2018-19

Summative Evaluation Report

Boys & Girls Clubs of Central Florida
Levy-Hughes Club
This report was prepared for the Boys & Girls Clubs of Central Florida's Levy-Hughes 2018-2019 21st Century Community Learning Center (CCLC) grant.

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www.EduMatrixUSA.org
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1.0 OVERVIEW AND HISTORY

1.1 Introduction
Boys & Girls Clubs of Central Florida (BGCCF) received funding to operate the Levy-Hughes 21st Century Community Learning Center (CCLC) grant project located at the Levy-Hughes Boys & Girls Club for the 2018-2019 project year (August 1, 2018 – July 31, 2019). This is the first year of the five year funding period that was initially awarded by the FDOE. This report will include the results of the Summative Evaluation that was completed for the 2018-2019 21st CCLC project year. The Summative Evaluation is considered the year-end report and informs the center and other stakeholders about the progress that has been made during the 2018-2019 project year, while also driving decision-making regarding program improvement and sustainability. Student characteristics, program operations, staff characteristics, objectives and outcomes, and the sustainability plan will be detailed in the report along with a variety of tables and charts that visually represent relevant program data.

1.2 21st Century Community Learning Centers
Per the Florida Department of Education website (fldoe.org), the “21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.”


21st CCLC programs offer a variety of academic and enrichment activities including –
(1) remedial education activities, academic enrichment learning programs, providing additional assistance to students to allow the students to improve their academic achievement
(2) math and science education activities
(3) arts and music education activities
(4) entrepreneurial education programs
(5) tutoring and mentoring programs
(6) after school activities for LEP students that emphasize language skills and academic achievement
(7) recreation activities
(8) telecommunications and technology education programs
(9) expanded library service hours
(10) program that promotes parental involvement and family literacy
(11) program that provides assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement
(12) drug and violence prevention programs, counseling programs, and character education programs.

1.3 Program Description
The Boys & Girls Clubs of Central Florida Levy Hughes Branch site provided quality 21st CCLC programming during the 2018-2019 grant year and implemented the various components of the 21st CCLC grant. The program targeted students in grades K-8 attending Orange County Public School’s Academic Center for Excellence (A.C.E.). The 21st CCLC program integrated academics with various fun hands-on learning activities, homework/tutoring, personal and physical enrichment activities, and opportunities for positive youth development and personal growth. In addition, education services to promote parental involvement and literacy were provided through adult family member activities and workshops. The 21st CCLC program was a well-rounded program that created innovative real-life learning and application of English Language Arts (ELA), Math, and Science skills for elementary and middle school students.

The purpose of the 21st CCLC program at Levy Hughes was: (1) to provide opportunities for academic enrichment, including supplemental instruction to support students in improving skills in English Language Arts/Reading, Mathematics, and Science; (2) to offer students a myriad of additional services, programs, and personal enrichment activities that are designed to reinforce and complement the regular school day and improve student achievement; and (3) to provide adult family members of regularly participating students various opportunities for involvement and improvement in literacy and other related educational development.

The 21st CCLC program at the Levy Hughes Branch site provided opportunities to students and adult family members to address academic, social/emotional, financial/employment, literacy, parental involvement and physical health challenges. All students in the program received free services. The students received an after-school snack, homework assistance, and both academic and enrichment activities by certified teachers and qualified staff at no charge to parents. The 21st CCLC program offered a safe and structured learning environment for students, and no
students were denied admission due to special needs or disabilities. The students interacted daily with positive staff modeling prosocial skills and practiced life skills using communication, collaboration, teamwork, and compromise. Teachers encouraged students’ self-expression, self-confidence, and creativity.

Each day the program followed a structured schedule that included: Homework time, teacher-led small groups, computer time, physical fitness, educational accommodations/tutoring as needed. The students also participated in meaningful discussions, reviewed vocabulary for the project-based learning activity, and participated in personal enrichment activities. The dedicated group of teachers and paraprofessionals worked together to improve students’ academics and provided personal enrichment opportunities through a variety of curricula and various fun hands-on project-based learning activities.

**Homework Assistance**

All students participated in Homework Hero (HH) each day. The students had access to iMacs, iPads, and other materials and resources to complete their homework. Homework Hero was an effective and easy way for the 21st CCLC program staff to track homework achievements and teach students accountability for completing their homework daily within the time frame allocated in the program. The Homework Hero rotation enabled staff to communicate with adult family members about homework, grades, and student progress. The implemented recording process made it easy to track progress towards grade level skills and provide feedback to the students’ core teachers at school.

The middle school students were encouraged and motivated by the teachers to progress towards grade level skills and were taught how to set goals. The 21st CCLC program emphasized providing the necessary support students needed to pass their core English, Math, Science, and Social Studies courses to remain on track for high school graduation.

Students benefited from the homework help and tutoring with certified teacher. Students often worked in ability-based groupings to better meet their academic needs. The groups reinforced Math and Reading skills and enhanced the skills that students were progressing in. The paraprofessionals were utilized for additional support while students were in the small groups.

**Test Taking Skills and Preparation**

The middle school students also acquired test taking skills to become more confident and prepared to do well on their school testing. The teachers monitored student learning by assessing if students were able to 1) accurately use general academic and domain-specific words and phrases; 2) read, speak, write, and comprehend text; 3) make a distinction between relevant and
irrelevant evidence; 4) justify why specific evidence or details are used to help make conclusions; 5) compile facts to support conclusions made to help solve a real world problem; and 6) provide explanations on the changes they would make to solve a real world problem.

**Small Group Reading**

In small group reading, students engaged in group and independent reading activities with purpose and understanding. The students read independently and out loud as teachers engaged students in a discussion about the major points of the text. Students practiced reading skills individually and in groups. Students learned how to analyze and describe the connection between two individuals, events, ideas, or pieces of information in a text. The students learned to use reasoning, planning, and evidence to support a central idea. Teachers encouraged students to collaborate with peers by having discussions to express their ideas, thoughts, and feelings about texts.

The main objectives for small group reading were as follows:

- Students will learn how to use strategies to increase comprehension
- Students will learn how to find main idea of text
- Students will identify and use words that name actions, directions, positions, sequences, and locations
- Students will complete a comprehension assignment (multiple choice and short response)
- Students will answer multiple-choice comprehension questions independently using the text
- Students will rate their thinking and reading, and answer comprehension questions independently using the text
- Students will review the activity questions for accuracy
- Students will understand new vocabulary and use it correctly when reading

The teachers worked with all the grade levels to enhance students’ Reading and Writing skills. Teachers reviewed vocabulary words and modeled how to chunk the text and summarize sections with important details. Students enhanced their reading comprehension skills. The teachers displayed anchor charts in the classroom throughout for each unit. Students were encouraged to recall facts and review the main ideas and concepts they learned. Additionally,
the teachers printed and laminated vocabulary cards to display from the countries they were learning about (i.e., Europe-France, crepes, Eiffel Tower, Mona Lisa, etc.).

Emerging readers learned to develop alphabet recognition, letter sound knowledge, phonological awareness, vocabulary development, comprehension development, and letter formation.

Beginning readers learned to develop letter sound knowledge, reading strategies, automaticity of high frequency words, phonemic awareness, develop fluency, enhance comprehension development by use of both fiction and nonfiction comprehension strategy instruction through read aloud (e.g., relating to own experiences, predicting, accessing/assessing/building prior knowledge, visualizing, monitoring); and by instruction in story structure (e.g., beginning-setting the stage, middle-establishing the problem, and end-solving the problem). Students also learned to apply word knowledge to writing and enhance their written language development.

Intermediate readers learned to develop word pattern knowledge, develop knowledge of multi-syllabic words, develop reading strategies, develop fluency, enhance comprehension development, enhance vocabulary development and written language development. Students also learned the writing process.

**English Language Arts, Math, and Science Instruction**

The Levy Hughes Branch 21st CCLC program’s certified teachers implemented teaching strategies to bridge students’ learning from the school day to the 21st CCLC afterschool program. In addition, teachers used students’ i-Ready diagnostic assessments to develop individualized instructional plans to identify and highlight the skills students were having difficulty mastering.

The *i-Ready English Language Arts* and *i-Ready Math* software were used to ensure that students’ individual learning needs were met. This computer software gave teachers access to detailed data, fostered students’ engagement, and ensured that students had access to material that meet Florida state standards expectations.

Students completed an i-Ready diagnostic assessment that enabled teachers to view their skills level. Based on the i-Ready reports, teachers could identify students who were at grade level, below grade level, or above grade level. Teachers then assigned students online instruction and practice based on their individual needs. The teachers used graphs to track student progress to help guide their instruction. Teachers provided differentiated instruction and scaffolding so students could learn at their own pace.
For Math instruction, students gained confidence in financial literacy, College and Career Readiness activities. Students used problem solving and independent practice to improve their Math skills. Throughout the year, students made cross-curricular connections in Science, Reading, Math, and English Language Arts by engaging in group discussions, recording information in notebooks, charting and graphing data, and conducting research and experiments.

Project-Based Learning
English Language Arts, Math, and Science Florida standards were creatively used to develop innovative and engaging project-based learning activities that students enjoyed. Project-based learning (PBL) is an education teaching model that allows students to learn core academic content while completing academic related projects. The PBLs provided fun, hands-on, and age appropriate activities that fostered creativity, group learning, and critical thinking skills. The PBLs were successfully implemented with a global theme throughout the year. While the students used their hands to complete their project-based learning activity, they are also able to solve real world problems, use trial and error, and apply core content knowledge that they learned in school. Age appropriate modifications were incorporated for the PBL lessons. Teachers were encouraged to use and reinforce improvisation, subject summary and retelling, as well as main idea of subject matter. These techniques were reinforced through reading, call and response, vocal exercise, songs, practice and movement mediums.

