Formative Evaluation
2013-14

Boys & Girls Clubs of Central Florida

Walt Disney World Clubhouse and
Universal Orlando Boys & Girls Club

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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 Walt Disney World Clubhouse site and the Universal Orlando Boys & Girls Club site. Both of these sites are included in one grant award, so the Formative Evaluation results for both sites will be included in one report. The Formative Evaluation is considered the mid-year report that informs the centers 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 August 1, 2013 – December 31, 2013, which will reflect two points in time, the baseline and mid-year data. This data will accurately demonstrate mid-year progress for both sites. In this evaluation report, the Walt Disney World Clubhouse site report will be listed first, followed by the Universal Orlando Boys & Girls Club site report. The objectives assessment for both sites combined will be found at the end of this report.

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 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.

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Walt Disney World Clubhouse Evaluation Report

Program Description

The Walt Disney World Clubhouse 21st CCLC site will serve an average of 150 students daily afterschool (140 from grades K-5 and 10 from grades 6-8) and 75 students (65 from grades K-5 and 5 from grades 6-8) on designated holidays. This center provides15 hours per week of total afterschool programming to grades K-5 on Mondays, Tuesdays, and Thursdays from 3:30 PM-6:30 PM, on Wednesdays from 2:30 PM-6:30 PM, and on Fridays from 4 PM-6 PM.   In addition, 15 hours of programming for grades 6-8 is 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 this center will be open for 10 hours, from 8 AM-6 PM. The 21st CCLC program will operate after school and on school holidays for 36 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) and on school holidays (19 days). The Walt Disney World Clubhouse is located in a BGCCF-owned clubhouse facility in Pine Hills, which is one of Orlando's oldest majority African-American neighborhoods. There is sufficient space within the 25,000 sq. ft. facility to provide a comprehensive 21st CCLC program to150 youth during the school year. At the facility, students have access to a full gymnasium, outdoor playground, and baseball and soccer fields.

Program Goals

The Walt Disney World Clubhouse 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 Walt Disney World Clubhouse.

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

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- 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 Walt Disney World Clubhouse 21st CCLC are Mollie Ray Elementary, Rolling Hills Elementary, Pine Hills Elementary, and Meadowbrook 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 Walt Disney World Clubhouse 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

	Mollie Ray Elementary	Rolling Hills Elementary	Pine Hills Elementary	Meadowbrook Middle
County	Orange	Orange	Orange	Orange
Enrolled Students	528	675	658	1065
Title I Status	Y	Y	Y	Y
2012-13 School Grade	F	C	D	D

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

	Mollie Ray Elementary	Rolling Hills Elementary	Pine Hills Elementary	Meadowbrook Middle
White	N/A	2.8	3.6	2.5
Black/African American	91.7	90.1	82.0	84.6
Hispanic/Latino	8.3	7.1	14.4	12.9
Asian	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	N/A

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Two or More Races	N/A	N/A	N/A	N/A

Table 3: School FCAT Data 2012-2013

	Mollie Ray Elementary	**Rolling Hills Elementary**	**Pine Hills Elementary**	**Meadowbrook Middle**
FCAT Reading (% scoring 3 or above)	30%	42%	38%	38%
FCAT Math (% scoring 3 or above)	43%	45%	37%	35%
FCAT Science (% scoring 3 or above)	27%	36%	42%	25%

The information below reflects the student population at the Walt Disney World Clubhouse 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 (%)

	Walt Disney World Clubhouse
White	.4
Black/African American	86.6
Hispanic/Latino	6.3
Asian	1.1
Native Hawaiian or Pacific Islander	N/A
American Indian	.4
Two or More Races	3.0
Other	2.2

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

	Walt Disney World Clubhouse
Male	43.3
Female	56.7

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

	Walt Disney World Clubhouse
K	3.7
1st	16.0
2nd	17.1
3rd	18.2
4th	14.4

5th	22.0
6th	8.6
7th	0
8th	0

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

Table 7: Enrolled and Regularly Participating Students

	Walt Disney World Clubhouse
Enrolled	361
Regularly Participating	189
Less than 30 days of attendance	172

Target Daily Attendance Information

On after school days, the target number of students that should be attending the program is 150 students per day. On designated school holidays when the 21st CCLC program is still offered, the target number of students is 75 students per day. Table 8 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

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Table 8: Fall Monthly Average Daily Attendance and Risk Level

	After School ADA	After School Risk Level	Designated Holidays ADA	Designated Holidays Risk Level
August 2013	151	Low (101%)	N/A	N/A
September 2013	140	Low (94%)	N/A	N/A
October 2013	128	Low (85%)	97	Low (139%)
November 2013	160	Low (107%)	90	Low (129%)
December 2013	149	Low (99%)	73	Low (104%)

Program Operations

To what extent is the Walt Disney World Clubhouse 21st CCLC program operating as required in the approved grant application?

Compliance

The Walt Disney World Clubhouse 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 Walt Disney World Clubhouse 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 are more streamlined and tests are given on a strict schedule, which has helped increase the amount of regularly participating students that take tests and have documented scores. This year, the program is more organized. Schedules are posted so that staff can refer to them as needed. Staff and students know where they should be for each rotation, and the program runs more smoothly. Teachers also have student rosters that they use each day to make sure that they are servicing the correct group of students. Because of this, the number of wandering students has decreased and students know that they are held accountable for being in their scheduled classes. The site is also more print-rich than last year. The walls of each classroom area are covered with student work and projects are displayed throughout the site. The 21st CCLC Bulletin Board also looks great and is kept up-to-date. The Program Director also does a good job of working with the Project Director to make sure that program enrichment tests are given on time. Lastly, the Project Director has established very good relationships with the community. For the last PBL showcase, she was able to get Darden restaurants and other restaurants to donate food and attend the event.

