco Bell representatives visited the program and did activities with the students. The program also offers SMART classes weekly.

Objective 3.1) What types of family programming and events will take place during the year that align with each PBL Project plan?

Answer: There are several family events offered including parent workshops that are led by the L.E.A.D. Institute. A showcase is also done at the end of each project plan to show parents the great things that their child has accomplished in the program.

Objective 3.2) How do the parent classes offered help parents increase their knowledge of how to support their child's learning and become more involved in their child's life?

Answer: There are pre and post tests that are given to the parents that attend the parent workshops, and these tests are graded and analyzed. The results of these tests will show whether parent knowledge has increased or decreased as a result of attending a specific workshop.

(For these results, only Fall 2013 data will be used since Summer 2013 data is not available)

Objective	Activities	Timeframe and Data Type	Method of Data Collection	How data was analyzed
All students are regularly participating students, defined as those students attending the program 30 or more days.				
1.1 75% of students* will maintain or improve their reading skills levels	Five areas of instruction: Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency, & Reading Comprehension with activities such as role playing, using real world manipulatives, teacher guided reading instruction, and standard-based instruction.	a. Pre test given when student enters the program and/or during first PBL project , mid test given during second PBL project and post test given during last PBL project b. Pre-September, Mid-December, Post-May	a. Project Director collects pre, mid, and post test data from teachers b. Project Director collects report card data at School or District Level	External Evaluator collected pre and mid test scores from Project Director for data to be analyzed
1.2 65% of students* will increase skills score on the reading FCAT or equivalent early elementary test	Activities such as role playing, using real world manipulatives, teacher guided reading instruction, and standard-based instruction.	a) FCAT scores collected August 2013 and June 2014 b) Early elementary equivalent scores collected August 2013 and June 2014	a. Project Director collects data at School or District Level	External Evaluator collected Reading FCAT scores (grades 4-8) and Elementary Reading Equivalency scores (grades K-3) from 2012-2013 school year
1.3 75% of students* will maintain or improve their math skills levels	Activities such as role playing, real world manipulatives, disaggregated standard lessons, graphic organizers, guided teacher instruction	a. Pre test given when student enters the program and/or during first PBL project , mid test given during second PBL project and post test given during last PBL project b. Pre-September, Mid-December, Post-May	a. Project Director collects pre, mid, and post test data from teachers b. Project Director collects report card data at School or District Level	External Evaluator collected pre and mid test scores from Project Director for data to be analyzed

1.4 75% of students* will maintain or improve their science skills levels	Hands-on, interactive PBL activities: Engineering, Technology, Forensic Science, and Simple Machines	a. Pre test given when student enters the program and/or during first PBL project , mid test given during second PBL project and post test given during last PBL project b. Pre-September, Mid-December, Post-May	a. Project Director collects pre, mid, and post test data from teachers b. Project Director collects report card data at School or District Level	External Evaluator collected pre and mid test scores from Project Director for data to be analyzed
2.1 75% of students* will show an increase in physical fitness abilities	Sports & fitness activities such as basketball, volleyball, flag football, soccer; Game room activities such as foosball, pool, carpet bowling; Triple Play activities, including Daily Challenges-- Jump Rope, Walk/Run, Basketball Skills, Invent-a-Sport, Get Fit, & Homeruns.	a. Pre test given when student enters the program and/or during first PBL project , mid test given during second PBL project and post test given during last PBL project b. Pre-September, Mid-December, Post-May	a. Project Director collects data reports and fitness results from Club staff	External Evaluator collected pre and mid test scores from Project Director for data to be analyzed
2.2 70% of regularly participating students* will be promoted to the next grade level	Power Hour homework help, PBL Project Plans, SMART modules	a. Report card grades collected Fall 2013 in Reading, Math, Science b. Final report cards will be available on May 30, 2014; data will be collected & available by June 30, 2014	a. Project Director collects data at School or District Level	External Evaluator collected report card grades for Fall 2013 in the areas of Reading, Math, and Science
2.3 75% of regularly participating students* will show improvement in technology skills	Technology lessons and activities such as Club Tech, video production, PowerPoint, online templates, and use of search engines	a. Pre test given when student enters the program and/or during first PBL project , mid test given during second PBL project and post test given during last PBL project b. Pre-September, Mid-December, Post-May	a. Project Director collects data reports from Club staff	External Evaluator collected pre and mid test scores from Project Director for data to be analyzed

