

SUMMATIVE EVALUATION REPORT
Project Year 2020-2021
Boys & Girls Clubs of Central Florida – Joe R. Lee



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

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1.0 INTRODUCTION OF PROGRAM

In 500 words or less, provide a narrative in the text box below that outlines the following:

- *this specific project's function and purpose*
- *characteristics of the population served*
- *the project's enhancement on the community and the students served*

The Boys and Girls Clubs of Central Florida's Joe R. Lee Branch 21st Century Community Learning Center (CCLC) served students that attend Hungerford Elementary School in Eatonville, Florida. Our system of supports addressed specific student needs, using activities to fulfill 3 main goals: academic success, healthy lifestyles, and good citizenship. These were designed to help students overcome obstacles to academic achievement, social/emotional challenges, and health/wellness.

Our 21st CCLC goal was to help students develop English language arts (ELA), math, and science skills to meet state standards while improving their capacity to make healthy choices, and preparing them for college and careers. Participating students' parents and guardians also had opportunities to improve financial literacy and parenting skills, and giving their child a more effective support system at home.

We used a variety of activities and resources to assist students in improving their academic performance. In ELA, we used the I-Ready curriculum to boost literacy and creativity. For math, we utilized Math Art and other interdisciplinary content to teach fundamental skills. Our science activities included robotics and Mad Science activities that emphasized topics such as the impact of technology on society.

In addition, we also developed vital lessons in personal enrichment, helping students with social and emotional skills. We used personal fitness programs such as Zumba and spin bike sessions to teach the importance of exercise, and taught nutrition lessons to emphasize holistic health. Our Healthy Habits activities gave students information about positive decision-making, and our SMART Moves program helped students develop good behaviors.

We also encouraged students to work together with adult family members to improve their community. Parent Paint Nights allowed children and their guardians to create art together, enhancing creativity. Financial readiness classes and other online workshops helped parents develop important skills, while Parent Conference Night brought adult family members, students, and teachers together, creating community connections. On Fridays, students took food packages home to their families. Program members also participated in festivals and other community celebrations, emphasizing the importance of working together to benefit our society.

In total, 82 students represented grades K-5. An average of 19% of students represented grades 1-5 and 5% represented Kindergarten students. Around 38% of students attended the program for the summer and 100% of students enrolled for the academic year. A majority (89%) of students were African American, followed by Hispanic (10%). There were slightly more males (56%) than females (44%). One percent of students had limited English proficiency and 13% had special needs, which is below the average of students requiring

special education in 2018–2019 (14.1%, according to the National Center for Education Statistics). Additionally, 98% of students qualified for free or reduced priced lunch.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program.

2.1 Student Enrollment Total and Regularly Participating Students

Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year

Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming

Site Name	Total Participating Enrollment (attending at least one day)	
	Summer	Academic Year
Joe R. Lee	31	82

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender	
				Male	Female
Joe R. Lee	1	11	80	46	36

Table 3. Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Joe R. Lee	0	0	73	8	0	0	0	1

* Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

Table 4. Student Grade for Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Joe R. Lee	0	4	15	16	14	17	16	0	0	0	0	0	0	0	82

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

3.0 PROJECT OPERATIONS

In 300 words or less, provide a brief narrative of the project's operation in the text box below.

This narrative should at a minimum:

- *include the typical and total time of operation for various reporting timeframes*
- *describe the type of programming provided*
- *include a summary of or enhance the information provided in the tables below*
- *address the types of activities chosen for programming including virtual programming when allowable*
- *describe how transitions between activities are planned and executed*

The Boys and Girls Clubs of Central Florida's Joe R. Lee Branch (JRL) 21st CCLC program implemented programming during the summer and academic year. In a hybrid format, summer operations lasted 8 weeks, 5 days per week and 9 hours per day. We operated for 36 weeks during the academic year, 5 days per week for 171 days after school. The program also operated for 19 weekends/holiday days, which was also in a hybrid format. Students primarily attended in-person, though virtual options were offered throughout the year.

Our programming included a variety of resources and activities in core academic subjects such as English language arts, math, and science. In ELA, we used close-reading worksheets and Jeopardy, Bingo, and Kahoot games to teach vital literacy skills. For math, we used Study Island and matching games using coins to make the math activities more fun. Our science activities included weekly experiments and projects using our science center, where Mad Science activities were utilized to give students hands-on experience.