Through the Global themed project-based learning activities, students embarked on a global journey around the world. The students made cross-curricular connections in Science, Reading, Art, Math, and English Language Arts by engaging in group discussions, recording information in notebooks, conducting research, and completing a culminating activity (i.e., Global Reading, Global Math, Global Science-Engineering, Global Society, Global Arts, and Foreign Language).
Global Science Class: (Engineering Component)

The Global Engineers activities were structured around incorporating Math and Science. Furthermore, the hands-on engineering activities helped students learn more about Engineering and Technology and reinforced the critical thinking, Science, and Math skills they were learning. At Boys and Girls Clubs of Central Florida Levy Hughes Branch site the students’ global theme was Europe. Students learned about countries in Europe and completed several activities. The culminating PBL activity was assembling a Ferris wheel using the K’NEX Thrill Rides Ferris Wheel kit.

For background information students learned about Ferris wheels, the KQED’s Engineering Design Process, learned key engineering vocabulary words, and watched the video The Engineering Design Process: A Taco Party. In the video, the steps of the design process were related to a taco party. The teachers explained and discussed each step. Students worked together completing a jigsaw activity in groups and were assigned two steps of the design process to focus on and explain.

Students engaged in a real-world engineering design challenges that promoted collaboration and creativity. Students learned about the engineering process and converting metric measurements to standard measurements. Students worked collaboratively in groups to brainstorm, design, plan, and complete a K’NEX Education Set. Students used the K’NEX System to build a Ferris wheel landmark in Europe. The K’NEX Education® set was designed to maximize student engagement in reinforcing Geography, Cultural Awareness, Math, Arts, and Science skills.

K’NEX Education Sets: K’NEX Education Sets engaged students in learning basic and complex Science, Technology, Engineering and Math concepts. The sets are inquiry-based and aligned to International Technology and Engineering Educators Association, National Education Standards and National Council of Teachers of Mathematics Standards. K’NEX
Education provided Dynamic Models to motivate and excite students in hands-on learning. Students learned about the scientific process, increased their scientific inquiry, and used the following skills while completing the project:

Critical Thinking/Problem Solving-Students used critical thinking to solve problems and identify solutions.

Collaboration-Students worked together by brainstorming and sharing ideas. The students worked collaboratively and motivated their peers on group projects. Teachers encouraged students and taught them how to cooperatively and constructively work in groups with others.

Planning and Organizational Skills-The students learned how to develop goals for organization, identify tasks that need to be accomplished, prioritize and delegate tasks, and facilitate brainstorming and discussions on the project process.

The K’NEX building challenge was part of a 24-week implementation plan that encouraged students to follow the engineering process. The teacher guided students in following the color-coded instructions. The students used a rubric for the groups to maintain consistency as they each worked on various parts to assemble the 6-foot Ferris wheel. The K’NEX Thrill Rides Ferris Wheel kit included 8550 pieces. The K’NEX Ferris Wheel is battery operated and has moving pieces.

Mad Science

Hands-on activities were provided by vendor Mad Science that allowed teachers to reinforce Science concepts. Mad Science provided interactive, fun, hands-on activities and demonstrations that brought science to life. The lessons were aligned with STEM objectives and met state standards. The students enjoyed being creative and making science experiments they could take home.
Global Math

Students used the Smart Owl Calculator, Magnet Tiles, and Math Cubes to solve Math problems on Math Fact Sheets. The teachers created centers and timed the students as they solved a set of problems. The students were also engaged in games like multiplication Bingo to practice their multiplication facts.

The goal for Global Math was for students to complete Math sheets with one hundred percent accuracy. As students mastered the basic Math facts, they competed to move up levels for their Math belt color that they got to sew at the end of the school year. The karate belt ranks and levels were used for the Math belts (i.e., white, yellow, orange, green, blue, purple, red, brown, black).

Personal Enrichment

21st CCLC program offers diverse programming to keep students engaged and motivated. The students participated in personal enrichment activities daily during program hours. The personal enrichment activities offered to students included Music Engineering, You Tube Creation, Web Design, Health & Fitness Club, Yoga, Zumba, Drama, culinary, financial literacy, team sports, Foreign Language, Mad Science. The 21st CCLC program partnered with local contractors who also provided academic and personal enrichment hands-on learning to the students on a rotation throughout the year. In addition, the teachers incorporated lessons like character development, social responsibility, cultural awareness and sensitivity, empathy, anger management, coping, and technology/communication.

Presidential Fitness

In Presidential Fitness, students worked on physical fitness and learned skills and techniques for various sports. The students learned the rules, skills, techniques, and also learned about good sportsmanship, teamwork, hard-work, commitment, and organization.

Healthy Habits emphasized good nutrition, regular physical activity, improving students’ overall well-being by increasing their knowledge of healthy habits, increasing the number of hours per day that they participate in physical activities, and strengthening their ability to interact positively with others and engage in positive relationships. The students also enjoyed learning Zumba.
The objectives were:

- Learning about cultures and dances
- Learning about the benefits of regular physical activity and exercise
- Learning about improving overall well-being

**International Cuisine and Healthy Habits**

Students learned culinary basics and gained knowledge about the healthy food options from around the world. The origin of spices and dishes from various countries and their health benefits were discussed. The students learned about nutrition, healthy eating and learned how to prepare different recipes. The students enjoyed learning about food hygiene, meal preparation, cooking, and international cuisine. The culinary contractor taught the importance of eating from all five food groups and engaged the students in a variety of hands-on cooking activities.

**Global Art**

The students were afforded the opportunity to learn about works of art from around the world. Students learned how Math and Art are closely related. Students drew picture pieces into the appropriate locations in the frame of a Mona Lisa painting. Students had to pay close attention to detail, recognize patterns, and synthesize data to connect the lines to complete the painting. After completing the art painting project, students researched the artist and famous work of art.

**Global Development**

Students worked in small groups to complete individual and group assignments. Students became more aware of their own value as individuals and the uniqueness of others around them through collaborative classroom activities. Students participated in daily lessons that encouraged cultural awareness and taught them about multiculturalism, communication skills, life skills, character traits and social skills.
The teachers used auditory focusing exercises to show students how to maintain mindful focus and encourage self-control. The students wrote reflections in their gratitude journal. The teachers engaged students in breathing exercises (i.e., the 4-7-8 Relaxing Breath, Breath Counting, and Stimulating Breath also called the Bellows Breath), mindfulness, and games like mindful charades.

The students benefited from these personal enrichment activities which taught them a variety of skills (i.e., taking responsibility, following instructions, critical thinking, problem solving, committing to a task, teamwork, persistence, overcoming challenges, perseverance, respect, motivation, how to deal with wins and losses, following written and verbal instructions, problem solving, role-playing, teamwork, communication skills, and social skills). The personal enrichment activities allowed the 21st CCLC program to help build the whole child.

**Adult Family Member Services**

The 21st CCLC program encouraged adult family member participation of participating students and offered workshops, events, and/or activities for all the adult family members throughout the grant year. The workshops were facilitated by staff and local partners. Various communication methods were used throughout the year to engage adult family members in the workshops and events. Flyers were distributed in advance of the events. Workshop topics included: literacy and reading skills, ways to support your child’s education, homework and tutoring services, academic and personal enrichment activities, financial literacy, and community resources to name a few. Adult family member activities were designed to provide information/resources, improve social/emotional interactions and relationships with adults and students, and to enhance parenting and communication skills. Highlights of the adult family member events at Levy Hughes Branch are provided below:

**Highlight 1: Healthy Heart African Americans Heart Disease and Stroke**

Participants were presented Orange Blossom Family Health medical and dental services.

**Highlight 2: March Madness**

How to deal with your child’s anger and stressors that cause anger was presented by Guidance Counselors University of Central Florida-assisted student, family and community efforts.
Advisory Board
An advisory board was established for the 21st CCLC program at the Boys & Girls Clubs of Central Florida Levy Hughes Branch site. The advisory board comprised of parents, students, community members and other stakeholders. Advisory board meetings were held throughout the year. Each meeting included an attendance sign-in sheet, an agenda, and meeting minutes that were recorded. The advisory board was committed to and supportive of the 21st CCLC program. Board members utilized their expertise and provided input on program needs. The advisory board was a great asset to the 21st CCLC program.

1.4 Program Evaluation
EduMatrix served as the external evaluator for this grantee for the 2018-2019 grant year. Both formative and summative evaluations were performed. Formative evaluations provide the program with feedback from both formal (i.e., surveys, objective performance measurements, progress monitoring reporting) and informal (i.e., program and classroom visits, meetings, conference calls) assessments throughout the year. This type of feedback promotes continuous growth and improvement. The summative evaluation reflects the program’s overall annual performance, recommendations for program improvement, and reporting outcomes. Quantitative and qualitative data were both analyzed using a mixed methods research design. Various types of data were collected to provide a thorough understanding about program findings versus quantitative or qualitative data alone.

Mixed methods data analysis was included in the collection and analysis of independent and dependent variables and the relationships between these variables was defined. Triangulation through the mixed methods research design approach allowed for a complete and strong evaluation of quantitative and qualitative program data. Program evaluation best practices was utilized throughout the evaluation process and included defining patterns in collected evaluation data, disaggregating program data, analyzing site visit results and providing feedback (qualitative), establishing academic and enrichment connections (quantitative data) and using evaluation results to make recommendations. This led to relevant recommendations for program improvement regarding data collection efforts, completeness of data and connecting program implementation to grant outcomes.

Data was collected at various times throughout the year for evaluation. EduMatrix performed a data analysis on the program’s baseline data, mid-year data and end-of-year data. The data source used for evaluation was the objective assessment (report card grades, test scores, etc.) that is tied to each grant objective. Data was analyzed using data collection and statistical
software for test statistics, and to conduct significance tests, correlations, standard deviation and an inductive and deductive analysis. Collected data results were disaggregated as follows: number of days for student attendance, student enrollment by age, gender, ethnicity, grade level, school, free/reduced lunch status, program academic activities, number of family member activities/workshops offered and attended, description of family member offerings, frequency of attendance and number of family members that took the assessments. Evaluation activities were scheduled around the program schedule and did not interfere with program offerings. All qualitative and quantitative data collection methods were discussed in advance to ensure this. As part of the evaluation plan an outcomes and implementation analysis was conducted to assess program impact, which included calculating increase and decrease in student pre/mid/post test scores to measure progress towards meeting each grant objective at the mid-year time point and the end-of-year time point. Student recruitment strategies, program activities, student retention, participation, program operational plans and sustainability are all factors that were considered during the implementation analysis which occurs at various time points throughout the year. Formative evaluation results were used to inform the program how it was progressing at mid-year. Summative evaluation results were used to develop this report and inform the program, stakeholders and community members about the overall performance of the program from the beginning to the end of the grant year.