Site Visits

The External Evaluator conducted site visits at the Walt Disney World Clubhouse. 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 Walt Disney World Clubhouse 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 Walt Disney World Clubhouse, so she is off to a good start with being able to retrieve data. This has been tough to do in past years.

Adult Family Member Engagement

The Walt Disney World Clubhouse has successfully been able to engage 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 good. 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.

Advisory Board

An advisory board has been established at the Walt Disney World Clubhouse and Universal Orlando Boys & Girls Club. Since the sites are part of one grant, they have one advisory board for both sites. At least one meeting has occurred before December 31, 2013. Meetings are led by the Project Directors of the sites 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 Directors are 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 the Walt Disney World Clubhouse and Universal Orlando Boys & Girls Club were submitted with the grant application and approved. The projects serve as the foundation for all 21st CCLC programming at the centers. 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.

Walt Disney World Clubhouse 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 Walt Disney World Clubhouse will continue to work on as the year goes on.

Support Provided to 21st CCLC Teachers and Program Assistants

At the Walt Disney World Clubhouse, 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?

The Walt Disney World Clubhouse 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 Walt Disney World Clubhouse 21st CCLC program. Results are shown in Table 9, Table 10, Table 11, Table 12, Table 13, and Table 14 below.

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

	Baseline Spreadsheet	Nfocus Report (accurate)
Enrolled Students	270	361
Regularly Participating Students	187	189

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	99.5	.5
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	99.5	.5
Math Mid-Test	99.5	.5
Science Mid-Test	99.5	.5
Technology Mid-Test	99.5	.5
Presidential Fitness Mid-Test #1	99.5	.5
Presidential Fitness Mid-Test #2	99.5	.5
SMART Mid-Test	98.9	1.1

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	98.9	1.1
Math Report Card Grade Fall 2013	99.5	.5
Science Report Card Grade Fall 2013	97.9	2.1

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)	97.6	2.4
FCAT Math Score 2013 (for Grades 4 and up)	97.6	2.4
Elementary Reading Equivalency Test 2013 (for Grades K-3)	94.2	5.8

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	98.4	1.6
Math Test	97.3	2.7
Science Test	98.4	1.6
Technology Test	99.5	.5
Presidential Fitness Test #1	97.3	2.7
Presidential Fitness Test #2	94.1	5.9
SMART Test	97.3	2.7

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. The Walt Disney World Clubhouse is meeting this expectation for 7 out of 7 tests. This is excellent and indicates that the program is committed to making sure that they prepare students for test taking and encourage students to make gains on each test that is given. The Project Director is doing a great job leading this effort. Test performance is directly tied to meeting grant objectives.

In order for students to continue to learn and make learning gains on the tests that they are scheduled to take, additional practice for each test 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 tests are given sparingly, the performance of the students may not improve again by the time they take their post-test. The goal is to prepare each regularly participating student in the program to do their absolute best on all scheduled tests.

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 Walt Disney World Clubhouse 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: Reading skills are taught on Mondays, however, the skills are practiced each day of the week. The skills follow the Common Core standards. Reading is infused into other subject area activities, as well. We are also creating a Book Club that will lead to a program Book Fair.

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. Students use FCAT Explorer and complete FCAT practice problems.

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 example, Kindergarteners use a graphic organizer chart to make different words into sentences. Math skills are taught on Tuesdays, 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: For example, in engineering students build a variety of things. Activities for technology, forensic science, and simple machine include students making their own I-movies, designing food trucks for Food Truck Bizarre showcase, doing CSI investigations, and more. Science skills are taught on Wednesdays, 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 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. Students participate in a program called Triple Play where they do physical activity, complete relay runs, learn about healthy eating, and more.

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

Answer: The Power Hour session provides students with extra practice on homework problems and extra help for things they may need help with.

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: For technology activities, students use laptops to do research about food trucks, create and research restaurant menus, create videos (via I-movie application), and more.

Technology skills are taught on Thursday, 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: The program offers SMART classes weekly that teaches students about healthy and risky lifestyle choices, diversity, and leadership.

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. On the sign-in sheet, parents sign their name by their child's name to make it easier for the Project Director see which child's parent attended the event or workshop.

Objective Assessment Results – Walt Disney World Clubhouse

***For this site only** – this is not the official mid-year objectives assessment (please see the last page of this report for the official mid-year objectives assessment for this grant)*

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

Total Enrolled Students	361
Regularly Participating Students	189
Students with Test Scores	187
Reported Reading Pre-Test Scores (%)	100.0
Reported Reading Mid-Test Scores (%)	99.5
% of Increase (or maintained score) from Reading Pre-Test to Mid-Test	**98.4**
% of Decrease from Reading Pre-Test to Mid-Test	1.6

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

_____

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

Total Enrolled Students	361
Regularly Participating Students	189
Students with Test Scores	188
Collected FCAT Reading Scores 2013 - for Grade1s 4 and up (%)	97.6
% of Missing FCAT Reading Scores 2013	2.4
Collected Elementary Reading Equivalency Test 2013 - for Grades K-3 (%)	94.2
% of Missing Elementary Reading Equivalency Test 2013 Scores 2013	5.8
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	361
Regularly Participating Students	189
Students with Test Scores	187
Reported Math Pre-Test Scores (%)	100.0
Reported Math Mid-Test Scores (%)	99.5
% of Increase (or maintained score) from Math Pre-Test to Mid-Test	**97.3**
% of Decrease from Math Pre-Test to Mid-Test	2.7

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	361
Regularly Participating Students	189
Students with Test Scores	187
Reported Science Pre-Test Scores (%)	100.0
Reported Science Mid-Test Scores (%)	99.5
% of Increase (or maintained score) from Science Pre-Test to Mid-Test	**98.4**
% of Decrease from Science Pre-Test to Mid-Test	1.6