2.4 75% of students* will show increase in knowledge of both healthy & risky lifestyle choices.	SMART Moves, SMART Girls, Passport to Manhood, Triple Play activities, Character building lessons, Program Enrichment classes that integrate healthy and risky lifestyle choices	a. Pre test given when student enters the program and/or during first PBL project , mid test given during second PBL project and post test given during last PBL project b. Pre-September, Mid-December, Post-May	a. Project Director collects data reports from Club staff	External Evaluator collected pre and mid test scores from Project Director for data to be analyzed
3.1 15% of parents/ guardians of students* will attend a 21st CCLC family program/event during the grant year.	Family program/events such as family nights, PBL project showcases, events for parent/child interaction	a. Sign-in sheet at each monthly family program/ event. (Sept. 2013- May 2014)	a. Project Director collects sign-in sheets from each family program/ event	External Evaluator collected total number of parents who participated in 21st CCLC family program/event for current grant year that was pulled from sign-in sheets for the data to be analyzed
3.2 70% of parents/ guardians of students* who participate in family programs offered will increase their knowledge of how to support their child's learning and be involved in their child's life.	Parent Leadership & Empowerment Academy: knowledge & strategies for use of parental authority, parental involvement, parental leadership, and parental power; development of parenting vision & effectiveness	a. Pre and post-test given at each parent workshop session (Sept. 2013- May 2014)	a. Project Director collects pre and post test surveys from Club staff and PL&E Academy program staff	External Evaluator collected total number of parents who attended the Parent Leadership & Empowerment Academy workshops and the total number of parents that were tested so the data could be analyzed

Objective #1: 75% of regularly participating students will maintain or improve their reading skills levels

Total Enrolled Students	236
Regularly Participating Students	147
Students with Test Scores	130
Reported Reading Pre-Test Scores (%)	100.0
Reported Reading Mid-Test Scores (%)	96.9
% of Increase (or maintained score) from Reading Pre-Test to Mid-Test	**83.1**
% of Decrease from Reading Pre-Test to Mid-Test	16.9

Objective #1 Assessment: **Currently achieving objective**

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Objective #2: 65% of regularly participating students will increase skills score on the reading FCAT or equivalent early elementary test

Total Enrolled Students	236
Regularly Participating Students	147
Students with Test Scores	129
Collected FCAT Reading Scores 2013 - for Grade1s 4 and up (%)	87.8
% of Missing FCAT Reading Scores 2013	12.2
Collected Elementary Reading Equivalency Test 2013 - for Grades K-3 (%)	93.7
% of Missing Elementary Reading Equivalency Test 2013 Scores 2013	6.3
FCAT Reading Scores 2014 – for Grades 4 and up (%)	-------
Elementary Reading Equivalency Test 2014 – for Grades K-3 (%)	-------

Objective #2 Assessment: **Unable to measure progress on objective until end-of-year data is submitted and reporting period is complete.**

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Objective #3: 75% of regularly participating students will maintain or improve their math skills levels

Total Enrolled Students	236
Regularly Participating Students	147
Students with Test Scores	130
Reported Math Pre-Test Scores (%)	100.0
Reported Math Mid-Test Scores (%)	96.9
% of Increase (or maintained score) from Math Pre-Test to Mid-Test	**83.1**
% of Decrease from Math Pre-Test to Mid-Test	16.9