EduMatrix conducted at least two site visits at this 21st CCLC site during the 2018-2019 grant year to collect qualitative data. A formal checklist was used to identify program offerings and operations on the day of the visits. The external evaluator also interviewed the program leadership during each site visit to gain a more informed perspective on how the program was progressing towards meeting each grant objective at the time of the visit. After each site visit, a site visit report was generated and provided to the program so that program leadership would know what they were doing well and also know which items needed to be worked on or improved. For each site visit that was made during the grant year, the site visit reports revealed that the program was operating at a satisfactory level.
2.0 STUDENT CHARACTERISTICS

This section provides information about the students served by your program, including demographics, enrollment, and daily attendance.

2.1 Student Enrollment and Attendance

Table 1 below details the number of total enrolled and regularly participating students that attended the program during the 2018 summer program only, the 2018-2019 school year only and for both summer and school year.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Total Enrolled Attending (at least one day)</th>
<th>Regularly Participating Enrollment (30 days or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Summer</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>220</td>
<td>0</td>
</tr>
</tbody>
</table>

2.2 Student Demographics

Tables 2-11 below detail the number of total enrolled and regularly participating students that attended the program and includes information about their gender, age range, limited English proficiency status, disability status, race/ethnicity, grade level and free or reduced lunch status. If the program did not have the information for any of these specific areas or the parent or target school did not provide this information to the program, those student numbers are included in the tables below under the “Data Not Provided”.

Table 2. Summer 2018 – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Total Participating Students</th>
<th>Regularly Participating Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gender</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.

Table 3. 2018-2019 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Total Participating Students</th>
<th>Regularly Participating Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>114</td>
<td>106</td>
</tr>
</tbody>
</table>

*Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.

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

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Limited English Language Proficiency</th>
<th>Identified with Special Needs</th>
<th>Free or Reduced-Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Data Not Provided*</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Data Not Provided = Information is unknown, cannot be verified, or not reported.


<table>
<thead>
<tr>
<th>Center Name</th>
<th>Limited English Language Proficiency</th>
<th>Identified with Special Needs</th>
<th>Free or Reduced-Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Data Not Provided*</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>0</td>
<td>0</td>
<td>220</td>
</tr>
</tbody>
</table>

*Data Not Provided = Information is unknown, cannot be verified, or not reported.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Limited English Language Proficiency</th>
<th>Identified with Special Needs</th>
<th>Free or Reduced-Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No  Data Not Provided*</td>
<td>Yes  No  Data Not Provided</td>
<td>Yes  No  Data Not Provided</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>N/A  N/A  N/A</td>
<td>N/A  N/A  N/A</td>
<td>N/A  N/A  N/A</td>
</tr>
</tbody>
</table>

* Data Not Provided = Information is unknown, cannot be verified, or not reported.


<table>
<thead>
<tr>
<th>Center Name</th>
<th>Limited English Language Proficiency</th>
<th>Identified with Special Needs</th>
<th>Free or Reduced-Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No  Data Not Provided*</td>
<td>Yes  No  Data Not Provided</td>
<td>Yes  No  Data Not Provided</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>0   0   182</td>
<td>15  0  167</td>
<td>182  0  0</td>
</tr>
</tbody>
</table>

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

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

<table>
<thead>
<tr>
<th>Center Name</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Data Not Provided = Information is unknown, cannot be verified, or not reported.
### Table 9. 2018-2019 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Total Participating Students</th>
<th>Regularly Participating Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Indian or Alaska Native</td>
<td>Asian</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

### Table 10. 2018-2019 Academic Year – Student Grade for Total Participating Students.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Grade In School*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PK</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>0</td>
</tr>
</tbody>
</table>

* Grade levels are exclusive, as students can only be in one grade level.

### Table 11. 2018-2019 Academic Year – Student Grade for Regularly Participating Students.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Grade In School*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PK</td>
</tr>
<tr>
<td>Levy Hughes</td>
<td>0</td>
</tr>
</tbody>
</table>

* Grade levels are exclusive, as students can only be in one grade level.
3.0 PROGRAM OPERATIONS

The program operations information is detailed in sections 3.1 and 3.2 below which includes 2018 summer operations data and 2018-2019 school year operations data.

3.1 Summer Operation

The following table includes no information about the 2018 summer program for this grantee since this grantee is not funded for the 21st CCLC program in the summer.

Summer 2018 Operation

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Total number of weeks THIS site was open:</th>
<th>Typical number of days per week THIS site was open:</th>
<th>Typical number of hours per week THIS site was open on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3.2 Academic Year Operation

The 2018-2019 school year operations information is detailed in the table below which includes information about the total number of weeks, days and days per week this site was open, the typical number of hours per week this site was open, and the total number of days this site operated.

School Year 2018-19 Operation

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Total # weeks THIS site was open:</th>
<th>Total # days THIS site was open:</th>
<th>Typical # days per week THIS site was open:</th>
<th>Typical # hours per week THIS site was open:</th>
<th>Total # days THIS site operated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>21</td>
<td>84</td>
<td>5</td>
<td>16 11</td>
<td>84 7</td>
</tr>
</tbody>
</table>
4.0 STAFF CHARACTERISTICS

This section provides information on the composition of staff at this site including staff demographics, ratio of staff to students, staff quality (training and certifications), and turnover.

4.1 Staff Demographics

The following tables detail the staffing type for this site and includes information about whether those staff were paid or considered volunteers for the 2018-2019 school year program.

<table>
<thead>
<tr>
<th>Levy-Hughes</th>
<th>Summer of 2018</th>
<th>Fall Term School Year (Aug-Dec)</th>
<th>Spring Term School Year (Jan-May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Type</td>
<td>Paid</td>
<td>Volunteer</td>
<td># of Paid Males</td>
</tr>
<tr>
<td>School Day Teachers</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Center Administrators and Coordinators</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Non-teaching School Day Staff</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Parents</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>College Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>High School Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Community Members</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Sub-contracted Staff</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other (if staff does not fall into any category above)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The highest level of education completed out of all paid 21st CCLC teaching staff at this site during School Year: Specialist Degree
The highest level of education completed out of all paid paraprofessional/program assistant staff at this site during School Year: Bachelor's Degree

4.2 Student-to-Staff Ratio

The student-to-staff ratio at this site was approximately 10:1 for academic enrichment and up to 20:1 for personal enrichment activities. The program made a positive impact in both academic and personal enrichment classes with these ratios.
4.3 Staff Training

All 21st CCLC staff (teachers and paraprofessionals) received professional development training during the 2018-2019 project year and participated in the following workshops:

### 21st CCLC Professional Development

<table>
<thead>
<tr>
<th>Month</th>
<th>Title of All Professional Development sessions offered to Teachers and Staff During the Month</th>
<th>Length of PD Session</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2018</td>
<td>21st CCLC Teacher Orientation</td>
<td>90 minutes</td>
<td>21st CCLC Teachers</td>
</tr>
<tr>
<td>December 2018</td>
<td>Study Island Software</td>
<td>75 minutes</td>
<td>21st CCLC Site Coordinator</td>
</tr>
<tr>
<td>January 2019</td>
<td>21st CCLC Teacher Orientation</td>
<td>90 minutes</td>
<td>21st CCLC Teachers</td>
</tr>
<tr>
<td></td>
<td>Passport</td>
<td>90 Minutes</td>
<td>21st CCLC Foreign Language PA</td>
</tr>
<tr>
<td>February 2019</td>
<td>What is 21st CCLC &amp; How does that impact the club?</td>
<td>60 minutes</td>
<td>BGCCF Club Staff &amp; 21st CCLC Club Staff</td>
</tr>
<tr>
<td>March 2019</td>
<td>Google Docs &amp; Google Classroom</td>
<td>Up to 12 hours</td>
<td>21st CCLC Teachers</td>
</tr>
<tr>
<td></td>
<td>Action Steps Action Plans</td>
<td>60 minutes</td>
<td>21st CCLC Directors</td>
</tr>
<tr>
<td>April 2019</td>
<td>Policy and Procedures 101</td>
<td>60 Minutes</td>
<td>21st CCLC Directors</td>
</tr>
<tr>
<td>May 2019</td>
<td>Problem Solving &amp; Decision Making Skills</td>
<td>60 Minutes</td>
<td>21st CCLC Directors &amp; Staff</td>
</tr>
<tr>
<td>June 2019</td>
<td>Defining Roles and Expectations</td>
<td>60 Minute</td>
<td>21st CCLC STAFF &amp; Summer Contractors</td>
</tr>
</tbody>
</table>

4.4 Staff Turnover

At the Levy Hughes site, one teacher was “lost” due to turnover. Of the one teacher that was lost, one was replaced during the program year.

The program administration created a program that can operate effectively if and/or when several components are missing. This includes strategic planning with use of space, resources and staff. Part of the system includes the daily integration of all Directors into the scheduled program. This could be up to three additional people to provide support and oversight in case of absences. This site has also paid contractors for program implementation, including two Reading support teachers daily. This allows the program to accommodate up to four program assistants and/or two absent teachers (per day), if
needed. The program would still be able to fully operate implementing designed lesson plans for the after school day.

If more absences are required, alternative plans include an In House Field Trip that is incorporated with various approved vendors to provide educational enrichment opportunities for the students.

5.0 OUTCOMES and FINDINGS

This section provides information on program objectives, how those objectives are measured, data collection and analysis methods, progress toward meeting grant objectives, student success, additional grant findings and recommendations.

5.1 Objective Assessment

Objective 1
Elementary School Students

Objective Assessment Plan:
70% of regularly participating elementary school students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.

Success Criterion:
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

Findings:
1. Objective not met.
2. Total students with sufficient data – 140
3. 48% of regularly participating students met the stated success criterion.