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	361
Regularly Participating Students	189

Students with Test Scores	187
Reported Presidential Fitness #1 Pre-Test Scores (%)	100.0
Reported Presidential Fitness #1 Mid-Test Scores (%)	99.5
Reported Presidential Fitness #2 Pre-Test Scores (%)	99.5
Reported Presidential Fitness #2 Mid-Test Scores (%)	99.5
% of Increase (or maintained score) from Presidential Fitness #1 and #2 Pre-Test to Mid-Test	**95.7**
% of Decrease from Presidential Fitness #1 and #2 Pre-Test to Mid-Test	4.3

Objective #5 Assessment: **Currently achieving objective**

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

Total Enrolled Students	361
Regularly Participating Students	189
Students with Reported Scores	188
Collected Reading Report Card Grades Fall 2013 (%)	98.9
Collected Math Report Card Grades Fall 2013 (%)	99.5
Collected Science Report Card Grades Fall 2013 (%)	97.9
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	361
Regularly Participating Students	189
Students with Test Scores	187
Reported Technology Pre-Test Scores (%)	100.0
Reported Technology Mid-Test Scores (%)	99.5
% of Increase (or maintained score) from Technology Pre-Test to Mid-Test	**99.5**
% of Decrease from Technology Pre-Test to Mid-Test	.5

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	361
Regularly Participating Students	189
Students with Test Scores	187
Reported SMART Pre-Test Scores (%)	100.0

Reported SMART Mid-Test Scores (%)	98.9
% of Increase (or maintained score) from SMART Pre-Test to Mid-Test	**97.3**
% of Decrease from SMART Pre-Test to Mid-Test	2.7

Objective #8 Assessment: **Currently achieving 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	361
Regularly Participating Students	189
% of parents/guardians that have attended a program/event (August 2013-December 31, 2013)	33.9%

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	361
Regularly Participating Students	189
Parents/Guardians that have attended at least one Parent Workshop (August 2013-December 31, 2013)	53
Reported Pre-Test Scores from Parent/Guardian Parent Workshops	41
% 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

Walt Disney World Clubhouse 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.	0	100	0	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.	0	100	0	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.	20	60	20	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.	20	80	0	0
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.	40	60	0	0
Q6. The Power Hour homework help program effectively helps students with homework completion and answering their homework questions.	0	80	20	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.	0	100	0	0
Q8. Lack of student engagement in academic classes is an issue that interferes with instruction.	40	20	40	0
Q9. There are adequate materials and supplies available to teachers so that they are prepared for daily instruction.	0	80	20	0
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.	20	80	0	0
Q11. My Lead Teacher communicates with me regularly about what needs to be done in the academic part of the program.	80	20	0	0
Q12. Regular meetings are held with teachers by Lead Teacher and/or Project Director about the 21st Century program, upcoming events, and academic classes.	80	20	0	0
Q13. I feel like my voice is heard and that I am a part of a team within the 21st Century academic program.	40	60	0	0
Q14. When needs arise, the Lead Teacher and/or Project Director are available for assistance.	40	60	0	0
Q15. I complete my lesson plans on time and meet deadlines that are given to me.	0	100	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.	60	40	0	0
Q17. In general, students are positive about the 21st Century academic program.	0	100	0	0
Q18. I enjoy working as a teacher for the 21st Century program.	60	40	0	0
Q19. After my class is over, students know where to go for their program enrichment activity.	0	100	0	0
Q20. I am embraced and respected by club leadership and club staff.	40	60	0	0
Q21. The Project Director gives clear directions and I know what I am supposed to do ahead of time.	40	60	0	0
Q22. I would like to give more suggestions about improving the academic 21st Century program.	0	40	60	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.	20	60	20	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.).	86	14	0	0
Q2. I plan the activities that will be taking place in my program area ahead of time.	43	57	0	0
Q3. My Program Director provides me with direction about various activities that I can do with students in my program area.	43	29	0	29
Q4. I was trained about program area safety procedures (for gym, game room, etc.).	57	43	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.	43	57	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.	71	14	0	14
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.	57	29	14	0
Q8. When I need assistance, my Program Director is available to help me.	71	14	0	14
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.	71	14	0	14
Q10. The Program Director goes over any new schedule with both the 21st Century program assistants and other program assistants before it is implemented.	71	14	0	14
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.	43	29	14	14

Q12. I assist in helping students with their homework during Power Hour.	86	14	0	0
Q13. I know the importance of students scoring well on the Presidential Fitness and SMART program pre, mid, and post-tests.	57	29	0	14
Q14. I help the 21st Century teacher in their classroom during the academic hour of the program.	86	14	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.	71	0	14	14
Q16. My Program Director provided me with student rosters ahead of time so that I knew which students I would have each day.	71	0	14	14
Q17. I am treated with respect in my role as a 21st Century program assistant.	43	43	14	0
Q18. 21st Century program assistants are treated the same as other program assistants.	57	29	14	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.	57	29	0	14
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.	71	29	0	0
Q21. I am happy working as a 21st Century program assistant and I enjoy my job.	86	14	0	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 Walt Disney World Clubhouse, there were 270 students enrolled and 187 students that are regularly participating.   Per Nfocus, this site has 361 students enrolled and 189 regularly participating students, so there is a great deal of missing demographic data for enrolled students. However, the Project Director did a great job tracking regularly participating students because there were only 2 student missing for that category.

2. 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.   The Project Director did a great job collecting test scores. Over 94% of scores were collected for regularly participating students. However, there was still missing data for a few students (less than 10 students were missing scores). The expectation for this grant is to test 100% of the students for each test so that the data is most accurate. If a student was out

sick, injured, or missed the scheduled test, the test must be made up upon the child's return so that the student has the necessary scores documented. This site is definitely close 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. There were a few students that were missing data in these categories. It is important to collect all scores so that this data can be analyzed for gains at the end of the project year when a new set of scores and grades come out. If data is missing for any student at all, gains for that student will not be able to be calculated. This site is very close to achieving this goal, as well.