Objective #3 Assessment: **Currently achieving objective**

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Objective #4: 75% of regularly participating students will maintain or improve their science skills levels

Total Enrolled Students	236
Regularly Participating Students	147
Students with Test Scores	130
Reported Science Pre-Test Scores (%)	100.0
Reported Science Mid-Test Scores (%)	96.9
% of Increase (or maintained score) from Science Pre-Test to Mid-Test	**83.8**
% of Decrease from Science Pre-Test to Mid-Test	16.2

Objective #4 Assessment: **Currently achieving objective**

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Objective #5: 75% of regularly participating students will show an increase in physical fitness abilities

Total Enrolled Students	236
Regularly Participating Students	147
Students with Test Scores	130
Reported Presidential Fitness #1 Pre-Test Scores (%)	100.0
Reported Presidential Fitness #1 Mid-Test Scores (%)	96.9
Reported Presidential Fitness #2 Pre-Test Scores (%)	100.0
Reported Presidential Fitness #2 Mid-Test Scores (%)	96.9
% of Increase (or maintained score) from Presidential Fitness #1 and #2 Pre-Test to Mid-Test	**50.0**
% of Decrease from Presidential Fitness #1 and #2 Pre-Test to Mid-Test	50.0

Objective #5 Assessment: **Not yet achieved, expected to achieve objective**

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Objective #6: 70% of regularly participating students will be promoted to the next grade level

Total Enrolled Students	236
Regularly Participating Students	147
Students with Reported Scores	129
Collected Reading Report Card Grades Fall 2013 (%)	85.3
Collected Math Report Card Grades Fall 2013 (%)	85.3
Collected Science Report Card Grades Fall 2013 (%)	81.4
Collected Reading Report Card Grades End-of-Year Spring 2014 (%)	--------
Collected Math Report Card Grades End-of-Year Spring 2014 (%)	--------
Collected Science Report Card Grades End-of-Year Spring 2014 (%)	--------

Objective #6 Assessment: **Unable to measure progress on objective until end-of-year data is submitted and reporting period is complete.**

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Objective #7: 75% of regularly participating students will show improvement in technology skills

Total Enrolled Students	236
Regularly Participating Students	147
Students with Test Scores	130
Reported Technology Pre-Test Scores (%)	100.0
Reported Technology Mid-Test Scores (%)	96.9
% of Increase (or maintained score) from Technology Pre-Test to Mid-Test	**75.4**
% of Decrease from Technology Pre-Test to Mid-Test	24.6

Objective #7 Assessment: **Currently achieving objective**

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Objective #8: 75% of regularly participating students will show increase in knowledge of both healthy & risky lifestyle choices.

Total Enrolled Students	236
Regularly Participating Students	147
Students with Test Scores	130
Reported SMART Pre-Test Scores (%)	100.0
Reported SMART Mid-Test Scores (%)	96.9
% of Increase (or maintained score) from SMART Pre-Test to Mid-Test	**58.5**
% of Decrease from SMART Pre-Test to Mid-Test	41.5

Objective #8 Assessment: **Not yet achieved, expected to achieve objective**

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Objective #9: 15% of parents/guardians of regularly participating students will attend a 21st CCLC family program/event during the grant year.

Total Enrolled Students	236
Regularly Participating Students	147
% of parents/guardians that have attended a program/event (August 2013-December 31, 2013)	31.3%

Objective #9 Assessment: **Currently achieving objective**

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Objective #10: 70% of parents/guardians of regularly participating students who participate in family programs offered will increase their knowledge of how to support their child's learning and be involved in their child's life.