Objective Status –
48% of regularly participating elementary school students with sufficient data showed improvement in English Language Arts grades across the program year. The success criterion was found comparing first and fourth quarter English Language Arts grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for
grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 140 students with sufficient data to measure the criterion, 67 students met the criterion.

Table 1.1: BGCCF Levy Hughes English Language Arts Grade Improvement - Elementary

<table>
<thead>
<tr>
<th>Levy Hughes</th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>140</td>
<td>67</td>
<td>48%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Middle School Students

Objective Assessment Plan:
70% of regularly participating middle school students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.

Success Criterion:
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

Findings:
1. Objective not met.
2. Total students with sufficient data – 32
3. 44% of regularly participating students met the stated success criterion.

Objective Status –
44% of regularly participating middle school students with sufficient data showed improvement in English Language Arts grades across the program year. The success criterion was found comparing first and fourth quarter English Language Arts grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 32 students with sufficient data to measure the criterion, 14 students met the criterion.
Table 1.2: BGCCF Levy Hughes English Language Arts Grade Improvement - Middle

<table>
<thead>
<tr>
<th></th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>32</td>
<td>14</td>
<td>44%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Objective 2
Elementary School Students

Objective Assessment Plan:
80% of regularly participating students will improve their reading skills as measured by standardized progress monitoring tool

Success Criterion:
Maintain a score of 80 and above or improve from pre-assessment by at least 1 point.

Findings:
1. Objective not met.
2. Total students with sufficient data – 145
3. 79% of regularly participating students met the stated success criterion.

Objective Status—
79% of regularly participating elementary school students with sufficient data showed improvement in reading skills across the program year or maintained a high level of reading skills. The success criterion was found using the Discovery Education Standardized Assessment comparing a pre-score to a post-score, attained at the beginning and end of the year respectively. Pre-scores were only substituted for mid-scores, attained during the program year, for students who had not yet started the program year when the first assessment was given. The success criterion requires students to maintain a score of 80 or higher or improve their score from the pre-assessment baseline by at least one point. Of 145 students with sufficient data to measure the criterion, 114 students met the criterion.

Table 2.1: BGCCF Levy Hughes Reading/ELA Discovery Assessment - Elementary

<table>
<thead>
<tr>
<th></th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>145</td>
<td>114</td>
<td>79%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion
Objective 3

Elementary School Students

Objective Assessment Plan:
70% of regularly participating elementary school students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.

Success Criterion:
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

Findings:
1. Objective not met.
2. Total students with sufficient data – 138
3. 61% of regularly participating students met the stated success criterion.

Objective Status –
61% of regularly participating elementary school students with sufficient data showed improvement in mathematics grades across the program year. The success criterion was found comparing first and fourth quarter mathematics grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 138 students with sufficient data to measure the criterion, 84 students met the criterion.

Table 3.1: BGCCF Levy Hughes Mathematics Grade Improvement - Elementary

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>138</td>
<td>84</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Middle School Students

Objective Assessment Plan:
70% of regularly participating middle school students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.
**Success Criterion:**
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

**Findings:**
1. Objective not met.
2. Total students with sufficient data – 32
3. 31% of regularly participating students met the stated success criterion.

**Objective Status –**
31% of regularly participating middle school students with sufficient data showed improvement in mathematics grades across the program year. The success criterion was found comparing first and fourth quarter mathematics grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 32 students with sufficient data to measure the criterion, 10 students met the criterion.

**Table 3.2: BGCCF Levy Hughes Mathematics Grade Improvement - Middle**

<table>
<thead>
<tr>
<th></th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Levy Hughes</strong></td>
<td>32</td>
<td>10</td>
<td>31%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

**Objective 4**

*Elementary School Students*

**Objective Assessment Plan:**
80% of regularly participating students will improve their mathematics skills as measured by standardized progress monitoring tool

**Success Criterion:**
Maintain a score of 80 and above or improve from pre-assessment by at least 1 point.

**Findings:**
1. Objective met.
2. Total students with sufficient data – 145
3. 88% of regularly participating students met the stated success criterion.

Objective Status—
88% of regularly participating elementary school students with sufficient data showed improvement in mathematics skills across the program year or maintained a high level of mathematics skills. The success criterion was found using the Discovery Education Standardized Assessment comparing a pre-score to a post-score, attained at the beginning and end of the year respectively. Pre-scores were only substituted for mid-scores, attained during the program year, for students who had not yet started the program year when the first assessment was given. The success criterion requires students to maintain a score of 80 or higher or improve their score from the pre-assessment baseline by at least one point. Of 145 students with sufficient data to measure the criterion, 127 students met the criterion.

| Table 4.1: BGCCF Levy Hughes Mathematics Discovery Assessment - Elementary |
|---------------------------------|------------------|------------------|
| Total Students*                | Met Objective    | Met Objective (%)|
| Levy Hughes                    | 145              | 127              | 88%              |

*Students with sufficient data to measure objective criterion

Middle School Students

Objective Assessment Plan:
80% of regularly participating students will improve their mathematics skills as measured by standardized progress monitoring tool

Success Criterion:
Maintain a score of 80 and above or improve from pre-assessment by at least 1 point.

Findings:
1. Objective met.
2. Total students with sufficient data – 32
3. 88% of regularly participating students met the stated success criterion.

Objective Status—
88% of regularly participating middle school students with sufficient data showed improvement in mathematics skills across the program year or maintained a high level of mathematics skills. The success criterion was found using the Discovery Education Standardized Assessment comparing a pre-score to a post-score, attained at the beginning
and end of the year respectively. Pre-scores were only substituted for mid-scores, attained during the program year, for students who had not yet started the program year when the first assessment was given. The success criterion requires students to maintain a score of 80 or higher or improve their score from the pre-assessment baseline by at least one point. Of 32 students with sufficient data to measure the criterion, 28 students met the criterion.

Table 4.2: BGCCF Levy Hughes Mathematics Discovery Assessment - Middle

<table>
<thead>
<tr>
<th>Levy Hughes</th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32</td>
<td>28</td>
<td>88%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Objective 5

*Elementary School Students*

Objective Assessment Plan:
70% of regularly participating elementary school students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.

Success Criterion:
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

Findings:
1. Objective met.
2. Total students with sufficient data – 140
3. 79% of regularly participating students met the stated success criterion.

Objective Status –
79% of regularly participating elementary school students with sufficient data showed improvement in science grades across the program year. The success criterion was found comparing first and fourth quarter science grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 140 students with sufficient data to measure the criterion, 111 students met the criterion.
Table 5.1: BGCCF Levy Hughes Science Grade Improvement - Elementary

<table>
<thead>
<tr>
<th></th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>140</td>
<td>111</td>
<td>79%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Middle School Students

Objective Assessment Plan:
70% of regularly participating middle school students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.

Success Criteria:
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

Findings:
1. Objective met.
2. Total students with sufficient data – 32
3. 81% of regularly participating students met the stated success criterion.

Objective Status –
81% of regularly participating middle school students with sufficient data showed improvement in science grades across the program year. The success criterion was found comparing first and fourth quarter science grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 32 students with sufficient data to measure the criterion, 10 students met the criterion.

Table 5.2: BGCCF Levy Hughes Science Grade Improvement - Middle

<table>
<thead>
<tr>
<th></th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>32</td>
<td>26</td>
<td>81%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion
Objective 6

*Elementary School Students*

**Objective Assessment Plan:**
75% of regularly participating students will improve their science skills as measured by standardized progress monitoring tool

**Success Criterion:**
Maintain a score of 80 and above or improve from pre-assessment by at least 1 point.

Findings:
1. Objective met.
2. Total students with sufficient data – 145
3. 94% of regularly participating students met the stated success criterion.

Objective Status—
94% of regularly participating elementary school students with sufficient data showed improvement in science skills across the program year or maintained a high level of science skills. The success criterion was found using the Discovery Education Standardized Assessment comparing a pre-score to a post-score, attained at the beginning and end of the year respectively. Pre-scores were only substituted for mid-scores, attained during the program year, for students who had not yet started the program year when the first assessment was given. The success criterion requires students to maintain a score of 80 or higher or improve their score from the pre-assessment baseline by at least one point. Of 145 students with sufficient data to measure the criterion, 137 students met the criterion.

*Table 6.1: BGCCF Levy Hughes Science Discovery Assessment - Elementary*

<table>
<thead>
<tr>
<th>Levy Hughes</th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>145</td>
<td>137</td>
<td>94%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

---

**Middle School Students**

**Objective Assessment Plan:**
75% of regularly participating students will improve their mathematics skills as measured by standardized progress monitoring tool
Success Criterion:
Maintain a score of 80 and above or improve from pre-assessment by at least 1 point.

Findings:
1. Objective met.
2. Total students with sufficient data – 32
3. 94% of regularly participating students met the stated success criterion.

Objective Status—
94% of regularly participating middle school students with sufficient data showed improvement in science skills across the program year or maintained a high level of science skills. The success criterion was found using the Discovery Education Standardized Assessment comparing a pre-score to a post-score, attained at the beginning and end of the year respectively. Pre-scores were only substituted for mid-scores, attained during the program year, for students who had not yet started the program year when the first assessment was given. The success criterion requires students to maintain a score of 80 or higher or improve their score from the pre-assessment baseline by at least one point. Of 32 students with sufficient data to measure the criterion, 30 students met the criterion.

Table 6.2: BGCCF Levy Hughes Science Discovery Assessment - Middle

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>32</td>
<td>30</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Objective 7
Middle School Students

Objective Assessment Plan:
75% of regularly participating students will achieve their civic skills as measured by state monitoring assessment tool

Success Criterion:
Attain an Achievement Level 3 (satisfactory) or higher

Findings:
1. Objective not met.
2. Total students with sufficient data – 5
3. 20% of regularly participating students met the stated success criterion.

Objective Status –
20% of regularly participating middle school students with sufficient data showed knowledge of civic skills across the program year. The success criterion was found using the FSA civics assessment, and scores were attained at the end of the program year. The success criterion requires students to score an Achievement Level 3 or higher. Of 5 students with sufficient data to measure the criterion, 1 student met the benchmark.

