

**SUMMATIVE EVALUATION REPORT**  
**Project Year 2020-2021**  
**Boys & Girls Clubs of Central Florida – Levy Hughes**



**NITA M. LOWEY 21<sup>ST</sup> CENTURY**  
**COMMUNITY LEARNING CENTERS**  
**FLORIDA**

Deliverable Month

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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 Club of Central Florida (BGCCF) Levy-Hughes Branch 21<sup>st</sup> Century Community Learning Center program addresses individual student needs to improve academic success, support character development and citizenship, and develop healthy lifestyles. In the program, students work to improve academic skills in English language arts (ELA), math, and science while strengthening their abilities to make healthy choices regarding risky behaviors, college and career readiness, and fitness/nutrition. This program is available for students after school during the school year and in the summer.

The 21<sup>st</sup> CCLC program offered homework help with Homework Heroes, a program that rewards students for responsible homework behaviors. The program also provided Tier III intensive support in ELA and math to all students. Instruction was individualized and based on iReady diagnostics. The Adult Family Member program provided opportunities for parents/guardians to improve parenting skills and develop their skills in financial literacy.

Even though the COVID-19 pandemic presented some new challenges this year, the 21<sup>st</sup> CCLC program had a large impact on the community. A college fair was presented to the community during the year and local colleges, radio stations, businesses, and news stations attended. Students, adult family members, and community members were able to attend this college fair and receive information about scholarships, post-secondary opportunities, and grants. In addition, the program participants helped distribute meals and other items to families in need. This taught students about the act of service and being a helpful citizen. At a local community event, 21<sup>st</sup> CCLC students memorized poetry and recited it for the community attendees. In culinary arts class, food boxes were put together by the students and passed out to the members of the community.

The 21<sup>st</sup> CCLC program had a positive impact on students this year and served as a safe place to go after school and during the summer. In the program, students were able to participate in academic enrichment and program enrichment activities instead of going home and being alone after school. They interacted with their friends without engaging in risky behaviors outside of the club after school. Students were able to take part in engaging classes including fine arts, piano, and dance class. If this program was not available, students may not otherwise be able to participate in classes like this. Staff members focused on helping to improve the mind and confidence of the students, which also helped contribute to academic success and student confidence.

A total of 121 students enrolled for the academic year, and 25% of the 121 students enrolled in the summer program. There was an equal distribution of males to females, and students were predominantly African American (77%) or Hispanic (18%). The average rate of students per grade from K-8 was 11%. There was a high number of third graders (20% of all students) and lower numbers for Kindergarteners, first graders, and eighth graders. Less than 1% of students had limited English proficiency, 9% had special needs, and 94% were eligible for free/reduced price lunch.

## 2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21<sup>st</sup> 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
Levy Hughes	30	121

### 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
Levy Hughes	1	11	114	60	61

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*
Levy Hughes	1	0	93	19	0	1	0	7

\* 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
<i>Levy Hughes</i>	0	3	10	14	24	15	15	16	16	8	0	0	0	0	121
<i>* Grade levels are exclusive, as students can only be in one grade level.</i>															

### 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 Levy Hughes 21<sup>st</sup> CCLC program was open 5 days per week during the school year for after school activities. During the school year all content was offered virtually while the students attended the program in-person. Teachers taught students from a virtual platform and the students were able to tune in and participate in the lessons from watching the teachers on a screen in each of their classrooms. The after school program was in operation 3.5 hours per day for 5 days per week. Sessions were 50 minutes each.

The 21<sup>st</sup> CCLC program offered Project Based Learning as an integral part of the program plan. The STEAM programming provides a multi-disciplinary academic enrichment program, applying technology to an array of academic concepts in modules aligned with Florida Standards. Using PBL-based methodology, this programming introduced students to basic scientific precepts such as methodical approaches to problem-solving, developing hypotheses and record-keeping.

