

SUMMATIVE EVALUATION REPORT
Project Year 2020-2021
Boys & Girls Clubs of Central Florida – Universal Orlando Foundation



**NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA**

Deliverable Month

July

Due Date

August 15, 2021 at 11:59PM EST

Submission Environment

EZReports

Table of Contents

1.0 INTRODUCTION OF PROGRAM	3
2.0 STUDENT CHARACTERISTICS	4
2.1 Student Enrollment Total and Regularly Participating Students	4
Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year.....	4
<i>Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming</i>	4
2.2 Student Demographics.....	4
Table 2. Population Specifics: Total Participating Students.....	4
Table 3. Student Race and Ethnicity: Total Participating Students.....	5
Table 4. Student Grade for Total Participating Students	5
3.0 PROJECT OPERATIONS	6
Table 5. Summer 2020 Operations	7
Table 6. 2020-2021 Academic Year Operation	7
4.0 STAFF CHARACTERISTICS.....	8
Table 7. Program Staff Types by Category	8
5.1 Objectives, Activities, Data Collection Methodology and Outcomes	9
Objectives Narrative	9
5.2 Stakeholder Surveys.....	10
Table 8. Stakeholder Survey Responses.....	10
6.0 PROGRESS TOWARD SUSTAINABILITY	11
Table 9. Program Partners	12
7.0 PROGRAM REFLECTION	13

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*

Boys and Girls Clubs of Central Florida's Universal Orlando Foundation Branch 21st Century Community Learning Center (CCLC) served Orange County, Florida youth (K-5) attending Title 1 elementary schools including Eagle's Nest, Eccleston, Orlo Vista, and Washington Shores Elementary School. Using multi-tiered systems of supports to address individualized student needs, activities targeted 3 key objectives—academic success, good character, and healthy lifestyles—to help students overcome barriers to education and employment, social challenges, and health issues. Our goal was to help students improve STEAM core academic skills to meet state standards while strengthening their abilities to make healthy choices regarding risky behaviors, college/career readiness, and fitness and nutrition. The adult family members of participating 21st CCLC students also had opportunities to improve parenting and financial literacy skills.

Through our Homework Hero program, we provided academic support to students, giving them the help they needed with English language arts (ELA), math, and Science school assignments. We used Project Based Learning (PBL) to give students hands-on experience in these fields. 21st CCLC program activities included Robotics, Filmmaking, Game/Virtual World Design, Mad Science, and Music made up our STEAM modules. This provided students with vital program content that not only educated them, but also enriched their social and emotional lives. The 21st CCLC program provided a safe space for the children, and our staff gave students a healthy environment where they could learn and grow.

Additionally, parents were offered workshops about topics including financial literacy, new tax credits, credit counseling, and more. Mental health counselors helped parents learn how to deal with angry, depressed, and suicidal children. The culinary class invited parents to learn how to cook healthy meals. The teachers reviewed report cards and gave parents advice on helping students earn better grades, creating a collaborative environment where students and their families felt included in the process.

The Universal 21st CCLC program has also played a major role in supporting the community as a whole. Students have participated in cleaning up lawns in their neighborhoods which created a feeling of providing services to others and being charitable. Students took home a bag of food every Friday and learned nutritional knowledge that they can pass on to their families and friends. They also learned leadership abilities that will benefit not only their own lives, but also the lives of everyone around them.

A total of 89 students from grades K-5 attended the program for the academic year, and 38% of the students attended the summer program. An average of 21% of students were in grades 1,3,4, and 5. Students in Kindergarten (73% below average) and second grade(26% below average) were underrepresented. Most students were African American (90%) or Hispanic (2.2%). There were also 41% more females and males. Finally, 4% of students had

limited English proficiency, 9% had special needs, and 96% of students 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 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
<i>Universal</i>	34	89

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
<i>Universal</i>	4	8	85	37	52

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*
<i>Universal</i>	0	0	80	2	0	0	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>Universal</i>	0	4	19	11	18	19	18	0	0	0	0	0	0	0	89

* 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*

Boys and Girls Clubs of Central Florida's Universal Orlando Foundation Branch 21st CCLC program lasted from summer 2020 to the end of the 2021 Academic Year. In the summer of 2020 the program was open for 36 weeks. During the school year, the after school program operated for 175 days after school and 19 days that fell in the weekends/holidays category. Our virtual program ran from September 2020 – May 2021. Virtual participation was limited since our attendance primarily occurred in-person, but we made our lessons available online for all participants. Our program assisted students in academic subjects such as ELA, math, and science. We also helped students develop healthy eating habits, improve career readiness, enhance their decision-making skills, grow their physical health and wellness knowledge, and improve financial literacy.

Academic subjects were taught through various strategies. ELA instruction followed OCPS standards and pacing guides. The program also used Kahoot games, flashcards, and computer activities to enhance literacy. For math, we used an activity called Menu Math where students were given a certain amount of money to order from a menu, and they had to make decisions based on those limited finances, factoring in the tip. Students also received help from college students at the local library and used various math worksheets to learn more about math concepts that they would be tested on. In science, the students were involved in weekly experiments and projects. Graphic organizers and thinking maps were created for various science units, and science vocabulary was reviewed using Study Island units, Mad Science, and Nearpod lessons.

