

SUMMATIVE EVALUATION REPORT
Project Year 2020-2021
Boys & Girls Clubs of Central Florida – Walt Disney World Clubhouse



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	2
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.....	4
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	9
5.0 OUTCOMES	10
5.1 Objectives, Activities, Data Collection Methodology and Outcomes	10
Objectives Narrative	10
5.2 Stakeholder Surveys.....	11
Table 8. Stakeholder Survey Responses.....	11
6.0 PROGRESS TOWARD SUSTAINABILITY	12
Table 9. Program Partners	13
7.0 PROGRAM REFLECTION	14

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 Walt Disney World Clubhouse 21st Century Community Learning Center (CCLC) served students that attended Mollie Ray, Ridgewood Park and Rolling Hills Elementary Schools. Private school students were also invited to attend. The program offered a multi-tiered system of supports that addressed individual student needs including a variety of activities that targeted academic success, good character/citizenship, and healthy lifestyles in order to help students to overcome barriers to success inside and outside of the classroom. In the 21st CCLC program students worked with certified teachers and each other to improve their academic skills in the areas of English Language Arts (ELA), Math and Science (STEAM) core skills. Students participated in program activities that gave them a better foundation to make healthier choices by recognizing and avoiding risky behaviors, prepare for college/careers and improve their overall fitness and nutrition. Additionally, the parents/guardians of these students were given opportunities to improve their parenting and financial literacy skills.

Students in this program benefitted greatly from having one-on-one individual attention for help and academic projects that they might not have normally completed due to lack of knowledge. Students learned real-world financial literacy, budgeting and the difference between credit cards and debit cards. The students remained with the same primary teacher for the 21st CCLC afterschool program all year and was able to develop trusting relationships.

The 21st CCLC program positively impacted students in a number of ways. For example, there was a child in the program that received a letter about possibly being retained in the 3rd grade. With the Director's encouragement and consistent attendance and efforts, the student's report card grades improved from D's and F's to C's and B's. The 21st CCLC staff encourage and support critical thinking, and students began acquiring better skills through participating in math, science and ELA activities in the program.

Enhancing the community was a goal that students and staff worked towards all year. The 21st CCLC program assisted in club efforts to pass out boxes of food, including eggs, milk, bread, chicken and nonperishables to the community every Friday to families in need. This taught students about being charitable and contributing to their society. Students were reported to have taken the skills they acquired from the program and utilized them in their homes.

For personal enrichment activities, the 21st CCLC teachers and staff put together initiatives for the students to participate in. For example, for breast cancer awareness month, students were able to distribute ribbons throughout the community. For Black History Month, students learned unknown facts about African American History, had a quiz bowl with another club about black history facts, and created presentations about African American leaders in the community.

Kindergarten through 5th grade students attended the 21st CCLC program. With regards to the demographics, students were predominantly African American (85%) and Hispanic (10%), and a minor percentage (5%) of students were Asian, White or multi-racial. Around 8% of

students had limited English proficiency, and 6% of students had special needs, which is lower than the percentage of students (14.1%) being served by special education programs in 2018-2019. All students qualified for free and reduced 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
Walt Disney	19	80

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
Walt Disney	6	5	80	40	40

Table 3. Student Race and Ethnicity: Total Participating Students

	Total Participating Students

Site Name	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*
Walt Disney	0	1	68	8	0	1	2	0
<i>* Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.</i>								

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
Walt Disney	0	3	14	18	12	21	12	0	0	0	0	0	0	0	80
<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*

During the summer 2020 program, the Walt Disney 21st CCLC program operated in a hybrid face-to-face/virtual model for 8 weeks Monday - Friday for a total of 9 hours each day. For the 2020-2021 academic year, the site operated an afterschool program for a total of 36 weeks, Monday – Friday for 3.5 hours daily. The 21st CCLC program was also open for a total of 19 weekends and holidays. Both face-to-face and virtual students were offered the same academic and enrichment content.

The 21st CCLC program hired teachers with expertise in culinary arts, golf, computer coding and other niche areas to create curriculum for those classes that they would use to teach students. For English Language Arts and Math, teachers used the lesson plans that were provided by the Study Island curriculum. MAD Science was used to support the STEAM program. Students received homework assistance, practiced math and science skills using Study Island, and spent time doing meditation and learning self-control. Sometimes Kindergarten and 1st graders were grouped together, and 4th and 5th graders were also grouped together during Wednesday classes. Students completed a variety of engaging, high-interest academic and personal enrichment activities and projects. To improve their academic skills, they worked on a STEM project in which they designed a boat to hold as many pennies as possible. They had to test and make adjustments. In another activity, students acted out a script about bully prevention and empathy. When they finished acting, the boys created a song and dance about caring, and the girls did the same thing about showing empathy.

For personal enrichment, students used the computer to work on an ongoing project to create their own video game by creating characters demonstrating various movements such as standing still, walking, falling down and jumping. Students also learned how to hold golf clubs and the proper methods to hit golf balls.

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		
<i>Walt Disney</i>	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	
<i>Walt Disney</i>	36	5			3 5				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 21st CCLC program was led by 1 paid female serving as Center Administrator/Coordinator, plus 1 paid female college student, 4 paid male community members and 9 paid female community members. There were 2 paid male and 4 paid female school day teachers. For sub-contractors, 2 of them were paid males and 9 were paid females. There was some turnover in which 7 of the Program Assistants and Paraprofessionals left the program during the year.