Total Enrolled Students	236
Regularly Participating Students	147
Parents/Guardians that have attended at least one Parent Workshop (August 2013-December 31, 2013)	8
Reported Pre-Test Scores from Parent/Guardian Parent Workshops	6
% of Parents/Guardians that increased their test score from Pre-Test to Post-Test *Post-Test is included in End-of-Year data	-------

Objective #10 Assessment: **Unable to measure progress on objective until end-of-year data is submitted and reporting period is complete.**

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Staff Surveys

Joe R. Lee Boys & Girls Club Certified Teachers and 21st CCLC Program Assistants were given a survey to find out more about how they feel working in the program, among other things. The results of the surveys were tabulated and reported below. The External Evaluator takes the results of the surveys into consideration when recommending what needs to be done to improve the program offered at the site.

Certified Teacher Survey Results

Survey Questions	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Q1. The 21st Century academic classes help improve students' reading and math skills, as well as their performance on their pre, mid, and post-tests in math and reading.	11	78	11	0
Q2. The 21st Century academic classes help improve students' science skills, as well as their performance on their pre, mid, and post-tests in science.	11	67	22	0
Q3. The 21st Century academic classes help improve students' technology skills, as well as their performance on their pre, mid, and post-tests in technology.	22	56	22	0
Q4. Due to the rigor that you have seen exhibited in daily instruction delivery by teachers, the 21st Century academic classes can make a positive impact on students' report card grades in reading, math, and science.	56	33	0	11
Q5. Due to the rigor that you have seen exhibited in daily instruction delivery by teachers, the 21st Century academic classes can make a positive impact on students' FCAT scores in Reading and Math.	44	44	11	0
Q6. The Power Hour homework help program effectively helps students with homework completion and answering their homework questions.	56	44	0	0
Q7. The Power Hour homework help staff (in the Power Hour classroom location) efficiently and effectively help students answer their homework questions and are interested in helping students learn.	44	56	0	0
Q8. Lack of student engagement in academic classes is an issue that interferes with instruction.	33	33	22	11
Q9. There are adequate materials and supplies available to teachers so that they are prepared for daily instruction.	22	22	44	11
Q10. I am aware of the 21st Century program's academic reading, math, science, and technology goals and objectives that are listed in the actual grant.	11	78	11	0
Q11. My Lead Teacher communicates with me regularly about what needs to be done in the academic part of the program.	33	22	22	22
Q12. Regular meetings are held with teachers by Lead Teacher and/or Project Director about the 21st Century program, upcoming events, and academic classes.	11	78	0	11
Q13. I feel like my voice is heard and that I am a part of a team within the 21st Century academic program.	11	11	33	44
Q14. When needs arise, the Lead Teacher and/or Project Director are available for assistance.	33	56	0	11
Q15. I complete my lesson plans on time and meet deadlines that are given to me.	78	22	0	0

Q16. Student behavior is an issue that gets in the way of student learning. When a student's behavior has escalated out of my control, I feel supported when I ask for help outside of my classroom.	33	44	11	11
Q17. In general, students are positive about the 21st Century academic program.	11	56	11	22
Q18. I enjoy working as a teacher for the 21st Century program.	22	44	33	0
Q19. After my class is over, students know where to go for their program enrichment activity.	11	78	11	0
Q20. I am embraced and respected by club leadership and club staff.	33	44	11	11
Q21. The Project Director gives clear directions and I know what I am supposed to do ahead of time.	22	56	11	11
Q22. I would like to give more suggestions about improving the academic 21st Century program.	44	44	11	0
Q23. I make sure that I include study time and practice time in my lesson plans for mid and post-tests in order to best prepare my students for the tests.	33	44	22	0

