



**BOYS & GIRLS CLUBS**  
OF BAY COUNTY

# **Boys & Girls Clubs of Bay County**

## *Cohort 17*

### **SUMMATIVE EVALUATION REPORT**

**Project Year 2019-2020**



**NITA M. LOWEY 21<sup>ST</sup> CENTURY**  
COMMUNITY LEARNING CENTERS  
**F L O R I D A**

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## 1.0 INTRODUCTION OF PROGRAM

*Provide a narrative in the text box below that outlines the following:*

- *this specific program's function and purpose*
- *the program's enhancement on the community and the students served*

*\*Note: Any information regarding 21<sup>st</sup> CCLC overall can be shared at the end of this report.*

The Boys & Girls Clubs (BGC) of Bay County (Waller ES) 21st CCLC program (Project Number: 91X-2440B-0PCC1) is a Cohort 17 program operated by the BGC of Bay County. This 21st CCLC program has provided student-focused programming under the current grant for two years, having successfully navigated the competitive grant process in the 2018-2019 program year. Since beginning operations in 2018-2019, BGC Bay County (Waller ES) 21st CCLC program has worked to provide all services for which it was funded and has historically made progress towards the approved goals and objectives. As per the 2019-2020 grant application, BGC Bay County (Waller ES) 21st CCLC Program received \$210,794 to implement student-focused programming at one site: Waller Elementary. Overall, BGC Bay County (Waller ES) 21st CCLC program proposed to serve students in grades 1-5, with a proposed average daily attendance (ADA) at Waller Elementary of 100 students per day afterschool and 30 students per day during the Summer of 2019. The 21st CCLC program targeted the 410 students attending Waller Elementary – with 100% of these targeted students qualifying for free or reduced-price lunch (an indicator of low-income families). Designed to complement and enrich regular school day instruction, the function of the BGC Bay County (Waller ES) 21st CCLC program was primarily designed to impact elementary school students in the following ways: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve positive behavior; (3) improve fitness and healthy lifestyle choices; and (4) increase adult literacy and parenting skills.

BGC of Bay County and staff members have extensive experience managing public and federal funding. For many years, their team has been awarded the Office of Juvenile Justice and Delinquency Prevention (OJJDP) grant, working with at-risk youth. Allocation of hours worked, expenditures for supplies and strict record keeping, as well as good accounting policies and procedures, has allowed this organization to satisfy all of the past grant requirements in an effective manner. In the past, partnerships with the Boys & Girls Clubs of the Emerald Coast to create a 21st CCLC site gave much needed insight into how the 21st CCLC grant works. For the last five years, through the Florida Alliance, BGC of Bay County has had a Department of Education and Office of Juvenile Justice Program grant in which services are provided to at risk youth. These grants require mentoring components along with educational instruction that focus on the needs of Club members, much like the 21st CCLC programs. The Club currently has a variety of programming and Club professionals who focus on enhancing Club members' abilities to succeed in and out of the classroom.

This organization has a 50-year history of providing quality programs during summer, after-school, and out-of-school times. The goal of the BGC Bay County 21st CCLC program is to expand into an area of Bay County that is not being served by after-school and summer programs. The BGC of Bay County focuses on the youth who need the most in our community. Focus is placed on the kids who need services the most within the serviced community. In 2017, 59% of Club members were from minority races, 83% came from free or reduced lunch homes, and 69% lived in single parent homes. The Clubs have an established relationship with Bay District Schools that allows the collection and monitoring of the grades and attendance of Club members, with special attention to students who are struggling.

Overall, the BGC Bay County (Waller ES) 21st CCLC program designed a strong academic component to support three core areas: (1) reading and language arts, (2) mathematics, and (3) science. The staffing plan implemented by the program allowed each of these academic components to be supervised by teachers certified by the Florida Department of Education (FLDOE). The BGC Bay County (Waller ES) 21st CCLC Program wrote detailed lesson plans for all academic activities, ensuring that the activities provided during the 21st CCLC program did not mirror the regular school day, but reinforced topics taught during the regular day school. The BGC Bay County (Waller ES) 21st CCLC program also offered eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects. Further, the program offered families of actively participating 21st CCLC students the opportunity for literacy and related educational development. The BGC Bay County (Waller ES) 21st CCLC program provided as many adult family member services as possible during the 2019-2020 program year. The BGC Bay County (Waller ES) 21st CCLC program was designed to provide a wide range of enhancements for the community, families, and students served.

## 2.0 STUDENT CHARACTERISTICS

### 2.1 Student Enrollment Total and Regularly Participating Students

*Provide a narrative overview of student enrollment in the program in the text box below. This may include, but is not limited to:*

- *enrollment processes*
- *orientation(s)*
- *efforts to preserve enrollment*
- *daily attendance*

*\*Note: Do not replicate the numbers shared in Table 1.*

To better understand the population of students and families impacted by the 21st CCLC program, this section provides information about attendance, enrollment, and demographics of those students participating in the BGC Bay County (Waller ES) 21st CCLC Program activities during the Summer of 2019 and the 2019-2020 Academic Year.

**Student Recruitment:** As per the grant application, the BGC Bay County (Waller ES) 21st CCLC program proposed to target specific students and their families. The BGC Bay County (Waller ES) 21st CCLC program proposed to target a total of 100 students per day afterschool and 30 students per day during the Summer of 2019. The program proposed to target elementary school students (Grades 1-5) attending Waller Elementary. By focusing enrollment efforts on all students attending this school, the program was able to recruit from all 410 students within the targeted grade levels. Overall, there appears to be a sufficient population of students at the targeted school to drive enrollment in the 21st CCLC program at the proposed attendance levels. Moreover, the students at this school have a tremendous need for free out-of-school programming, with a reported 'free or reduced-price lunch' rate of a depressing 100% across all targeted students.