Additionally, we created personal enrichment programs to boost students' social and emotional wellbeing. Our staff taught students to work through difficult circumstances in a positive manner. Physical exercise such as calisthenics was used to promote wellness. To increase nutritional health, we included a culinary program that taught students about healthy eating. Students were able to learn more about gardening, sewing, and other skills, and we helped participants connect their knowledge and interests to possible careers.

Parents and other adult family members were also given opportunities to participate and encouraged to develop key abilities. Workshops about mental health and parenting were offered, and parents met with our staff regularly to discuss student performance.

The teacher-to-student ratio during the year ranged from 1:9 up to 1:12 depending on various factors including daily attendance numbers, staffing attendance and space available due to social distancing. Transitions between sessions were made using a pre-planned routine that included students being guided by teachers throughout the process to maintain safe and orderly movement between activities.

Complete the table below as indicated in the headers.

Table 5. Summer 2020 Operations

Site Name	Total # of <u>weeks</u> THIS site was open	Typical # days per week THIS site was open	Typical number of hours per day THIS site was open				Typical Programming (as stated in the Restart Plan)
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS / HOLIDAYS		
Joe R. Lee	8	5	9				Hybrid

Table 6. 2020-2021 Academic Year Operation

Site Name	Total # of <u>weeks</u> THIS site was open	Typical # days per week THIS site was open	Typical # hours per day THIS site was open				Total # days THIS site was open				Typical Programming (as stated in the Restart Plan)
			Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays	
Joe R. Lee	36	5			3.5			171	19	Hybrid	

4.0 STAFF CHARACTERISTICS

In 150 words or less, provide a brief narrative of the composition of staff at each site in the text box below. This narrative may include, but is not limited to:

- staff demographics,
- staff quality (training and certifications)
- turnover
- professional development
- the ratio of students to staff at each site and explain how the ratio affects programming and instruction

The Boys and Girls Clubs of Central Florida's Joe R. Lee Branch 21st CCLC program employed 9 staff members, including 2 men and 7 women. This included 1 administrator, 4 school day teachers, and 4 sub-contracted staff. Two of our teachers had master's degrees, while our administrator had a doctorate degree. Additional staff certifications included a Child Abuse Certificate, Reading Endorsement, and Spanish Certificate. Our program had zero employee turnover this year. We offered staff training opportunities, including workshops on Coping with Anxiety, Nearpod Game-Based Learning, and Schizophrenia in Youth.

Our teacher-to-student ratio was 1:12, less than what was stated on the Site Profile Worksheet, due to COVID-19 precautions. This made small group instruction easier. The students behaved better with these class sizes, and the teachers were able to provide immediate feedback to the students during class. There was more time available for one-on-one help. Staff were also able to get to know their students better.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	BGCCF Joe R. Lee		N/A		N/A		N/A	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	1	0	N/A	N/A	N/A	N/A	N/A	N/A
College Students	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Community Members	0	0	N/A	N/A	N/A	N/A	N/A	N/A
High School Students	0	0	N/A	N/A	N/A	N/A	N/A	N/A
School Day Teachers (including substitutes)	4	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-teaching School Day Staff	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Sub-contracted Staff	4	0	N/A	N/A	N/A	N/A	N/A	N/A
Other	0	0	N/A	N/A	N/A	N/A	N/A	N/A

5.0 OUTCOMES

This section should outline each approved objective, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the project on the populations served.

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

In 200 or less provide a narrative describing the data collection methodology and outcomes. This may include:

- *outcomes met through programming,*
- *the impact on the population being served, and*
- *any data collection challenges.*

Objectives Narrative

The program assessed students' academic abilities, third grade promotion, problem solving, healthy eating habits, physical health, college readiness, and parental involvement. There were no data collection challenges except for missing FSA scores. Outcomes met through programming include improved report card grades for all subjects, college/career preparedness, parental involvement, and mental, physical, and interpersonal wellness.

Students performed an average of 17% above the benchmark for English (21% above), Math (7% above) and Science (21% above). Students' report card scores are correlated with the Study Island tool. Specifically, students who made improvements in report card grades performed similarly through Study Island, with students performing an average of 28% above the benchmark.

Students also demonstrated an average of 33% above the benchmark for behavior/problem solving, health and nutrition, and college and career readiness, indicating that students were in excellent health and demonstrated strong levels of common sense, critical thinking, and proactiveness. There is also a positive correlation between improved report card grades and skills like health awareness, decision making, and career readiness. Finally, there was a 43% increase in parental involvement. This indicates that increased parental involvement is positively correlated to students being well-rounded in all measured criteria.