In addition, the Levy-Hughes 21<sup>st</sup> CCLC program offered the following enrichments for grades K-5 this year: basketball, performing arts, Zumba, fine arts, music arts, soccer, and financial literacy. For grades 6-8, the program offered: Science/STEM (Mad Science), computer science enrichment, cosmetology, global cuisine and culinary career extensions, yoga, and financial literacy. The adult family member programming included workshops about a variety of topics including mental health. There were also virtual and drive through report card conferences for parents in an effort to limit person-to-person contact.

The program collected report cards at the end of each quarter to analyze the grades. Teachers put extra emphasis on preparing the students for the FSA ELA state exam so that they would be best prepared to take it when it was administered during the school year. In addition, teachers also focused on close reading skills for both ELA and Math.

Student transitions on-site between different classes were safe and efficient. Each day, after students ate their snack, they transitioned with staff to separate spaces for supported homework time. Then students rotated into academic and personal enrichment sessions. Six classes were offered simultaneously. The students transitioned to a different class each hour.

Complete the table below as indicated in the headers.

Table 5. Summer 2020 Operations

Site Name	Total # of weeks 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		
<i>Levy Hughes</i>	8	5					Hybrid

Table 6. 2020-2021 Academic Year Operation

Site Name	Total # of weeks 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	
<i>Levy Hughes</i>	36	5			3.5	9			5	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 & Girls Clubs 21<sup>st</sup> CCLC program consisted of seventeen paid employees: four males and thirteen females. All teachers were female. One director and three certified teachers had master's degrees. No teachers or directors decided to leave their after school position this year. Three assistants left during the year but their positions were filled.

21<sup>st</sup> CCLC staff also received professional development throughout the year, including training about mental health topics such as: Anxiety Disorders, Social-Emotional Literacy, Depression & Mindfulness, and Conflict Resolution. Teachers learned how to use Nearpods to improve instruction and engagement. The teacher-to-student ratio for all instruction was 1:10 which allowed for more individualized instruction.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	BGCCF Levy Hughes		N/A		N/A		N/A	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
<b>Administrators and Coordinators</b>	4	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>College Students</b>	0	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>Community Members</b>	0	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>High School Students</b>	0	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>School Day Teachers (including substitutes)</b>	5	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>Non-teaching School Day Staff</b>	0	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>Sub-contracted Staff</b>	8	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other</b>	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 K-8 students' skills in academic subjects, third grade promotion, behavior and problem solving, health and nutrition, college readiness, parental involvement, and civic tools. Students used standardized or state assessments, report card grades, Study Island, curriculum-based assessments, and perceptive surveys. There were no data collection challenges except for missing FSA, civic skills exam, and Algebra End-Of-Course exam scores. Impacts on the population being served include improved problem-solving abilities, physical and personal wellness, and college readiness. Elementary school students also improved parental involvement.

Elementary school students were able to perform 9% better on the benchmark for Science, but did not meet or exceed the benchmark for Language Arts or Math. Middle School students did not reach the benchmark for report card grades. Not reaching the benchmark criteria for report card grades is strongly correlated with a low success rate for third grade promotion. On the other hand, students performed well in Study Island with elementary school students achieving an average of 28% higher than the benchmark for all three subjects, and middle school students achieving 26% higher. The program can maximize outcomes by customizing the Study Island program to better correlate with students' personal academic needs.

## 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.

Parents reported the highest satisfaction rate, followed by K-5 students and teachers. Among students who reported dissatisfaction, solving problems in a positive way was moderately correlated with the enjoyment of activities. Getting along with others was also correlated with feeling safe. This indicates that students likely had concerns about interpersonal relationships impeding with their sense of safety and personal enjoyment. Teacher(s) reported the lowest satisfaction rate due to the small sample size as well as variables including lacking quality, completion of homework, and concerns about students' behavior and discipline.