Table 7.1: BGCCF Levy Hughes Civics Improvement

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Levy Hughes</strong></td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Objective 8
*Elementary School Students*

Objective Assessment Plan:
70% of regularly participating students in third grade will achieve promotion based on their performance on the FSA in English Language Arts/Writing

Success Criterion:
Attain an Achievement Level 2 (satisfactory) or higher on the FSA in English Language Arts/Writing.

Findings:
1. Objective not met.
2. Total students with sufficient data – 23
3. 52% of regularly participating students met the stated success criterion.

Objective Status—
52% of regularly participating 3rd grade students with sufficient data indicated achievement of a satisfactory level or above in English/Language Arts state assessments. Students presented with a score on the English Language Arts state assessment were considered to have sufficient data. A satisfactory level is considered a score of 2 or above out of 5. Of the 23 students with an assessment score reported, 12 students met the stated objective.
Table 8.1: BGCCF Levy Hughes Third Grade Promotion

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>23</td>
<td>12</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Objective 9

Middle School Students

Objective Assessment Plan:
70% of regularly participating students in enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam

Success Criterion:
Attain an Achievement Level 3 or higher on the Florida Standards Assessment – Algebra I EOC assessment.

Findings:
1. Objective not met.
2. Total students with sufficient data – 0
3. 0% of regularly participating students met the stated success criterion.

Objective Status—
Zero students were enrolled in the Florida Standards Assessment Algebra I EOC course and presented with a score. Therefore, zero students met the success criterion for this objective.

Objective 10

Elementary School Students

Objective Assessment Plan:
75% of regularly participating students will maintain high performance or improve their decision-making skills as measured by curriculum-based assessment

Success Criterion:
Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:
1. Objective met.
2. Total students with sufficient data – 142
3. 91% of regularly participating students met the stated success criterion.

Objective Status—
91% of regularly participating elementary school students with sufficient data indicated an improvement in their decision-making skills as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 142 regularly participating students presented with sufficient data, 129 students met the criterion.

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Scores</td>
<td>142</td>
<td>0</td>
<td>83</td>
<td>31.2</td>
</tr>
<tr>
<td>Post Scores</td>
<td>142</td>
<td>26</td>
<td>100</td>
<td>64.4</td>
</tr>
<tr>
<td>Difference or Change in Score</td>
<td>142</td>
<td>-38</td>
<td>91</td>
<td>33.3</td>
</tr>
</tbody>
</table>

*Indicates total number of students with sufficient data to measure the success criterion

Elementary school students’ knowledge of positive decision-making improved by an average of 33.3 points over the course of the program year. The standard deviation (SD) of change in score is 24.2 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 10.2: BGCCF Levy Hughes Decision-Making Skills Improvement - Elementary

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>142</td>
<td>129</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Middle School Students
Objective Assessment Plan:
75% of regularly participating students will maintain high performance or improve their decision-making skills as measured by curriculum-based assessment.

Success Criterion:
Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:
1. Objective met.
2. Total students with sufficient data – 32
3. 100% of regularly participating students met the stated success criterion.

Objective Status—
100% of regularly participating middle school students with sufficient data indicated an improvement in their decision-making skills as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 32 regularly participating students presented with sufficient data, all students met the criterion.

Table 10.3: BGCCF Levy Hughes Decision-Making Skills Statistics - Middle

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Scores</td>
<td>32</td>
<td>6</td>
<td>17</td>
<td>9.6</td>
</tr>
<tr>
<td>Post Scores</td>
<td>32</td>
<td>25</td>
<td>40</td>
<td>33.1</td>
</tr>
<tr>
<td>Difference or Change in Score</td>
<td>32</td>
<td>11</td>
<td>33</td>
<td>23.5</td>
</tr>
</tbody>
</table>

*Indicates total number of students with sufficient data to measure the success criterion.

Middle school students’ knowledge of positive decision-making improved by an average of 23.5 points over the course of the program year. The standard deviation (SD) of change in score is 5.2 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high
deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 10.4: BGCCF Levy Hughes Decision-Making Skills Improvement - Middle

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

**Objective 11**  
*Elementary School Students*

**Objective Assessment Plan:**  
75% of regularly participating students will maintain high performance or improve their physical and personal wellness as measured by curriculum-based assessment

**Success Criterion:**  
Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:  
1. Objective met.  
2. Total students with sufficient data – 135  
3. 94% of regularly participating students met the stated success criterion.

**Objective Status—**  
94% of regularly participating elementary school students with sufficient data indicated an improvement in their physical and personal wellness as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 135 regularly participating students presented with sufficient data, 127 students met the criterion.

Table 11.1: BGCCF Levy Hughes Physical & Personal Wellness Statistics - Elementary

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Scores</td>
<td>135</td>
<td>0</td>
<td>83</td>
<td>25.4</td>
</tr>
<tr>
<td>Post Scores</td>
<td>135</td>
<td>26</td>
<td>96</td>
<td>63.6</td>
</tr>
<tr>
<td>Difference or Change in Score</td>
<td>135</td>
<td>-46</td>
<td>89</td>
<td>38.2</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>------</td>
</tr>
</tbody>
</table>

*Indicates total number of students with sufficient data to measure the success criterion

Elementary school students’ knowledge of wellness improved by an average of 38.2 points over the course of the program year. The standard deviation (SD) of change in score is 24.3 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

*Table 11.2: BGCCF Levy Hughes Wellness Improvement - Elementary*

<table>
<thead>
<tr>
<th>Levy Hughes</th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>135</td>
<td>127</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

**Middle School Students**

**Objective Assessment Plan:**
75% of regularly participating students will maintain high performance or improve their decision-making skills as measured by curriculum-based assessment

**Success Criterion:**
Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:
1. Objective met.
2. Total students with sufficient data – 32
3. 100% of regularly participating students met the stated success criterion.

**Objective Status—**
100% of regularly participating middle school students with sufficient data indicated an improvement in their physical and personal wellness as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively.
Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 32 regularly participating students presented with sufficient data, all students met the criterion.

Table 11.3: BGCCF Levy Hughes Physical & Personal Wellness Skills Statistics - Middle

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Scores</td>
<td>32</td>
<td>5</td>
<td>20</td>
<td>11.1</td>
</tr>
<tr>
<td>Post Scores</td>
<td>32</td>
<td>22</td>
<td>43</td>
<td>36.7</td>
</tr>
<tr>
<td>Difference or Change in Score</td>
<td>32</td>
<td>14</td>
<td>38</td>
<td>25.6</td>
</tr>
</tbody>
</table>

*Indicates total number of students with sufficient data to measure the success criterion

Middle school students’ knowledge of wellness improved by an average of 25.6 points over the course of the program year. The standard deviation (SD) of change in score is 5.9 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 11.4: BGCCF Levy Hughes Decision-Making Skills Improvement - Middle

<table>
<thead>
<tr>
<th>Levy Hughes</th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>32</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Objective 12
Middle School Students

Objective Assessment Plan:
75% of regularly participating students will maintain high performance or improve their financial literacy skills as measured by curriculum-based assessment

Success Criterion:
Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.
Findings:
1. Objective met.
2. Total students with sufficient data – 38
3. 92% of regularly participating students met the stated success criterion.

Objective Status—
92% of regularly participating middle school students with sufficient data indicated an improvement in their knowledge of financial literacy skills as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 38 regularly participating students presented with sufficient data, 35 students met the criterion.

Table 12.1: BGCCF Levy Hughes Financial Literacy Skills Statistics - Middle

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Scores</td>
<td>38</td>
<td>15</td>
<td>94</td>
<td>57.8</td>
</tr>
<tr>
<td>Post Scores</td>
<td>38</td>
<td>39</td>
<td>100</td>
<td>80.8</td>
</tr>
<tr>
<td>Difference or Change in Score</td>
<td>39</td>
<td>-23</td>
<td>63</td>
<td>23.0</td>
</tr>
</tbody>
</table>

*Indicates total number of students with sufficient data to measure the success criterion

Middle school students’ knowledge of financial literacy improved by an average of 23.0 points over the course of the program year. The standard deviation (SD) of change in score is 18.6 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 12.2: BGCCF Levy Hughes Financial Literacy Skills Improvement - Middle

<table>
<thead>
<tr>
<th>Levy Hughes</th>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
<td>35</td>
<td>92%</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion
Objective 13  
*Elementary School Students*

**Objective Assessment Plan:**
70% of adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey

**Success Criterion:**
Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:
1. Objective met.
2. Total students with sufficient data – 145
3. 100% of regularly participating students met the stated success criterion.

Objective Status—
100% of regularly participating elementary adult family members with sufficient data indicated an improvement in their knowledge of parenting skills as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Mid-scores were only considered in cases in which the family member was not present at the time of the pre-assessment. Of 145 regularly participating family members presented with sufficient data, all met the criterion.

*Table 13.1: BGCCF Levy Hughes Parenting Kills Statistics - Elementary*

<table>
<thead>
<tr>
<th></th>
<th>Total Students*</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Scores</td>
<td>145</td>
<td>0</td>
<td>70</td>
<td>19.7</td>
<td>14.1</td>
</tr>
<tr>
<td>Post Scores</td>
<td>145</td>
<td>60</td>
<td>100</td>
<td>84.1</td>
<td>10.0</td>
</tr>
<tr>
<td>Difference or Change in Score</td>
<td>145</td>
<td>20</td>
<td>100</td>
<td>64.5</td>
<td>16.7</td>
</tr>
</tbody>
</table>

*Indicates total number of students with sufficient data to measure the success criterion*

Elementary family members’ knowledge of wellness improved by an average of 64.5 points over the course of the program year. The standard deviation (SD) of change in score is 16.7 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is...
representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 13.2: BGCCF Levy Hughes Parenting Skills Improvement - Elementary

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>145</td>
<td>145</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

Middle School Students

Objective Assessment Plan:
75% of regularly participating students will maintain high performance or improve their decision-making skills as measured by curriculum-based assessment

Success Criterion:
Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:
1. Objective met.
2. Total students with sufficient data – 32
3. 100% of regularly participating students met the stated success criterion.