3. Provide professional development trainings to teachers about strategies that can be used improve student engagement in their classrooms.   On the teacher survey, 60% of teachers agreed that lack of student engagement in their classroom was an issue.

4. 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, 100% 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.

5. Allow teachers to give suggestions and input about improving the academic part of the program. On the teacher survey, 40% of teachers agreed that they would like to give more suggestions about improving the academics in the program. 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.

Conclusion

In conclusion, the Walt Disney World Clubhouse 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 great leadership to the program and staff involved.   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. Walt Disney World Clubhouse 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.

Universal Orlando Boys & Girls Club Evaluation Report

Program Description

The Universal Orlando Boys & Girls Club 21st CCLC site will serve an average of 120 students daily afterschool (80 from grades K-5 and 40 from grades 6-8) and 60 students (40 from grades K-5 and 20 from grades 6-8) on designated holidays. This center provides 15 hours per week of total afterschool programming to grades K-5 on Mondays, Tuesdays, and Thursdays from 3:30 PM-6:30 PM, on Wednesdays from 2:30 PM-6:30 PM, and on Fridays from 4 PM-6 PM. In addition, 15 hours of programming for grades 6-8 will be provided on Mondays, Tuesdays, and Thursdays from 4:15 PM-7:15 PM, on Wednesdays from 3:15 PM-7:30 PM, and on Fridays from 4:15 PM-6 PM. On school holidays this center will be open for 10 hours, from 8 AM-6 PM. The 21st CCLC program will operate after school and on school holidays for 36 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) and on school holidays (19 days). The Universal Orlando Boys & Girls Club is located in a BGCCF-owned clubhouse facility in Carver Shores, which is one of Orlando's oldest majority African-American neighborhoods. There is sufficient space within the 25,000 sq. ft. facility to provide a comprehensive 21st CCLC program to 120 youth during the school year. At our Universal Orlando Boys & Girls Club, students have access to a full gymnasium, outdoor playground, and sports fields.

Program Goals

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

4. Academic success
5. Good character and citizenship
6. 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 Universal Orlando 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 Universal Orlando Boys & Girls Club 21st CCLC are Eccleston Elementary, Orlo Vista Elementary, and Carver 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 Universal Orlando 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

	Eccleston Elementary	Orlo Vista Elementary	Carver Middle
County	Orange	Orange	Orange
Enrolled Students	688	566	698
Title I Status	Y	Y	Y
2012-13 School Grade	B	C	D

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

	Eccleston Elementary	Orlo Vista Elementary	Carver Middle
White	N/A	9.4	1.9
Black/African American	95.2	72.9	89.9
Hispanic/Latino	4.8	17.7	8.2
Asian	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A

American Indian	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A

Table 3: School FCAT Data 2012-2013

	Eccleston Elementary	Orlo Vista Elementary	Carver Middle
FCAT Reading (% scoring 3 or above)	44%	33%	32%
FCAT Math (% scoring 3 or above)	52%	44%	29%
FCAT Science (% scoring 3 or above)	17%	29%	24%

The information below reflects the student population at the Universal Orlando 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 (%)

	Universal Orlando Boys & Girls Club
White	.6
Black/African American	91.8
Hispanic/Latino	3.2
Asian	N/A
Native Hawaiian or Pacific Islander	N/A
American Indian	N/A
Two or More Races	3.8
Other	.6

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

	Universal Orlando Boys & Girls Club
Male	52.0
Female	48.0

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

	Universal Orlando Boys & Girls Club
K	0
1st	24.5
2nd	14.7
3rd	17.3

4th	18.6
5th	16.0
6th	8.9
7th	0
8th	0

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

Table 7: Enrolled and Regularly Participating Students

	Universal Orlando Boys & Girls Club
Enrolled	177
Regularly Participating	144
Less than 30 days of attendance	33

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. Table 8 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

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the target daily attendance number that was proposed in the approved grant application

Table 8: Fall Monthly Average Daily Attendance and Risk Level

	After School ADA	After School Risk Level	Designated Holidays ADA	Designated Holidays Risk Level
August 2013	140	Low (117%)	N/A	N/A
September 2013	139	Low (116%)	N/A	N/A
October 2013	135	Low (112%)	84	Low (139%)
November 2013	138	Low (115%)	70	Low (117%)
December 2013	137	Low (114%)	42	High (70%)

Program Operations

To what extent is the Universal Orlando Boys & Girls Club 21st CCLC program operating as required in the approved grant application?

Compliance

The Universal Orlando 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 Universal Orlando Boys & Girls Club has shown some 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. Teachers also have student rosters that they use each day to make sure that they are servicing the correct group of students. The site is also more print-rich than last year. The walls of some of the classrooms are covered with student work and projects that the students are working on can be seen. The 21st CCLC Bulletin Board also looks great and is kept up-to-date.

However, in some ways the Universal Orlando Boys & Girls Club has regressed when compared to last year. This year, there is a new 21st CCLC Project Director. The Project Director, Service Director, and Program Director do not communicate well and do not meet on a regular basis to make sure that everyone is on the same page. At times, the Project Director is unaware of what is going on at the center because the Service Director and Program Director are not communicating things to her. There are some meetings that have been scheduled between them, but the Project Director has stated that even though meetings are scheduled the Program Director and/or Service Director will not attend. This breakdown in communication between leaders has to improve in order for the 21st CCLC program to run smoothly within the center. In addition, the Program Director is responsible for testing all regular participating students in the area of program enrichment. This includes two grant required tests: Presidential Fitness Challenge test and SMART test. Even though there are dates scheduled for these tests to take place, the Program Director does not adhere to the testing schedules that are posted. Scores for these tests are not submitted in a timely manner. For example, the SMART mid-test that was scheduled in the fall (August 2013-December 2013) was not given until 2014. When the Project Director asked for the scores from the Program Director, she never received them. So the Project Director took the initiative and gathered the students to give them the test because it was not being done. By this time, the deadline has passed so the scores were submitted late. The Program Director also does not schedule practice for the program enrichment tests into the regular programming schedule. Students are having to take tests that they have not been prepared for. This is not fair to the students, nor is it giving students the best chance to truly make substantial gains for each test. In order to resolve this, the Program Director will need to adhere to the testing schedule and make sure that students are receiving practice for these tests on a regular basis.