21st CCLC Program Assistant Survey

Survey Questions	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Q1. Students enjoy the program enrichment part of the 21st Century program (for example: gym, game room, art room, SMART Moves program, etc.).	63	38	0	0
Q2. I plan the activities that will be taking place in my program area ahead of time.	38	63	0	0
Q3. My Program Director provides me with direction about various activities that I can do with students in my program area.	13	38	25	25
Q4. I was trained about program area safety procedures (for gym, game room, etc.).	63	38	0	0
Q5. I was trained about how to handle injuries, and I was trained about what I need to do if a student gets hurt while they are in my program area.	50	50	0	0
Q6. My Program Director has regular meetings with me and other program assistants so that we are always aware of any upcoming events, schedule changes, and anything pertaining to program enrichment.	13	38	25	25
Q7. My Program Director walks through each program area during the program to make sure everything is running smoothly and is visible just in case the program assistants have any questions.	25	38	13	25
Q8. When I need assistance, my Program Director is available to help me.	25	25	25	25
Q9. I am made aware of schedule changes beforehand which helps me be able to follow the new schedule the day it is supposed to start with no problems.	13	50	13	25
Q10. The Program Director goes over any new schedule with both the 21st Century program assistants and other program assistants before it is implemented.	25	25	38	13
Q11. I know the dates that students have to take the Presidential Fitness and SMART Moves program pre, mid, and post-tests. The Program Director has gone over the importance of these tests.	25	38	25	13

Q12. I assist in helping students with their homework during Power Hour.	75	25	0	0
Q13. I know the importance of students scoring well on the Presidential Fitness and SMART program pre, mid, and post-tests.	38	50	0	13
Q14. I help the 21st Century teacher in their classroom during the academic hour of the program.	63	38	0	0
Q15. Before I begin the activity in my program area, I take attendance on paper so that I know I have all of the students assigned to me.	75	25	0	0
Q16. My Program Director provided me with student rosters ahead of time so that I knew which students I would have each day.	50	25	13	13
Q17. I am treated with respect in my role as a 21st Century program assistant.	38	38	25	0
Q18. 21st Century program assistants are treated the same as other program assistants.	38	50	13	0
Q19. The Program Director meets with 21st Century program assistants and other program assistants together so that everyone hears the same message. This helps the program and it also helps program assistants to work as a team.	13	38	25	25
Q20. I am confident that my Program Director supports me and supports the work that I do as a program assistant for the 21st Century program.	25	13	38	25
Q21. I am happy working as a 21st Century program assistant and I enjoy my job.	38	50	13	0

Recommendations

1. Make sure that the number of enrolled students and regularly participating students reflected on the baseline/mid-year spreadsheet match the numbers that are in the Nfocus Kidtrax student attendance system. The monthly attendance number that is reported each month by the Project Director is pulled directly from the Nfocus Kidtrax system, so each of these students must be accounted for on data reporting spreadsheets. If this is closely monitored, it will be easier to ensure that all regularly participating students are tested when the tests are scheduled to be given at the site. In addition, making sure that student enrollment and regularly participating numbers match will prove that the Project Director is staying on top of keeping correct records and is regularly checking the Nfocus database. On the baseline/mid-year data spreadsheet for Joe R. Lee Boys & Girls Club, there were 130 students enrolled and 130 students that are regularly participating. This cannot be the case because students enter and leave the program, so the enrolled number is always higher than the regularly attending number. This site has 236 students enrolled and 147 regularly participating students, so there is a great deal of missing data.

2. Provide more regular and ongoing practice for the Presidential Fitness Challenge #1, Presidential Fitness Challenge #2, and the SMART tests. At least 75% of students must either maintain or improve their pre-test score in order to meet this objective. For the Presidential Fitness Challenge mid-tests, an average of 50.0% of students maintained or improved their pre-test score. This is an indicator that students were not receiving regular practice on these two specific tests in between the pre-test and the mid-test. In order for students to score well on the post-test,

they will need regular practice so that their physical ability will improve throughout the project year. For the SMART mid-tests, 58.5% of students maintained or improved their pre-test score. Students will need more frequent and regular practice in this area, as well, in order to meet this objective at the end of the project year.