Objective Status—
100% of regularly participating middle family members with sufficient data indicated an improvement in their parenting skills as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 32 regularly participating students presented with sufficient data, all students met the criterion.

Table 13.3: BGCCF Levy Hughes Parenting Skills Statistics - Middle

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Scores</td>
<td>32</td>
<td>0</td>
<td>50</td>
<td>20.0</td>
</tr>
</tbody>
</table>
Middle school family members’ knowledge of wellness improved by an average of 67.2 points over the course of the program year. The standard deviation (SD) of change in score is 11.1 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

**Table 13.4: BGCCF Levy Hughes Parenting Skills Improvement - Middle**

<table>
<thead>
<tr>
<th>Total Students*</th>
<th>Met Objective</th>
<th>Met Objective (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy Hughes</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

*Students with sufficient data to measure objective criterion

### 5.2 Overall Findings for Each Objective

This section provides information on the program’s progress toward and achievement of each objective.

<table>
<thead>
<tr>
<th>Objective 1 (elementary): 70% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.</th>
<th>Findings</th>
<th>Programmatic Changes (for future years of programming)</th>
<th>Data Collection Changes (for future years of programming)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met/Not Met: Objective not met. Progress Outcome: Some Progress Total Students with Sufficient Data: 140 Met Success Criterion: 48% of regularly participating students met the stated success criterion</td>
<td>Proposed Changes: We will incorporate PULL OUT small groups to target Sight Words and Fluency Development.</td>
<td>Proposed Changes: We will collect Sight Word and Fluency data collection to create pull out list for SMALL GROUPS. Rationale: Additional data collection for this area will help the program address problems early in the upcoming program year.</td>
<td></td>
</tr>
<tr>
<td>Objective 1 (middle): 70% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.</td>
<td>Met/Not Met: Objective not met. Progress Outcome: Some Progress Met Success Criterion: 44% of regularly participating students met the stated success criterion</td>
<td>Proposed Changes: We will incorporate PUSH IN small groups to academic enrichment areas. Rationale: These changes will help to make connections to English language arts skills that are incorporated into the content area.</td>
<td>Proposed Changes: We will incorporate the daily use of a checklist and log will be maintained by the 21st CCLC Middle School Lead teacher to best support students with completing weekly Reading and Literacy assignments. The program will maintain collaboration logs from the school for homework assigned to maintain accountability. Rationale: Continued collaboration and accountability between the program and the school will help the program to respond more effectively to problem areas.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Objective 2 (elementary): 80% of regularly participating students will improve their reading skills as measured by standardized progress monitoring tool</td>
<td>Met/Not Met: Objective not met. Progress Outcome: Approaching Benchmark Met Success Criterion: 79% of regularly participating students met the stated success criterion</td>
<td>Proposed Changes: We incorporate a Million Words Read Challenge in collaborations with schools to monitor students work read on programs like Accelerated Reader. A Certified Teacher will support students in the Homework Hero After School Classroom. AR Books will be purchased and added to the program. Study Island Software will be incorporated as part of the rotation of content to be covered during Homework Hero and or Reading Classes. Rationale: More comprehensive instruction and collaboration will give students more opportunities to interact with the subject matter and gain comprehension.</td>
<td>Proposed Changes: We will collaborate with the schools and use of technology on Launch PAD to monitor word count for each student during our Homework Hero Program. Rationale: Improved collaboration and sharing of information with schools will keep the program up to date on student progress.</td>
</tr>
</tbody>
</table>
| Objective 3  
(**elementary**): 70% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. | Met/Not Met: Objective not met. 
**Progress Outcome:** Approaching Benchmark 
**Total Students with Sufficient Data:** 138 
**Met Success Criterion:** 61% of regularly participating students met the stated success criterion | **Proposed Changes:** We will incorporate PUSH IN small groups to academic enrichment areas. 
**Rationale:** These changes will help to make connections to Math skills that are incorporated into the content area. | **Proposed Changes:** We will incorporate the daily use of a checklist and log will be maintained by the 21st CCLC Middle School Lead teacher to best support students with completing weekly Math Lab assignments. The program will maintain collaboration logs from the school for homework assigned to maintain accountability. 
**Rationale:** Continued collaboration and accountability between the program and the school will help the program to respond more effectively to problem areas. |
|---|---|---|---|
| **Objective 3**  
(**middle**): 70% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. | Met/Not Met: Objective not met. 
**Progress Outcome:** Limited Progress 
**Total Students with Sufficient Data:** 32 
**Met Success Criterion:** 31% of regularly participating students met the stated success criterion | **Proposed Changes:** Math Facts Check Points will be incorporated in Homework Hero’s class as part of the rotations. A Certificate Teacher will support students in the Homework Heros classroom and continue Financial Literacy Classes. 
**Rationale:** Improved instruction and exposure to Math Facts will provide students with a better understanding of math concepts throughout the program year. | **Proposed Changes:** We will collect Basic Facts data collection to create pull out list for SMALL GROUPS in Homework Heros. 
**Rationale:** Additional data collection for this area will help the program address problems early. |
| **Objective 4**  
(**elementary**): 80% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. | Met/Not Met: Objective met. 
**Progress Outcome:** Meets or Exceeds Benchmark 
**Total Students with Sufficient Data:** 145 
**Met Success Criterion:** 88% of regularly participating students met the stated success criterion | **Proposed Changes:** Study Island Software to be incorporated as part of the rotation of content to be covered during Homework Hero Classes. Math will be added to classes such in Fitness & Culinary. 
**Rationale:** Increased exposure to the Study Island Software will offer students more opportunities to familiarize | **No changes needed. The program will continue to use Study Island assessments for data collection.** |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Met/Not Met</th>
<th>Progress Outcome</th>
<th>Total Students with Sufficient Data</th>
<th>Met Success Criterion</th>
<th>Proposed Changes</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 4 (middle):</strong> 80% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year</td>
<td><strong>Met/Not Met:</strong> Objective met.</td>
<td><strong>Progress Outcome:</strong> Meets or Exceeds Benchmark</td>
<td>32</td>
<td>88% of regularly participating students met the stated success criterion</td>
<td>Proposed Changes: Study Island Software to be incorporated as part of the rotation of content to be covered during Homework Hero Classes. Math will be added to classes such in Fitness &amp; Culinary. Study Island Software will be used as core Math Lab classes for middle school students.</td>
<td>Increased exposure to the Study Island Software will offer students more opportunities to familiarize themselves with relevant coursework.</td>
</tr>
<tr>
<td><strong>Objective 5 (elementary):</strong> 70% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year</td>
<td><strong>Met/Not Met:</strong> Objective met.</td>
<td><strong>Progress Outcome:</strong> Meets or Exceeds Benchmark</td>
<td>140</td>
<td>79% of regularly participating students met the stated success criterion</td>
<td>Proposed Changes: We will incorporate PUSH IN small groups to academic enrichment areas..</td>
<td>These changes will help to make connections to Science skills that are incorporated into the content area.</td>
</tr>
<tr>
<td><strong>Objective 5 (middle):</strong> 70% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year</td>
<td><strong>Met/Not Met:</strong> Objective met.</td>
<td><strong>Progress Outcome:</strong> Meets or Exceeds Benchmark</td>
<td>32</td>
<td>81% of regularly participating students met the stated success criterion</td>
<td>Proposed Changes: Weekly, Science Experiments will be incorporated into the middle school lesson plans. Holiday Breaks and Activities will focus on Seasonal Scientific Experiments.</td>
<td>Students scored well on science report cards this week.</td>
</tr>
</tbody>
</table>

**Proposed Changes:**
- Science Experiments will include exit slips in the form of an FSA test question that is related to the weekly experiment conducted.
- Including FSA questions will further incorporate FSA learning into weekly
| Objective 6 (elementary): 70% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year | Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark  
Total Students with Sufficient Data: 145  
Met Success Criterion: 94% of regularly participating students met the stated success criterion | Program year. Continued efforts will be maintained in the upcoming program year to hopefully yield even better results in 2019-20. | experiment comprehension and learning in hopes of increasing student performance in the upcoming program year. |
| Proposed Changes:  
Science Experiments will be designed for 2 week implementations each quarter to total 8 weeks of experiments throughout the program school year.  
Holiday Breaks and Activities will focus on Seasonal Scientific Experiments  
Rationale:  
Students scored well on science report cards this program year. Continued efforts will be maintained in the upcoming program year to hopefully yield even better results in 2019-20. | No changes needed. The program will continue to use Study Island assessments for data collection. |
| Objective 6 (middle): 70% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year | Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark  
Total Students with Sufficient Data: 32  
Met Success Criterion: 94% of regularly participating students met the stated success criterion | Program year. Continued efforts will be maintained in the upcoming program year to hopefully yield even better results in 2019-20. | experiment comprehension and learning in hopes of increasing student performance in the upcoming program year. |
| Proposed Changes:  
EXIT Questions will be incorporated to better assess student knowledge of information presented during science experiments.  
Rationale:  
The program will be better equipped to respond to student needs with more information throughout the program year. | Proposed Changes:  
Goggle DOC EXIT forms will collect data and create a graph to better inform student of knowledge gained and retained during Science Experiment.  
Rationale:  
It will increase effective instruction and studying of science concepts if both the program and the student are aware of the knowledge gained and retained during experiments. |
<table>
<thead>
<tr>
<th>Objective 7 (middle): 75% of regularly participating students will achieve their civic skills as measured by state monitoring assessment tool</th>
</tr>
</thead>
</table>
| **Met/Not Met:** Objective not met.  
**Progress Outcome:** Limited Progress  
**Total Students with Sufficient Data:** 5  
**Met Success Criterion:** 20% of regularly participating students met the stated success criterion |
| No changes at this time. The program will continue with current practices in the upcoming program year. |
| Proposed Changes:  
We will incorporate PULL OUT small groups to target Sight Words and Fluency Development. Based on data collection, 21st CCLC Teachers will pull students out from enrichment activities to target specific skills related to sight word development and fluency. We incorporate a Million Words Read Challenge in collaborations with schools to monitor students work read on programs like Accelerated Reader. A Certified Teacher will support students in the Homework Hero After School Classroom. AR Books will be purchased and added to the program. Study Island Software to be incorporated as part of the rotation of content to be covered during Homework Hero and or Reading Classes.  
**Rationale:**  
More comprehensive instruction and collaboration will give students more opportunities to interact with the subject matter and gain comprehension. |
| No changes at this time. The program will continue to use the civics assessment. |