5.2 Stakeholder Surveys

Provide the response rate and a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys.

Overall, parents expressed the highest satisfaction rate, followed by teachers and students. Both parents and teachers' high satisfaction rate was correlated with high ratings about nearly all survey questions about students' progress and quality of the program. Contrarily, 63% of students reported that the program helped improve academic grades. The disparity between students versus parents and teachers' ratings is largely attributed to differing ratings between school grades. Whereas younger students from K-4th grade reported an average of 72% satisfaction, 73% of 5th graders reported that the program did not help them improve academic grades. Among students who did not report satisfaction about the program, students' enjoyment of the program's activities was moderately correlated with the program's ability to solve problems positively. This could indicate that there might have been interpersonal issues among students who reported low satisfaction, which in turn was detrimental towards their grades.

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied with the 21 st CCLC program as a whole (<i>Very Satisfied and Satisfied</i>).
Parent	141	100%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5	50	63%
Students 6-12	0	0

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 st CCLC program improved student's academic performance (<i>Improved and Did Not Need to Improve</i>).
Teacher	55	98%

6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project's progress towards sustainability. The narrative should include at a minimum:

- the agency's progress toward the sustainability plan described in their application narrative,
- the structure of the advisory board and any recommendations made, and
- the total estimated value of contributions to the program.

The Boys and Girls Clubs of Central Florida's Joe R. Lee Branch 21st CCLC program worked with stakeholders in the public, government, corporate, and non-profit sectors. The majority of families we served could not afford the programs we provided on their own, so it was critical for us to look to our supporters for long-term support. The Boys and Girls Clubs of America do not provide direct financial support for branch operating budgets; thus, our development staff and Branch Board raised nearly all our operating funds.

We increased our capabilities through the Celebrate the Children Dinner, cultivation of individual donors, implementation of the Benevon Model, point of entry opportunities, and management of ask events. Our five Faces of the Future fundraising breakfasts were a success, and we also held one corporate event. Funding sources included the Best Buy Foundation and SunTrust Foundation. Overall, the estimated contributions to our program from partners and contractors were \$188,750 in monetary and in-kind resources.

Our advisory board included students, staff, community members, and business partners. We held virtual meetings twice this school year, where we received recommendations on increasing attendance, such as creating a club mural, activities using Netflix programs, and gift packages for students.

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution*	Type of Contribution
West Development	Culinary Arts	\$85,050	Partner
Financial Literacy	Financial Literacy	\$38,400	Partner
Form 2 Fashion	Sewing	\$32,000	Partner
Tammy Speedhefner	Mental Health Professional Development	\$7,800	Contractor
Full Sail Holly Ludgate	Technology Professional Development	\$12,500	Contractor
LEAD	Leadership Professional Development	\$13,000	Contractor

7.0 PROGRAM REFLECTION

In 300 words or less, provide a narrative with an overall assessment of your 21st CCLC project's impact in the text box below. This may include:

- *reflection of the lessons learned throughout the year*
- *recommendations to enhance the quality of services offered to students and families for the next year*

The Boys and Girls Clubs of Central Florida's Joe R. Lee Branch 21st CCLC program faced a number of challenges this year, especially related to virtual learning and adjusting to the circumstances of the COVID-19 pandemic. Technology was an issue at times with various technological glitches in the internet connection and glitches in academic software that the students were using. Computers were having to be rebooted. Thankfully, Best Buy donated money to create better access points for improved connectivity, which resolved the internet connection issues.

The program also had to deal with the uncertainties of the pandemic and the anxieties of illness within our communities. Although our students are very resilient, the pandemic is concerning for students, as well as adult family members. The program made adjustments throughout the year and made safety a top priority by taking the necessary precautions to keep students and staff safe within the building. At the same time, we recognized the flaws of relying solely on virtual programs and had to respond to those unique obstacles by integrating face-to-face programming to improve student engagement and attendance. Finally, we learned to communicate more with adult family members and found new ways to reach out to our community. Since no adults and visitors could enter the building throughout the year due to the risk of exposure to the COVID-19 virus, we learned new ways to use technology to invite adult family members to participate in the program virtually. This was positive for relationship building and allowed adult family members being able to participate in events remotely.

It is recommended that the 21st CCLC program continue to implement program safety measures to keep program participants safe, and also continue to ensure that the technology is in working order and can continue to be used to engage students in ELA, Math, Science and personal enrichment activities.