Site Visits

The External Evaluator conducted site visits at the Universal Orlando Boys & Girls Club. The site visits were announced and unannounced. The results of the first site visit did not meet grant expectations.

After that visit a meeting was held with the club leadership to go over the list of things that were not being done so that they were aware of it. Suggestions were given to the club leaders so that grant expectations could be met. Timelines for completion of listed items were also discussed. At the next site visit, some improvement had been made and it appeared that the site was on track to meeting grant expectations. At the following site visit, there were still some issues that needed resolving. For example, the front desk is still "batch entering" students. This is not allowed and students must be scanned or entered into the system upon the actual time of their arrival. "Batch entering" is entering students into the system all at once well after they have arrived at the center. Even though this issue has been discussed with the Service Director and the front desk agent, it continues to happen per the Project Director. Another issue noticed at the third site visit was that program assistants still appeared confused about where to go and what activity their group of students were supposed to participate in. One of the program assistants asked the External Evaluator where they should go. This is an indicator that the Program Director is not giving adequate instruction to the program assistants about what they need to do on a regular basis. Even if the schedules have been discussed, the program assistants may have additional questions that need to be answered. There will be more site visits completed for this site in Spring 2014, and results will be documented.

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. For the most part, this has worked at the Universal Orlando Boys & Girls Club and most parents are leaving their child in the program until the program is over each day. The Project Director has stated that the front desk agent needs more assistance at the front desk because some parents come early to pick up their child and are not being reminded of the rule. The front desk is supposed to remind all parents of the rule, enforce the rule, and keep up with making sure parents are signing the correct sheet when coming early to pick up their child. Many times, this is not the case at Universal Orlando Boys & Girls Club. The front desk agent is very busy because she is the only staff stationed at the front desk and some things do end up going unnoticed. The Project Director has had to closely monitor what happens at the front desk to enforce the attendance policy herself, since it is not solely being done by the front desk agent.

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 some student FCAT scores from previous year and some scores from the elementary reading tests, however, more scores need to be collected. This can be a difficult task. As the year continues, the Project Director will need to continue to build a relationship with the schools and entertain a variety of ways to make that happen because 100% of the scores do need to be collected by the end of the project year. This is the first year that this Project Director is leading the 21st CCLC program at the Universal Orlando Boys & Girls Club, so this could be adding to the challenging task.

Adult Family Member Engagement

The Universal Orlando Boys & Girls Club has successfully been able to engage 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 good. 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.

Advisory Board

An advisory board has been established at the Walt Disney World Clubhouse and Universal Orlando Boys & Girls Club. Since the sites are part of one grant, they have one advisory board for both sites. At least one meeting has occurred before December 31, 2013. Meetings are led by the Project Directors of the sites 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 Directors are 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 the Walt Disney World Clubhouse and Universal Orlando Boys & Girls Club were submitted with the grant application and approved. The projects serve as the foundation for all 21st CCLC programming at the centers. 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.

Universal Orlando 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 Universal Orlando Boys & Girls Club will continue to work on as the year goes on.

Support Provided to 21st CCLC Teachers and Program Assistants

At the Universal Orlando 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?

The Universal Orlando 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 Universal Orlando Boys & Girls Club 21st CCLC program. Results are shown in Table 9, Table 10, Table 11, Table 12, Table 13, and Table 14 below.

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

	Baseline Spreadsheet	Nfocus Report (accurate)
Enrolled Students	156	177
Regularly Participating Students	156	144

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	94.3	5.7
Math Pre-Test	94.3	5.7
Science Pre-Test	94.3	5.7
Technology Pre-Test	94.3	5.7

	91.0	9.0
Presidential Fitness Pre-Test #1	91.0	9.0
Presidential Fitness Pre-Test #2	90.4	9.6
SMART Pre-Test	94.9	5.1

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	87.8	12.2
Math Mid-Test	90.4	9.6
Science Mid-Test	89.7	10.3
Technology Mid-Test	91.0	9.0
Presidential Fitness Mid-Test #1	67.3	32.7
Presidential Fitness Mid-Test #2	63.5	36.5
SMART Mid-Test	84.0	16.0

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	75.8	24.2
Math Report Card Grade Fall 2013	75.8	24.2
Science Report Card Grade Fall 2013	66.7	33.3

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)	71.0	29.0
FCAT Math Score 2013 (for Grades 4 and up)	71.0	29.0
Elementary Reading Equivalency Test 2013 (for Grades K-3)	43.4	56.6

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	82.7	17.3

Math Test	84.0	16.0
Science Test	89.7	10.3
Technology Test	87.2	12.8
Presidential Fitness Test #1	48.1	51.9
Presidential Fitness Test #2	52.6	47.4
SMART Test	76.3	23.7

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. Universal Orlando Boys & Girls Club is meeting this expectation for only 5 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

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 two tests is 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

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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 Universal Orlando 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: Reading skills are taught on Mondays, however, the skills are practiced each day of the week. The skills follow the Common Core standards. Reading is infused into other subject area activities, as well. Teachers are sure to include reading strategies in their lesson plans. Reading exit activities are also taking place in the classrooms.