The Center Administrator/Coordinator holds a master's degree and 2 of the certified teachers do, as well. The Program Administrator Lead Staff and Program Coordinators took training in a number of topics including Anxiety and Mood Disorders, Conflict Resolution and Suicide Prevention, Depression, Drug Abuse, Violence Cause/Effect, and Effective ways to Say No and De-Stress.

The ratio of students to staff for all areas was 1:9. The lower numbers of students allowed for small group instruction in which teachers provided more guidance and differentiation that improved student success.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	Site Name 1 - WDW		Site Name 2 – N/A		Site Name 3 N/A		Site Name 4 N/A	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	1	0	0	0	0	0	0	0
College Students	1	0	0	0	0	0	0	0
Community Members	13	0	0	0	0	0	0	0
High School Students	0	0	0	0	0	0	0	0
School Day Teachers (including substitutes)	6	0	0	0	0	0	0	0
Non-teaching School Day Staff	0	0	0	0	0	0	0	0
Sub-contracted Staff	11	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0

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-5 students in their academic abilities, third grad promotion, problem solving skills, eating habits, personal/physical wellness, career readiness/exploration, and parental involvement. Report cards and standardized progress monitoring tools measured students' academic abilities, and assessment and perceptual surveys measured students' non-academic skills such as career preparation, parental involvement, health, and wellness. There were no data collection challenges except for missing FSA – ELA scores.

Overall, although students did not meet the benchmark for English (21% below benchmark) and Math (11% below), students performed well in the Study Island Reading and Math program, demonstrating minimal correlation between both outcomes. The program can improve by changing the difficulty and curriculum of Study Island to better support students' class grades.

Students performed, on average, 32% better than the benchmark for career preparation criteria, including a career and financial literacy exam. Their eating habits, physical wellness, and parental involvement also demonstrated improvement, indicating that the program helped optimize students' wellness and interpersonal abilities. Outcomes met through programming include improved Science report card grades, decision making abilities, health education, physical education, college readiness, and parental involvement.

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 expressed the highest satisfaction rate, with nearly all parents reporting satisfaction for all questions. Students reported an 87% satisfaction rate. An average of 73% of 4th and 5th graders were satisfied, lower than the satisfaction rate (100% average) of younger students, suggesting that older students rated their satisfaction more critically. Variables that were strongly among students who rated high satisfaction were (1) feeling safe versus solving problems in a positive way, and (2) having caring adults. Lastly, teachers rated the lowest satisfaction rate due to criticisms about students' timely completion and quality of homework, behavior, and lack of parental involvement.

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	18	100%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5	34	87%
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	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.*

The 21st CCLC program is committed to seeking the ongoing funding necessary to assure long-term viability. Cultivating and maintaining diverse revenue streams for our programs are critical. Therefore, the Program will consistently work with stakeholders in the public, government, corporate, and nonprofit sectors to identify additional funding sources, in-kind services and other funding opportunities. As the program expands, strategic, robust fundraising efforts are needed to meet anticipated higher costs.

Students, staff members, community members, day school employees and business partners served on the 21st CCLC Advisory Board. The Board met virtually twice during the school year. In order to increase attendance throughout the school year for both face-to-face and virtual students, the Board made several recommendations. For example, in-house staff could put together materials and supply packages for students to take home with for the winter break. Furthermore, the Advisory Board recommended that 2 activities are planned for each hour of the program or to extend a 2-hour activity over 2 days. Other recommendations include beginning the start of the after school day with meditation and yoga classes, including a snack break in the schedule if possible, and utilizing Computer Science classes to create digital Christmas Cards with students.

The total estimated value of contributions to the program this year was \$326,400.

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
Mobil Services	Financial Literacy	\$38,400	Partner
Catherine Clark	Zumba	\$10,240	Partner
Monica Soccars	Yoga	\$28,160	Partner
Mad Scince	Hands on Science	\$22,400	Partner
Form 2 Fashion	Sewing	\$32,000	Partner
Steinway	Piano Lessons	\$12,000	Partner
Jennifer Read	Concept Design Florist	\$6,000	Partner
KB Electric	Electrical Circuit Classes	\$1,000	Partner
Tammy Speedhefer	Mental Health Professional Development	\$7,800	Contractor
Full Sail Holl 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	\$3,150	Contractor
Dramatic Education	Dramatic Education	\$7,200	Contractor
Hair Motion	Cosmetology	\$3,900	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*

Although the BGCCF Walt Disney 21st CCLC program was met with many on-going challenges caused by fears, uncertainties and restrictions due to COVID, every effort was made to make the best of the situation. Despite the challenges, student achievement remained the primary focus for all teachers, staff and students.

Students in the program demonstrated grit and maturity as they overcame many challenges and mandates. Virtual learners were resilient in their efforts to maintain focus and control via virtual learning. Even with the necessity of technology, the 21st CCLC program experienced some inconsistency with live streaming that created disjointed classes. The virtual classes, even though some of the students had live and vivid personalities, did not transfer to the richness and vibrancy of learning in some instances. The program recognized that although both students and staff rose to meet many challenges throughout the year from both COVID-19 and virtual classes, face-to-face connection and instruction seems to work better for some students. However, the power of technology allowed the implementation of ideas and concepts across several media sites and joined kids and clubs in ways that created a quality learning experience for both club members and staff.

It is recommended that the Walt Disney 21st CCLC program continue to create initiatives that students can participate in to enhance personal enrichment offerings. Giving students a voice and a choice will create even more buy-in for the 21st CCLC program offerings. It is also recommended to continue themed cross curricular project-plans moving forward to keep students engaged in academic enrichment classes, and to help further develop their skills in ELA, Math and Science.