3. <u>Improve efforts to ensure that all students are tested for pre, mid, and post-tests. In addition, ensure that report card grades and state assessment scores are collected for all regularly participating students.</u> A greater percentage of students were tested for the pre-tests compared to the percentage tested for mid-tests. Another concern is that the baseline/mid-year spreadsheet had testing data for 130 students, but there are 147 regularly participating students in the program. Testing data for 17 students were missing. Testing data needs to be collected for all regularly participating students. Out of the 130 students that had test scores reported, 100.0% of students were pre-tested and 96.9% of students were mid-tested. The Project Director did a good job collecting test scores, however, the expectation for this grant is to test 100% of the students for each test so that the data is most accurate. This site is on its way to achieving this goal. All missing scores will need to be accounted for. In addition, the Project Director will need to make sure that 100% of report card grades, FCAT scores, and Elementary Equivalency Test scores are collected for all regularly participating students. Currently, FCAT, Elementary Equivalency test, and report card data was reported for 129 students versus the 147 that are regularly participating (per Nfocus). Out of the 129 students, an average of 84.0% of report card grades were collected, 87.8% FCAT Reading scores were collected, 87.8% FCAT Math scores were collected, and 93.7% Reading Elementary Equivalency tests were collected. These percentages are far below where they should be because the expectation is to collect 100% of these scores for not only the 129 students listed on the spreadsheet, but for the 147 regularly participating students in the program. The Project Director will need to collect the scores for all 147 students and update the records.

4. <u>Collect student FCAT scale scores versus the FCAT achievement level scores (Level 1, 2, 3, etc.)</u> The majority of FCAT Reading and FCAT Math scores that were reported on the baseline spreadsheet were in the wrong format. Scores will need to be reported in the scale score format so that student gains will be easier to measure. If FCAT achievement level scores are reported, students will have a decreased chance of showing gains because there are a wide range of scale scores within each level. Students may have increased in their scale score, but remained in the same achievement level. Because of this, it is more beneficial to report scale scores since students will have a better chance of improving. Project Director will need to make sure 100% of FCAT scores are collected in the correct format for all regularly participating students.

5. <u>Increase attendance for Parent Workshops that are offered.</u> Between August 2013 and December 2013, only 8 parents have attended parent workshops. There are 147 regularly participating students in the program. More parents should be attending these workshops. The Project Director will need to be creative about coming up with new ways to attract parents to these workshops and increase the parent attendance numbers.

6. <u>Increase the number of students that attend the program on holidays.</u> For the month of November 2013, the risk level for the program was considered to be high. This is because 45 students

attended the program versus the 60 students that the grant requires. This is less than 80% of the proposed number. The average daily attendance should be greater than or equal to 85% of the target daily attendance number of 60 that was proposed in the approved grant application for holidays.

7. Provide professional development trainings to teachers about strategies that can be used improve student engagement in their classrooms.   On the teacher survey, 66% of teachers agreed that lack of student engagement in their classroom was an issue.

8. Provide professional development trainings to teachers about strategies that can be used to improve classroom management and strategies that will help teachers better handle student behaviors in their classrooms.   On the teacher survey, 77% of teachers agreed that student behavior in their classroom was an issue. The Project Director will need to meet with club leadership staff to discuss this issue and make them aware that this is occurring in the classrooms during instructional time. Teachers will need support from their leaders in regards to addressing this issue. This issue will need to be monitored more closely and the rules that the site has put into place to handle negative student behaviors will need to be followed by the teachers, as well. If there is no system in place, the Project Director will need to work with the club leadership in order to make sure that a system is put into place. If the system that is put into place is not being followed by the teachers, then the teachers will need to receive training on exactly what the system is and what their role is in making sure they are following the site rules in regards to handling negative student behaviors.

9. Allow teachers to give suggestions and input about improving the academic part of the program. On the teacher survey, 88% of teachers agreed that they would like to give more suggestions about improving the academics in the program. 77% of teachers agreed that they do not feel like their voice is being heard and they do not feel like they are part of a team.   During teacher meetings, the Project Director could reserve part of the meeting for taking teacher suggestions and input. Even if the Project Director does not implement every suggestion made, it is good for the teachers to be able to feel like they can give suggestions if they have ideas that can improve the academics in the program. The Project Director will also need to make additional efforts to help teachers feel like they are part of the team.