**Table 8. Stakeholder Survey Responses**

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

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 <sup>st</sup> CCLC program helped improve academic grades.
Students K-5	31	74%
Students 6-12	0	0

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 <sup>st</sup> CCLC program improved student's academic performance ( <i>Improved and Did Not Need to Improve</i> ).
Teacher	3	43%

## 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.*

Once the Levy Hughes site committed to a program that enhances the quality and breadth of services available to the underserved youth in our community, we also commit to seeking the ongoing funding necessary to assure its long-term viability. We prioritized cultivating and maintaining diverse revenue streams for our 21<sup>st</sup> CCLC program, and consistently work with stakeholders in the public, government, corporate, and nonprofit sectors, to identify additional funding sources, in-kind services and other funding opportunities.

Leadership staff work strategically to increase our internal fundraising capabilities to assist with the higher costs anticipated due to program expansion. In the last two years, we have been successful at increasing our grant dollars, and building and/or attracting additional resources. Some of those funding sources include the Wallace Foundation, Best Buy Foundation, Orange County Citizens Commission for Children, Dr. Phillips Charities, SunTrust Foundation as well as unrestricted dollars from our fundraising events. The total estimated value of contributions is \$326,400. This total is comprised of \$235,250 from partners and \$91,150 from contractors.

This year, the 21<sup>st</sup> CCLC advisory board consisted of students, staff members, community members, regular school day employees and business partners. The board met two times virtually. No recommendations were made.

**Table 9. Program Partners**

Agency Name	Type of Service Provided	Estimated Value (\$)	Type of Contribution
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		<b>of Service or Contribution*</b>	
West Development	Culinary Arts	\$85,050	Partner
Mobile Services	Financial Literacy	\$38,400	Partner
Catherine Clark	Zumba	\$10,240	Partner
Monica Soccars	Yoga	\$28,160	Partner
Mad Science	Hands on Science	\$22,400	Partner
Form 2 Fashion	Sewing	\$32,000	Partner
Steinway	Piano Lessons	\$12,000	Partner
Jennifer Reed	Concept Design Florist	\$6000	Partner
KB Electric	Electrical Circuit Classes	\$1000	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
Danyel Dawsey	Golf	\$17,600	Contractor
Believe Dance Academy	Hip Hop Dance	\$24,000	Contractor
Heather Pearson	Reading Development Professional Development	\$2,000	Contractor
Champions Lab	Champions Lab Fitness	\$3150	Contractor
Dramatic Education	Dramatic Education	\$7200	Contractor
Hair in Motion	Costemotolgoy	\$3900	Contractor
			Choose an item.

## 7.0 PROGRAM REFLECTION

*In 300 words or less, provide a narrative with an overall assessment of your 21<sup>st</sup> 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*

At the Boys & Girls Clubs of Central Florida's Levy Hughes 21<sup>st</sup> CCLC site, program staff learned important lessons this year. We dealt with the unknown factors and daily fears of ongoing COVID-19 cases, hospitalizations in our community, and death. This was overwhelming for students, staff and the community. For students, these factors made it difficult to focus on academic achievement and fully engage in personal enrichment activities.

This year, staff members learned that students are resilient due to what the staff knew about the students and how the pandemic was affecting their families and community. Students were going through very challenging realities, however, they were still resilient in their efforts to maintain focus for virtual learning throughout their school day and after school.

There were challenges at the program level regarding technology this year. The 21<sup>st</sup> CCLC staff acknowledged that the inconsistency of the live stream sessions created disjointed classes. Virtual classes left the atmosphere sterile even though the teachers had live and vivid personalities. Some classes did not do as well as others in those conditions. The staff had to learn to use the technology effectively to achieve new goals. They learned to leverage technology to implement ideas and concepts across several media sites which joined students from different 21<sup>st</sup> CCLC programs together, creating a quality experience for the club members and staff. Due to this, the staff members learned the importance of communication in different ways.

It is recommended that the program continue to provide professional development for staff about the use of technology and how to effectively integrate technology into the daily lessons and activities.