Personal improvement was encouraged through a variety of techniques. Decision-making skills were developed through lessons about self-awareness, coping strategies, dealing with emotions, learning how to communicate, and problem-solving. The lessons about healthy eating habits focused on eating fruits and vegetables, using nutritional recipes. Career readiness was fostered through lessons about various career paths and our financial literacy teacher taught lessons about responsible money management. Physical movement such as calisthenics and basketball encouraged health and wellness. We also encouraged parent involvement in our programs.

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			
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS / HOLIDAYS	Typical Programming (as stated in the Restart Plan)
<i>Universal</i>	36	5	15		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	
<i>Universal</i>	36	5			3.5	19			175	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

Boys and Girls Clubs of Central Florida's Universal Orlando Foundation Branch 21st CCLC program employed 15 paid staff members, including 6 men and 9 women. This included 1 administrator, 4 school day teachers, and 5 other non-teaching school day staff. Our administrator and our teachers had master's degrees. Staff certifications included Child Abuse Certification, ESOL Endorsement, and ESE Certification. Staff turnover included the departure of 7 program assistants, but we retained our administrator and teachers throughout the program and filled vacant positions during the year. Professional development training opportunities that we offered included sessions on coping with anxiety, making decisions, using Nearpod, and conflict resolution.

The teacher-to-student ratio was 1:9 for both academics and personal enrichment due to the COVID-19 pandemic and social distancing guidelines. The smaller class sizes gave students more opportunities to participate and made it easier to manage student behavior. As a result, teachers were able to provide more one-on-one instruction.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	BGCCF Universal		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	1	N/A	N/A	N/A	N/A	N/A	N/A
Community Members	0	4	N/A	N/A	N/A	N/A	N/A	N/A
High School Students	0	1	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	5	0	N/A	N/A	N/A	N/A	N/A	N/A
Sub-contracted Staff	5	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 skills, problem solving and decision-making abilities, health and nutrition, college readiness, and parental involvement. Perceptual surveys, report card grades, educational programs (Study Island), and assessments (FSA, Smart Moves, and other curriculum-based assessments) were used to assess students' objectives. There were no data collection challenges except for missing FSA scores and participants.

Students did not meet or exceed the benchmark requirement for Language Arts, Math, or Science. However, students generally performed well on Study Island with an average of 20% above the benchmark for all subjects. The program can focus on customizing or changing supplemental academic activities to accommodate students' studying preferences and academic grades.

Finally, impact on the population being served include improved behavior and problem solving, parental involvement, eating habits, physical wellness, financial literacy, and college readiness. Students achieved 33% above the benchmark for the Smart moves (decision making) assessment and 43% above the benchmark for parental involvement. Additionally, students achieved an average of 29% higher than the benchmark for Health and Nutrition assessments (physical health and eating habits) and 31% higher for College/Career readiness (financial literacy and career exploration).

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 (100%), followed by teachers (97%), who rated a satisfactory response for nearly all questions. Students reported 82% satisfaction. Among students who were unsure/unsatisfied, students' enjoyment of activities in the program was positively correlated with the program's ability to help with homework. Additionally, students expressed uncertainties about feeling safe, solving problems in a positive way, and getting along with others. This indicates that students who did not enjoy activities, whether due to concerns about safety, positive problem solving, and interpersonal well, often did not report that the program helped with their homework.

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	9	100%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5	27	82%
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	30	97%

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.*

To increase our internal fundraising capabilities, the 21st CCLC assisted the club for the Celebrate the Children Dinner and Auction. Additionally, our Annual Campaign included cultivation of individual donors, implementation of the Benevon Model throughout our service area, exploring point of entry opportunities, and management of ask events. We held five Faces of the Future breakfasts each year in each of the seven counties we serve, and one corporate event. The costs were underwritten by a major sponsor, with all the proceeds going directly to our services.

In the last two years, we were successful in growing our grant revenues and attracting resources at the Universal 21st CCLC site. Funding sources included the Wallace Foundation, Best Buy Foundation, and Orange County Citizens Commission for Children. The total estimated value of contributions this year to our program from partners and contractors (monetary or otherwise) was \$326,400.

Our advisory board included students, staff members, business partners, and community members. We held two virtual meetings this school year, with members providing recommendations to increase online presence. With all of the students online, we discussed the use of Nearpod and other virtual activities within our programming. This allowed us to plan for the future and emphasize the long-term sustainability of our work.

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
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

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 summer theme this year for Boys and Girls Clubs of Central Florida's Universal Orlando Foundation Branch 21st CCLC program was "when life gives you lemons, make lemonade!" This summarized our experience with the new challenges presented by the COVID-19 pandemic. The social distancing sometimes made it more difficult to maintain social connections between students and staff. We also had to deal with unknown factors and the surmounting fears of ongoing increase in COVID-19 cases, something that threatened to overwhelm students and staff as we tried to keep the focus on student achievement.

However, amidst these challenges, we learned some important lessons. First, we realized that our students were capable of overcoming these difficulties, using new online tools to increase their skills. Secondly, we saw the positives and negatives of online technologies, which were beneficial in allowing us to provide access to programs and connect our clubs. The technology was a challenge because it did not always function effectively or fully capture the energy of an in-person experience. Finally, we recognized the importance of communication and keeping everyone informed about our work, as we realized more than ever how important our program is to the youth we serve.

It is recommended that the program continue to address any technology issues moving forward so that students that are learning virtually can work without disruptions and/or distractions. It is also recommended that the program continue to offer creative and innovate project plans to the students so that students can continue to refine their academic and personal enrichment skills moving forward.