10. Provide adequate materials and supplies for teacher use in a timely manner.   On the teacher survey, 55% of teachers agreed that they do not receive adequate materials and supplies. The Project Director will need to order supplies in advance and make sure that all teacher requests for materials and supplies are received before placing purchase orders.

11. Communicate regularly with teachers about what they need to be doing in regards to the academic part of the program.   On the teacher survey, 44% of teachers agreed that the Lead Teacher does not communicate with them regularly about what needs to be done in the academic part of the program. The Project Director will need to ensure that the Lead Teacher is completing this job duty so that teachers are receiving regular communication from the Lead Teacher about academic programming.

12. Provide more direction about what activities program assistants can do with their students in their assigned program area.   On the program assistant survey, 50% of program assistants agreed

that the Program Director does not provide direction about the activities that they can do with their students in their assigned area. The Program Director will need to address this issue and provide more direction to the program assistants in this area.

13. <u>Schedule more regular meetings for program assistants so that they are made aware of upcoming events, schedule changes, and anything else pertaining to program enrichment.</u> On the program assistant survey, 50% of the program assistants agreed that the Program Director does not hold regular meetings for them to make them aware of things going on in the program. The Program Director will need to address this issue and schedule more regular meetings with the program assistants so that they are confident that they know what is upcoming in the program and have adequate information about things that pertain to the program.

14. <u>Be more available when program assistants need assistance.</u> On the program assistant survey, 50% of the program assistants agreed that the Program Director is not available to help them when they need assistance. The Program Director will need to address this issue and make himself more available to the program assistants when they need assistance. This will help the program assistants feel like they are supported by their leader and help build trust.

15. <u>Schedule regular meetings with all program assistants so that they all hear the same message.</u> On the program assistant survey, 50% of the program assistants agreed that 21st CCLC program assistants and program assistants paid from other funding sources do not meet together on a regular basis so that everyone hears the same message. The Program Director will need to address this issue and schedule regular meetings for all program assistants (regardless of funding source) to make sure that they are all hearing the same message. This will minimize the feeling of division within the staff, and create a more positive atmosphere for all involved.

16. <u>Provide more support to the program assistants.</u> On the program assistant survey, 63% of the program assistants were not confident that their Program Director supported them, nor confident that the work they do is supported. The Program Director will need to make an additional effort to show support to the program assistants for the work that they do in the program. When staff feels supported, they will be more apt to work hard for the program and carry out their job duties at a high level.

Conclusion

In conclusion, the Joe R. Lee Boys & Girls Club is making progress toward meeting each of the grant objectives by the end of the project year. The Project Director has definitely made a positive impact on the program and provides leadership to the program and staff involved. Even though there were some challenges at first due to a staffing change that took place during the Summer 2013 program, the new current Project Director has been able to pull the program together and create a great program for the students. When the recommendations given in this report are addressed, this program will be functioning at an even higher level. The Project Director will need to stay on top of continuing to communicate with the target schools and build those relationships so that end-of-year report cards, FCAT scores, and Elementary Equivalency tests can be collected in a timely manner. End of year data collection from the schools is imperative because it is tied to two of the objectives. If this data is not collected on time, or if the request is not made to the school before the end of the 4th grading period, then these two objectives

will not be met because the data will not be able to be measured. In order to build a good relationship with the schools, the Project Director can attend school events, help volunteer at school events, become a member of the School Advisory Committee (SAC), have students make a poster for the school with pictures of what they have been doing in the 21st CCLC after school program, and more. When good relationships are built with each target school, the school will be more apt to release the student data that is being requested in a timely manner. Joe R. Lee Boys & Girls Club will need to continue working hard to meet all grant objectives, and continue to make accurate data collection a priority between now and the end of the project year.