<table>
<thead>
<tr>
<th>Objective 8 (elementary): 70% of regularly participating students in third grade will achieve promotion based on their performance on the FSA</th>
</tr>
</thead>
</table>
| **Met/Not Met:** Objective not met.  
**Progress Outcome:** Meaningful Progress  
**Total Students with Sufficient Data:** 23  
**Met Success Criterion:** 52% of regularly participating students met the stated success criterion |
| Proposed Changes:  
We will collect Sight Word and Fluency data collection to create pull out list for SMALL GROUPS. We will collaborate with the schools and use of technology on Launch PAD to monitor word count each student during our Homework Hero Program.  
**Rationale:**  
Additional data collection for this area will help the program address problems early in the upcoming program year. |

<table>
<thead>
<tr>
<th>Objective 8 (elementary): 70% of regularly participating students in third grade will achieve promotion based on their performance on the FSA</th>
</tr>
</thead>
</table>
| **Met/Not Met:** Objective not met.  
**Progress Outcome:** Meaningful Progress  
**Total Students with Sufficient Data:** 23  
**Met Success Criterion:** 52% of regularly participating students met the stated success criterion |
| Proposed Changes:  
We will collect Sight Word and Fluency data collection to create pull out list for SMALL GROUPS. We will collaborate with the schools and use of technology on Launch PAD to monitor word count each student during our Homework Hero Program.  
**Rationale:**  
Additional data collection for this area will help the program address problems early in the upcoming program year. |
<table>
<thead>
<tr>
<th>Objective 9 (middle): 70% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.</th>
<th>Met/Not Met: Objective not met. Progress Outcome: N/A Total Students with Sufficient Data: 0 Met Success Criterion: N/A – There were no students with sufficient data to measure the objective</th>
<th>No changes at this time. The program will continue with current practices in the upcoming program year.</th>
<th>No changes at this time. The program will continue to use the Algebra I EOC assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 10 (elementary): 75% of regularly participating students will maintain high performance or improve their decision-making skills as measured by curriculum-based assessment</td>
<td>Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark Total Students with Sufficient Data: 142 Met Success Criterion: 91% of regularly participating students met the stated success criterion</td>
<td>Proposed Changes: Use Character Lab Play Book skills and traits to teach students skills in areas such as Zest, Gratitude, Grit, Intellectual, Humility, Proactivity, Purpose, Kindness, Self-Control, and Social Intelligence. Rationale: Students scored highly in the area of behavior this program year. The program will maintain current practices and incorporate more character book labs to continue to support current learning in this area.</td>
<td>Proposed Changes: We will revisit the data collection tool used to measure the skills by way of Professional Development opportunities provided by Character Lab this summer. Rationale: The program will review the data collection to ensure that the most efficient collection practices are being met.</td>
</tr>
<tr>
<td>Objective 10 (middle): 75% of regularly participating students will maintain high performance or improve their decision-making skills as measured by curriculum-based assessment</td>
<td>Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark Total Students with Sufficient Data: 32 Met Success Criterion: 100% of regularly participating students met the stated success criterion</td>
<td>Proposed Changes: Use Character Lab Play Book skills and traits to teach students skills in areas such as Zest, Gratitude, Grit, Intellectual, Humility, Proactivity, Purpose, Kindness, Self-Control, and Social Intelligence. Rationale: Students scored highly in the area of behavior this program year. The program will maintain current practices and incorporate more character book labs to continue to support current learning in this area.</td>
<td>Proposed Changes: We will revisit the data collection tool used to measure the skills by way of Professional Development opportunities provided by Character Lab this summer. Rationale: The program will review the data collection to ensure that the most efficient collection practices are being met.</td>
</tr>
</tbody>
</table>
### Objective 11 (elementary): 75% of regularly participating students will maintain high performance or improve their physical and personal wellness as measured by curriculum-based assessment

| Met/Not Met | Objective met. | Progress Outcome: Meets or Exceeds Benchmark | Total Students with Sufficient Data: 135 | Met Success Criterion: 94% of regularly participating students met the stated success criterion | Proposed Changes: We will incorporate Healthy Habits Journals in our culinary arts classes and add CPR Classes to Healthy Habits content. | Rationale: Students scored highly in the area of physical and personal wellness this program year. The program will maintain current practices and incorporate more interactive activities to continue to support current learning in this area. | No changes at this time. The program will continue with current data collection practices in the upcoming program year. |

### Objective 11 (middle): 75% of regularly participating students will maintain high performance or improve their physical and personal wellness as measured by curriculum-based assessment

| Met/Not Met | Objective met. | Progress Outcome: Meets or Exceeds Benchmark | Total Students with Sufficient Data: 32 | Met Success Criterion: 100% of regularly participating students met the stated success criterion | Proposed Changes: We will incorporate Healthy Habits Journals in our culinary arts classes and add CPR Classes to Healthy Habits content. | Rationale: Students scored highly in the area of physical and personal wellness this program year. The program will maintain current practices and incorporate more interactive activities to continue to support current learning in this area. | No changes at this time. The program will continue with current data collection practices in the upcoming program year. |

### Objective 12 (middle): 75% of regularly participating students will maintain high performance or improve their financial literacy skills as measured by curriculum-based assessment

<p>| Met/Not Met | Objective met. | Progress Outcome: Meets or Exceeds Benchmark | Total Students with Sufficient Data: 38 | Met Success Criterion: 92% of regularly participating students met the stated success criterion | Proposed Changes: Financial Planning Course with both kids and parents will be added to the Parental Content Classes to be developed next school year. | Rationale: Students scored highly in the area of financial literacy this program year. The program will maintain current practices and incorporate more interactive activities to continue to support current learning in this area. | No changes at this time. The program will continue with current data collection practices in the upcoming program year. |</p>
<table>
<thead>
<tr>
<th>Objective 13 (elementary): 70% of adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey</th>
</tr>
</thead>
</table>
| **Met/Not Met:** Objective met.  
**Progress Outcome:** Meets or Exceeds Benchmark  
**Total Students with Sufficient Data:** 145  
**Met Success Criterion:** 100% of regularly participating students met the stated success criterion  
**Proposed Changes:**  
We will condense the Parental Involvement into 2 Main Parent Involvement Festivals in November and February.  
**Rationale:**  
Parents scored highly in the area of parenting skills this program year. Condensed Parental Involvement sessions will make the assessment process more efficient in the upcoming program year. |

<table>
<thead>
<tr>
<th>Objective 13 (middle): 70% of adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey</th>
</tr>
</thead>
</table>
| **Met/Not Met:** Objective met.  
**Progress Outcome:** Meets or Exceeds Benchmark  
**Total Students with Sufficient Data:** 32  
**Met Success Criterion:** 100% of regularly participating students met the stated success criterion  
**Proposed Changes:**  
We will condense the Parental Involvement into 2 Main Parent Involvement Festivals in November and February.  
**Rationale:**  
Parents scored highly in the area of parenting skills this program year. Condensed Parental Involvement sessions will make the assessment process more efficient in the upcoming program year.  
**Proposed Changes:**  
Data Collection for ALL Content to be delivered will be added to the mandatory Parent Orientation for the PRE TEST.  
**Rationale:**  
More organized testing will help maintain data integrity and efficient data collection in the upcoming program year.  
**Proposed Changes:**  
Data Collection for ALL Content to be delivered will be added to the mandatory Parent Orientation for the PRE TEST.  
**Rationale:**  
More organized testing will help maintain data integrity and efficient data collection in the upcoming program year. |
5.3 Stakeholders’ Surveys

This section includes the findings from the student, family member, and teacher end-of-year surveys.

**Adult Family Member Survey Data**

**Adult Family Member Survey Results**

<table>
<thead>
<tr>
<th>Q</th>
<th>Very Satisfied (%)</th>
<th>Satisfied (%)</th>
<th>Not Sure (%)</th>
<th>Unsatisfied (%)</th>
<th>Very Unsatisfied (%)</th>
<th>Not Applicable (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How satisfied are you with this after school program as a whole?</td>
<td>88</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Staff warmth and friendliness</td>
<td>84</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ability of staff to work with my child</td>
<td>84</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ability of staff to relate to me as a parent</td>
<td>82</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Variety of activities offered to my child</td>
<td>85</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Safety of the program environment</td>
<td>85</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My child’s happiness with the program</td>
<td>81</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Helping me become more involved with my child’s education</td>
<td>76</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Child’s improvement in homework completion</td>
<td>55</td>
<td>26</td>
<td>9</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Child’s improvement in academic performance</td>
<td>66</td>
<td>25</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Child’s improvement in getting along with others</td>
<td>70</td>
<td>21</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Child’s improvement staying out of trouble</td>
<td>71</td>
<td>20</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Would you sign your children up for this program again?**

Yes – 95%
No – 0%
Maybe – 2%
No Answer – 3%

**If this after school program was no longer available, my child would be:**

Home alone – 23%
Cared for by a parent – 20%
Cared for by a sibling – 3%
Cared for by another relative – 13%
Cared for by a friend or neighbor – 8%
Participating in a different after school program – 22%
Other – 10%
No Answer – 1%

Teacher Survey Data

Teacher Survey Results

<table>
<thead>
<tr>
<th></th>
<th>Improved (%)</th>
<th>No Change (%)</th>
<th>Did Not Need to Improve (%)</th>
<th>Declined (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turning in homework on time</td>
<td>63</td>
<td>25</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Completing homework to your satisfaction</td>
<td>64</td>
<td>30</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Participating in class</td>
<td>78</td>
<td>15</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Volunteering</td>
<td>38</td>
<td>56</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Attending class regularly</td>
<td>80</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Being attentive in class</td>
<td>74</td>
<td>20</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Behaving in class</td>
<td>77</td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Academic performance</td>
<td>78</td>
<td>12</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Coming to school motivated to learn</td>
<td>74</td>
<td>16</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Getting along well with other students</td>
<td>81</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Believing they can do well in school</td>
<td>79</td>
<td>17</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Parent interest and/or involvement</td>
<td>59</td>
<td>31</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