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. In January, there will be a strong focus on teaching key FCAT strategies. FCAT strategies will be infused into each lesson plan for the remainder of the year.

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 example, students use math bubble maps and tree maps to complete assignments. Students also do role playing on Fridays in preparation for PBL showcases and they act out commercials (for example). Math skills are taught on a specific day of 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: Engineering, technology, forensic science, and simple machine activities are infused into each project plans. Science skills are taught on a specific day of 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 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. Students participate in a program called Triple Play where they do physical activity and more. Students do have the opportunity to improve in their SMART class because that class is taught every week. The Program Director has not scheduled regular practice for the specific Presidential Fitness activities that students are tested on. This needs to be taking place.

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

Answer: The Power Hour session provides students with extra practice on homework problems and extra help for things they may need help with. We have a homework sheet where we keep track of which students are saying they do not have homework. If the child does not have homework two times, it is documented in the parent log. This information is communicated to the parent.

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: There have been technology issues at the club with having online access. Our goal is to have students use technology in each project plan. Technology skills are supposed to be taught on a specific day of the week and 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: The program offers SMART classes weekly that teaches students about healthy and risky lifestyle choices, diversity, and leadership.

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 so that parents can see what 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. On the sign-in sheet, parents sign their name by their child's name to make it easier for the Project Director see which child's parent attended the event or workshop.

Objective Assessment Results (Universal Orlando Boys & Girls Club)

***For this site only** – this is not the official mid-year objectives assessment (please see the last page of this report for the official mid-year objectives assessment for this grant)*

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

Total Enrolled Students	177
Regularly Participating Students	144
Students with Test Scores	156
Reported Reading Pre-Test Scores (%)	94.3
Reported Reading Mid-Test Scores (%)	87.8
% of Increase (or maintained score) from Reading Pre-Test to Mid-Test	**82.7**
% of Decrease from Reading Pre-Test to Mid-Test	17.3

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	177
Regularly Participating Students	144
Students with Test Scores	153

Collected FCAT Reading Scores 2013 - for Grade1s 4 and up (%)	71.0
% of Missing FCAT Reading Scores 2013	29.0
Collected Elementary Reading Equivalency Test 2013 - for Grades K-3 (%)	43.4
% of Missing Elementary Reading Equivalency Test 2013 Scores 2013	56.6
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	177
Regularly Participating Students	144
Students with Test Scores	156
Reported Math Pre-Test Scores (%)	94.3
Reported Math Mid-Test Scores (%)	90.4
% of Increase (or maintained score) from Math Pre-Test to Mid-Test	**84.0**
% of Decrease from Math Pre-Test to Mid-Test	16.0

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	177
Regularly Participating Students	144
Students with Test Scores	156
Reported Science Pre-Test Scores (%)	94.3
Reported Science Mid-Test Scores (%)	89.7
% of Increase (or maintained score) from Science Pre-Test to Mid-Test	**89.7**
% of Decrease from Science Pre-Test to Mid-Test	10.3

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	177
Regularly Participating Students	144
Students with Test Scores	156
Reported Presidential Fitness #1 Pre-Test Scores (%)	91.0
Reported Presidential Fitness #1 Mid-Test Scores (%)	67.3
Reported Presidential Fitness #2 Pre-Test Scores (%)	90.4
Reported Presidential Fitness #2 Mid-Test Scores (%)	63.5

% of Increase (or maintained score) from Presidential Fitness #1 and #2 Pre-Test to Mid-Test	**50.35**
% of Decrease from Presidential Fitness #1 and #2 Pre-Test to Mid-Test	49.65

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	177
Regularly Participating Students	144
Students with Reported Scores	153
Collected Reading Report Card Grades Fall 2013 (%)	75.8
Collected Math Report Card Grades Fall 2013 (%)	75.8
Collected Science Report Card Grades Fall 2013 (%)	66.7
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	177
Regularly Participating Students	144
Students with Test Scores	156
Reported Technology Pre-Test Scores (%)	94.3
Reported Technology Mid-Test Scores (%)	91.0
% of Increase (or maintained score) from Technology Pre-Test to Mid-Test	**87.2**
% of Decrease from Technology Pre-Test to Mid-Test	12.8

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	177
Regularly Participating Students	144
Students with Test Scores	156
Reported SMART Pre-Test Scores (%)	94.9
Reported SMART Mid-Test Scores (%)	84.0
% of Increase (or maintained score) from SMART Pre-Test to Mid-Test	**76.3**
% of Decrease from SMART Pre-Test to Mid-Test	23.7

Objective #8 Assessment: **Currently achieving 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	177
Regularly Participating Students	144
% of parents/guardians that have attended a program/event (August 2013-December 31, 2013)	47.9%

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	177
Regularly Participating Students	144
Parents/Guardians that have attended at least one Parent Workshop (August 2013-December 31, 2013)	55
Reported Pre-Test Scores from Parent/Guardian Parent Workshops	28
% 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

Universal Orlando 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.	67	33	0	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.	100	0	0	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.	50	50	0	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.	67	33	0	0
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.	67	33	0	0
Q6. The Power Hour homework help program effectively helps students with homework completion and answering their homework questions.	67	33	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.	67	33	0	0
Q8. Lack of student engagement in academic classes is an issue that interferes with instruction.	0	33	67	0
Q9. There are adequate materials and supplies available to teachers so that they are prepared for daily instruction.	17	33	50	0
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.	67	33	0	0
Q11. My Lead Teacher communicates with me regularly about what needs to be done in the academic part of the program.	83	17	0	0
Q12. Regular meetings are held with teachers by Lead Teacher and/or Project Director about the 21st Century program, upcoming events, and academic classes.	100	0	0	0
Q13. I feel like my voice is heard and that I am a part of a team within the 21st Century academic program.	67	33	0	0
Q14. When needs arise, the Lead Teacher and/or Project Director are available for assistance.	83	17	0	0
Q15. I complete my lesson plans on time and meet deadlines that are given to me.	50	33	17	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.	67	33	0	0
Q17. In general, students are positive about the 21st Century academic program.	50	50	0	0
Q18. I enjoy working as a teacher for the 21st Century program.	83	17	0	0
Q19. After my class is over, students know where to go for their program enrichment activity.	83	17	0	0
Q20. I am embraced and respected by club leadership and club staff.	33	67	0	0
Q21. The Project Director gives clear directions and I know what I am supposed to do ahead of time.	100	0	0	0
Q22. I would like to give more suggestions about improving the academic 21st Century program.	33	17	50	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	67	0	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.).	60	20	0	20
Q2. I plan the activities that will be taking place in my program area ahead of time.	60	20	0	20
Q3. My Program Director provides me with direction about various activities that I can do with students in my program area.	20	0	20	60
Q4. I was trained about program area safety procedures (for gym, game room, etc.).	20	0	20	60
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.	20	0	20	60
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.	20	60	20	0
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.	20	0	20	60
Q8. When I need assistance, my Program Director is available to help me.	20	20	40	20
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.	20	20	20	40
Q10. The Program Director goes over any new schedule with both the 21st Century program assistants and other program assistants before it is implemented.	20	20	40	20
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.	20	0	40	40
Q12. I assist in helping students with their homework during Power Hour.	100	0	0	0
Q13. I know the importance of students scoring well on the Presidential Fitness and SMART program pre, mid, and post-tests.	40	0	40	20
Q14. I help the 21st Century teacher in their classroom during the academic hour of the program.	100	0	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.	100	0	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.	20	0	40	40
Q17. I am treated with respect in my role as a 21st Century program assistant.	40	40	0	20
Q18. 21st Century program assistants are treated the same as other program assistants.	20	20	40	20
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.	20	60	0	20
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.	20	0	40	40
Q21. I am happy working as a 21st Century program assistant and I enjoy my job.	80	20	0	0

Recommendations

1. <u>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.</u> 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 Universal Orlando Boys & Girls Club, there were 156 students enrolled and 156 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 177 students enrolled and 144 regularly participating students, per Nfocus. So there is data missing for enrolled students, and there was testing data collected for more than just regularly participating students.

2. <u>Provide more regular and ongoing practice for the Presidential Fitness Challenge #1 and Presidential Fitness Challenge #2 tests. At least 75% of students must either maintain or improve their pre-test score in order to meet this objective.</u> For the Presidential Fitness Challenge mid-tests, an average of 50.35% 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. As mentioned previously in this report, the Program Director is responsible for making sure that students are prepared to take each test. Currently, practice for these tests are not regularly scheduled into programming.

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, especially for the Presidential Fitness Challenge tests (test #1 and #2). For Presidential Fitness Challenge test #1 67.3% of mid-test scores were collected, and for Presidential Fitness Challenge test #2 only 63.5% of mid-test scores were collected. Another concern is that the baseline/mid-year spreadsheet had testing data for 156 students, but there are 144 regularly participating students in the program. If students are not regularly participating in the program (attended 30 or more days), then they should not be tested because they have not been present in the program enough to acquire to necessary knowledge to score well on the tests. The Project Director will need to compare the list of 156 students to the Nfocus list of 144 students and make sure that the data spreadsheet matches the list of 144 students. In addition, the Project Director will need to make sure that 100% of regularly participating students (per Nfocus) have documented report card grades, FCAT scores, and Elementary Reading Equivalency Test scores on file. The percentages collected for report cards and the

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aforementioned state assessment tests were low. The Elementary Reading Equivalency test was the lowest with the Project Director only collecting 43.4% of the scores. The Project Director will need to collect the scores for the correct list of students and update the records.

4. <u>Increase the number of students that attend the program on holidays.</u> For the month of December 2013, the risk level for the program was considered to be high. This is because 42 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.

5. <u>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.</u> On the teacher survey, 100% 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.

6. <u>Allow teachers to give suggestions and input about improving the academic part of the program.</u> On the teacher survey, 50% of teachers agreed that they would like to give more suggestions about improving the academics in the program. 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.

7. <u>Provide adequate materials and supplies for teacher use in a timely manner.</u> On the teacher survey, 50% 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.

8. <u>Provide more direction about what activities program assistants can do with their students in their assigned program area.</u> On the program assistant survey, 80% 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 and support to the program assistants in this area.

9. <u>Train program assistants about safety procedures that are in place for program areas.</u> On the program assistant survey, 80% of program assistants agreed that they were not trained about safety procedures that they need to follow for each of the program areas.

10. <u>Train program assistants about how to handle student injuries if the injury occurs while the student is in their program area.</u> On the program assistant survey, 80% of program assistants

agreed that the Program Director did not train them on how to handle student injuries if the injuries occur in their program area.

11. <u>Be more visible during program hours so that program assistants can get any questions answered if the question arises while they are in their program area.</u> On the program assistant survey, 80% of program assistants agreed that the Program Director is not walking through each program area during the program to make sure everything is running smoothly and visible just in case any questions arise during program time. 60% of program assistants also 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.

12. <u>Make program assistants aware of schedule changes beforehand so that they can follow the updated schedule on the day that it is supposed to start with no problem.</u> On the program assistant survey, 60% of the program assistants agreed that they are not made aware of schedule changes before new schedules are supposed to be implemented. This can cause confusion during program hours because program assistants may not know where their group is scheduled to go, which can take away from valuable program enrichment time. The Program Director will need to resolve this issue and give the program assistants ample notice and instruction about schedule updates and changes.