Student Survey Data

Student Survey Results

<table>
<thead>
<tr>
<th></th>
<th>Did Not Answer (%)</th>
<th>Definitely (%)</th>
<th>Somewhat (%)</th>
<th>Not At All (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like the afterschool program?</td>
<td>6</td>
<td>60</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Does your afterschool program have adults who care about you?</td>
<td>6</td>
<td>78</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Do you feel safe during your afterschool program?</td>
<td>8</td>
<td>69</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Does your afterschool program help you get along with others?</td>
<td>8</td>
<td>53</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Does your afterschool program help you understand that following rules is important?</td>
<td>6</td>
<td>78</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Does your afterschool program help you solve problems in a positive way?</td>
<td>6</td>
<td>71</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Does your afterschool program help you with your homework?</td>
<td>7</td>
<td>59</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Does your afterschool program help you improve your grades?</td>
<td>6</td>
<td>63</td>
<td>20</td>
<td>11</td>
</tr>
</tbody>
</table>

**Percentage of male students that completed the survey:** 44%

**Percentage of female students that completed the survey:** 56%

**Grade levels of students that completed the survey:**
- Pre-Kindergarten – 0.4%
- Kindergarten – 3%
- 1st – 6%
- 2nd – 21%
- 3rd – 15%
- 4th – 7%
- 5th – 22%
- 6th – 12%
- 7th – 3%
- 8th – 4%
- 12th – 1%
- Unknown – 5%
5.4 Student Success Snapshot

The Boys and Girls Clubs of Central Florida Levy Hughes Branch 21st CCLC program’s Star Student is a 12-year-old 6th grade student enrolled at OCPS - Academic Center for Excellence (A.C.E.). He is a remarkable and well-rounded student, and also serves as an ambassador for the Boys & Girls Club of Central Florida (Levy-Hughes Clubhouse) and is considered as an inspiration and leader amongst his fellow club members. His excellent communication skills and positive leadership approach allows him to propel beyond all expectations; however, his character and humbleness presents humility to all that he endeavors to pursue. Within the classroom, he is a Star A-B Honor Roll Student. Similarly, outside of the classroom, he has excelled in all areas of enrichment this 2018-2019 academic year. It is without a doubt that our Star Student is one to watch as he continues to Rise and Soar to heights unknown. Excellence is his only option!
6.0 PROGRESS TOWARDS SUSTAINABILITY

This section provides information about any partnerships and/or sub-contracts that benefited the 21st CCLC program during the 2018-2019 school year. These partnerships and/or sub-contracts align with the sustainability plan for the grant. Each agency/individual listed below will be a resource for the program even after the grant funding amount decreases.

### Partnerships and Sub-Contracts

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Type of Organization</th>
<th>Sub-Contractor (Yes/No)</th>
<th>Estimated Value ($) of Contributions</th>
<th>Estimated Value ($) of Sub-contract</th>
<th>Description of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange County Public Schools</td>
<td>SD</td>
<td>NO</td>
<td>$75,000</td>
<td></td>
<td>After School Meals</td>
</tr>
<tr>
<td>2. 1 MESSAGE- Catherine Clark</td>
<td>FPO</td>
<td>YES</td>
<td>$2500</td>
<td></td>
<td>ZUMBA Spoken Word Acting Coach</td>
</tr>
<tr>
<td>3. BIANCA BROWN</td>
<td>FPO</td>
<td>YES</td>
<td>$2500</td>
<td></td>
<td>Music Engineering Instructor</td>
</tr>
<tr>
<td>4. CAROL CUDJOE</td>
<td>FPO</td>
<td>YES</td>
<td>$2240</td>
<td></td>
<td>Dance</td>
</tr>
<tr>
<td>5. DEMITRI PATINO</td>
<td>FPO</td>
<td>YES</td>
<td>$2500</td>
<td></td>
<td>You Tube Channel Lights, Cameras, Computers Action!</td>
</tr>
<tr>
<td>6. EDUCATIONAL &amp; LEADERSHIP TRAINING, INC.</td>
<td>FPO</td>
<td>YES</td>
<td>$2100</td>
<td></td>
<td>Professional Development</td>
</tr>
<tr>
<td>7. JAISON RADCLIFF- Form to Fashion</td>
<td>FPO</td>
<td>YES</td>
<td>$3800</td>
<td></td>
<td>Sewing Classes</td>
</tr>
<tr>
<td>8. KWEKU</td>
<td>FPO</td>
<td>YES</td>
<td>$1920</td>
<td></td>
<td>Soccer Classes</td>
</tr>
<tr>
<td>9. MAD SCIENCE</td>
<td>FPO</td>
<td>YES</td>
<td>$10500</td>
<td></td>
<td>Science Classes &amp; Experiments</td>
</tr>
<tr>
<td>10. MARIE VILBRUN</td>
<td>FPO</td>
<td>YES</td>
<td>$1920</td>
<td></td>
<td>French Classes</td>
</tr>
<tr>
<td>11. MOBILE FIANANCIAL</td>
<td>FPO</td>
<td>YES</td>
<td>$1920</td>
<td></td>
<td>Financial Literacy Classes</td>
</tr>
</tbody>
</table>
### 7.0 RECOMMENDATIONS, LESSONS LEARNED & CONCLUSION

#### 7.1 Recommendations

A great effort was made by the program leadership and staff to meet all grant objectives for the 2018-2019 grant year. The program met 13 out of 21 grant objectives. Formal recommendations are below.

**Academic**

The benchmark percentage was not attained for the English Language Arts report card grade objective (elementary and middle school students), Reading skills (standardized progress monitoring tool) objective for elementary students, Math report card grade objective (elementary and middle school students), 3rd grade promotion objective, and the Algebra I End of Course Exam objective. It is recommended that program leadership meet with the teaching staff to discuss why these objectives may not have been met with the resources that were used. Leadership should consider using the feedback from staff to make future adjustments to instructional methods and use of academic pedagogy for the purpose of improving in each of the academic objectives that were not met. Use of additional resources to help students retain the subject matter that is being taught and reinforced may be beneficial. Competency-based learning, project-based learning and other ways of learning should be discussed to continue to
enhance the learning experience for the students. Additional teaching strategies should also be considered including cooperative learning, nonlinguistic representations, scaffolding instruction, inquiry-based teaching, concept mapping, higher level questioning and other similar strategies. Checking for student understanding throughout the academic lessons is key and can include the use of quizzes, response cards, think-pair-share, exit tickets, journal reflections and more. Teacher use of differentiated teaching strategies, along with the aforementioned recommendations, will help the program continue to make a positive impact on student learning.

Personal Enrichment
The benchmark percentage was not attained for the civic skills objective (middle school students). It is recommended that program leadership meet with the staff that teach this content to devise a plan of improvement for next project year. The content that is being taught should be compared to the assessment questions to make sure that they align. In addition, the topic of student practice should be discussed to ensure that students are getting enough time to practice the new skills that they are learning. If time is limited for students to practice or study what they have learned, the program may not see student improvement when comparing pre-tests to mid-tests or pre-tests to post-tests. It is important to devise a plan where teachers and staff are readdressing concepts and skills that are taught each week so that students begin to truly retain the information they are learning and can recall facts that they previously learned. This will hopefully allow for student improvement and knowledge retention moving forward.

7.2 Lessons Learned
During the 2018-2019 grant year, Boys & Girls Clubs of Central Florida’s Levy-Hughes 21st CCLC site was able to get additional buy-in from staff, students and parents. This is a commendable achievement and something that this site worked hard for. Mandatory grant deliverables were uploaded to the 21st CCLC state’s deliverables website each month along with student attendance numbers. Lesson plans were implemented and students benefited from a plethora of engaging academic and personal enrichment activities, some of which were cross-curricular in nature. Students were also exposed to a variety of things that they had never seen or heard of prior to participating in the 21st CCLC program. They were able to use critical thinking skills to think deeply and build upon their existing foundation for learning. Program leadership, teaching staff, and program staff are looking forward to continuing to make an impact on student participants, adult family members and the community that is served.

This 21st CCLC site also learned various lessons this year, overcame obstacles and continued to strive toward a high level of program implementation. Some of these lessons included how to best handle a variety of student behaviors and encourage regular student attendance, how to continue to motivate teachers and staff, how to recruit and engage adult family members to participate in the adult family member offerings, and also how to keep grant objectives and
goals in the forefront of the minds of teachers, staff and parents. These lessons were helpful in making sure that the program operated at a satisfactory level and will also be used in program planning for future years of the 21st CCLC grant.

7.3 Conclusion
In conclusion, the Boys & Girls Clubs of Central Florida’s Levy-Hughes 21st CCLC site operated at a satisfactory level. Program leadership continue to work on bringing innovative concepts to life and help program participants truly benefit from the academic, personal enrichment, and adult family member 21st CCLC program offerings. For the upcoming 2019-20 project year, program leadership plans to use the recommendations provided in this report as a reference point when planning all components of the 21st CCLC program. The goal is to make the upcoming 21st CCLC program year more exciting, meaningful, and comprehensive overall. Boys & Girls Clubs of Central Florida is very thankful for the 21st CCLC funding that makes 21st CCLC program operation possible. It is a great way to serve students, adult family members and the community to help create better futures and have a long-term effect on academic improvement.
“TELL ME AND I FORGET, TEACH ME AND I REMEMBER, INVOLVE ME AND I LEARN.”

-Benjamin Franklin-
If you are interested in learning more about Boys & Girls Clubs of Central Florida, the Levy-Hughes Club, and/or their 21st Century Community Learning Center (CCLC) Program please contact:

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Orlando, Florida 32801
(407) 841-6855
www.bgccf.org