13. <u>Meet with program assistants about the scheduled dates for program enrichment tests (Presidential Fitness Challenge Tests and SMART Test) and the importance of each test.</u> On the program assistant survey, 80% of the program assistants agreed that they do not know the scheduled dates for these tests and they do not know the importance of each of these tests. This is reflected in the data that was collected for each of the program enrichment tests. Not only were a large amount of scores not collected for these tests, but less than 75% of students made gains on both Presidential Fitness Challenge tests. If program assistants were better prepared to administer these tests, the data for these tests would be more favorable. The Program Director will need to make this a priority and resolve this issue.

14. <u>Provide the program assistants with accurate student rosters ahead of time so that they know which students they are supposed to have each day.</u> On the program assistant survey, 80% of the program assistants agreed that the Program Director does not provide them with student rosters ahead of time so that they know which students they have each day. The Program Director will need to work with the Project Director to keep up with the correct list of regularly participating 21st CCLC students and create paper rosters for program assistants so that they know which students they have to account for each day. These rosters will need to be regularly updated by the Program Director and monitored.

15. <u>Treat all staff equally.</u> On the program assistant survey, 60% of the program assistants agreed that 21st CCLC program assistants are not treated the same as other program assistants at the center. This has been a complaint in past years. The Project Director, Service Director, and Program Director will need to make sure that all staff are treated equally. When the staff feels like they are not treated equally or fair, they may not feel like what they are doing is supported or

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that their efforts are going unnoticed. The 21st CCLC program at the center is of great importance, and 21st CCLC staff should not feel alienated or as if they are not considered equal.

16. <u>Provide more support to the program assistants.</u> On the program assistant survey, 80% of the program assistants were not confident that their Program Director supported them, nor confident that the work they do for the 21st CCLC program 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 Universal Orlando Boys & Girls Club is making progress toward meeting each of the grant objectives by the end of the project year. The Project Director has made a positive impact on the program and provides great leadership to the program and teachers involved. When the recommendations given in this report are addressed, this program will be functioning at an even higher level. The lack of regular communication between the Project Director, Service Director, and Program Director will need to be addressed to make sure that there is improvement in this area moving forward. The 21st CCLC program will be more effective if all leadership staff work together at the center. Everyone needs to carry out their individual responsibilities for the program to be most successful (front desk clerk, Program Director, Lead Teacher, Project Director, Service Director, etc.). The Project Director will also 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. Universal Orlando 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.

Project Number: 48E-2444A-4PCC4
(Data for both sites are combined)

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

Required number of regularly participating students: 270
Target number of students with pre and mid-test scores: 270

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

Total Enrolled Students	538
Regularly Participating Students	333
Students with Test Scores	343
Reported Reading Pre-Test Scores (%)	97.2
Reported Reading Mid-Test Scores (%)	93.7
% of Increase (or maintained score) from Reading Pre-Test to Mid-Test	**90.6**
% of Decrease from Reading Pre-Test to Mid-Test	9.4

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	588
Regularly Participating Students	333
Students with Test Scores	341
Collected FCAT Reading Scores 2013 - for Grade1s 4 and up (%)	84.3
% of Missing FCAT Reading Scores 2013	15.7
Collected Elementary Reading Equivalency Test 2013 - for Grades K-3 (%)	68.8
% of Missing Elementary Reading Equivalency Test 2013 Scores 2013	31.2
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	588
Regularly Participating Students	333
Students with Test Scores	343
Reported Math Pre-Test Scores (%)	97.2
Reported Math Mid-Test Scores (%)	95.0
% of Increase (or maintained score) from Math Pre-Test to Mid-Test	**90.7**
% of Decrease from Math Pre-Test to Mid-Test	9.3

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	588
Regularly Participating Students	333
Students with Test Scores	343
Reported Science Pre-Test Scores (%)	97.2
Reported Science Mid-Test Scores (%)	94.6
% of Increase (or maintained score) from Science Pre-Test to Mid-Test	**94.1**
% of Decrease from Science Pre-Test to Mid-Test	5.9

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	588
Regularly Participating Students	333

Students with Test Scores	343
Reported Presidential Fitness #1 Pre-Test Scores (%)	95.5
Reported Presidential Fitness #1 Mid-Test Scores (%)	83.4
Reported Presidential Fitness #2 Pre-Test Scores (%)	95.0
Reported Presidential Fitness #2 Mid-Test Scores (%)	81.5
% of Increase (or maintained score) from Presidential Fitness #1 and #2 Pre-Test to Mid-Test	**73.1**
% of Decrease from Presidential Fitness #1 and #2 Pre-Test to Mid-Test	26.9

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	588
Regularly Participating Students	333
Students with Reported Scores	341
Collected Reading Report Card Grades Fall 2013 (%)	87.4
Collected Math Report Card Grades Fall 2013 (%)	87.7
Collected Science Report Card Grades Fall 2013 (%)	82.3
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	588
Regularly Participating Students	333
Students with Test Scores	343
Reported Technology Pre-Test Scores (%)	97.2
Reported Technology Mid-Test Scores (%)	95.3
% of Increase (or maintained score) from Technology Pre-Test to Mid-Test	**93.4**
% of Decrease from Technology Pre-Test to Mid-Test	6.6

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	588
Regularly Participating Students	333
Students with Test Scores	343
Reported SMART Pre-Test Scores (%)	97.5

Reported SMART Mid-Test Scores (%)	91.5
% of Increase (or maintained score) from SMART Pre-Test to Mid-Test	**86.8**
% of Decrease from SMART Pre-Test to Mid-Test	13.2

Objective #8 Assessment: **Currently achieving 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	588
Regularly Participating Students	333
% of parents/guardians that have attended a program/event (August 2013-December 31, 2013)	40.9%

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	588
Regularly Participating Students	333
Parents/Guardians that have attended at least one Parent Workshop (August 2013-December 31, 2013)	108
Reported Pre-Test Scores from Parent/Guardian Parent Workshops	69
% 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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