Historically, low-income students, as a group, have performed below higher-income students on most measures of academic success, including standardized test scores, grades, high school completion rates, and college enrollment. To address the specific needs of those students, the program targeted recruitment efforts on students who were low performing or at-risk of failure. The BGC Bay County (Waller ES) 21st CCLC program proposed to have prioritized enrollment. While all students were eligible for the program, priority was given to students scoring below a 3 on standardized assessments in all subject areas. Per Waller Administration's request, sibling groups were often enrolled to help support families. Making an intentional effort to reach these students ensures the program is offering academic and enrichment support to the most vulnerable students.

**Student Enrollment:** Any actualized impact of the 21st CCLC program requires successful implementation of the recruitment and enrollment plan, thus ensuring the highest level of

student participation. The BGC Bay County (Waller ES) 21st CCLC program successfully engaged the participation of 50 students during the Summer of 2019 and 127 students during the 2019-2020 Academic Year. Based on data submitted, as shown in Table 1, 33 of these students attended both the summer and academic year program, an important consideration for the program moving forward with recruitment and retention plans. As with all 21st CCLC programs in Florida, the enrollment numbers were negatively impacted by the unexpected closure of all on-site operations on March 13, 2020, due to the global pandemic and overarching health concerns. Regardless, prior to the closures, the BGC Bay County (Waller ES) 21st CCLC program recruited student participants throughout the operating year as slots for students opened up in the program. The program has been encouraged to keep track of the daily attendance to avoid exceeding the approved student-to-staff ratios. Ultimately, the program successfully enrolled more students than required to meet the average daily attendance proposed and approved by the FLDOE.

***Regular Student Attendance:*** In addition to student enrollment (representing the number of students attending the 21st CCLC program for at least one day of activities), it is important to explore regular student attendance. Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. The BGC Bay County (Waller ES) 21st CCLC Program collected data on both (1) the total number of students who participated in 21st CCLC programming over the course of the year, and (2) the number of these students meeting the United States Department of Education (USED) definition of “regular attendee” by participating in 21st CCLC activities for 30-days or more during the program year. The first indicator (total participants) can be utilized as a measure of the breadth of reach of the Boys & Girls Clubs of Bay County, whereas the second indicator (regular participants) can be construed as a partial measure of how successful the program was in retaining students in 21st CCLC services and activities across the year.

The BGC Bay County (Waller ES) 21st CCLC Program was successful in retaining student participants – achieving a 56.9% rate of regular attendees compared to total enrollment. That being said, this is a particularly impressive rate given the shortened academic year and unexpected closures of all schools and in-person 21st CCLC programs in mid-March. It is likely that increased and more regular attendance will result in more positive academic and behavioral outcomes.

***Average Daily Attendance:*** For the purposes of this evaluation, in addition to assessing progress towards regular student attendance, it is also important to explore whether the program is making progress towards meeting the proposed average daily attendance of student participants. As part of the application approved by the Florida Department of Education, the BGC Bay County (Waller ES) 21st CCLC Program proposed to serve an average of 100 students per day afterschool and 30 students per day during the Summer of 2019. As demonstrated by submitted data, the program achieved 61% of the proposed

average daily attendance (ADA) for the 2019-2020 Academic Year and 113.3% of the proposed ADA during the summer of 2019. The Florida Department of Education expects programs to achieve at least 95% of the proposed ADA, and falling short of the proposed daily attendance could be considered an increased risk by the FLDOE and result in financial and operational consequences. The program did not achieve 95% of the proposed daily attendance for the afterschool component, such that the program is encouraged to work towards increasing enrollment, while also developing a plan to increase the daily attendance of those students already enrolled. It may be necessary for the program to consider new projects, new staffing plans, or new strategies to help encourage enrolled students to attend the program more regularly. The program may face funding reductions from the Florida Department of Education due to the lower-than-expected attendance of 21st CCLC students.

Table 1 Guidance

1. *Separate both Total and Regularly Participating Students.*
2. *Subgroup totals should add to the total number of students enrolled or regularly participating (with the exception of Racial/Ethnic Group for which students may fall into multiple categories).*

**Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2019 and 2019-2020 Academic Year**

Center Name	Total Participating Enrollment <i>(Attending at least one day)</i>			Regularly Participating Enrollment <i>(Attending 30 days or more)</i>		
	Total	Summer 2019	Academic Year (19-20)	Total	Summer 2019	Academic Year (19-20)
Waller ES	160	50	127	91	0	91

## 2.2 Student Demographics

*Provide a narrative overview of the students served by this program in the text box below. This may include, but is not limited to:*

- *student demographics*
- *daily attendance*
- *positive impact of students served*
- *student enrollment*

*\*Note: Do not replicate the numbers shared in Tables 2-11.*

When educators, administrators, and policymakers look at the academic and developmental impacts of out-of-school programming, it is imperative that they attend to the issues of access and equity by addressing two important questions: who is being served and how equitable is the quality of services across centers? Indeed, Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To



better understand the types of students being served in 21st CLCC programming, the BGC Bay County (Waller ES) 21st CCLC program submitted data on characteristics (e.g., grade levels, race and ethnicity, gender, and participation in special services) of all student participants served during the 2019-2020 program operational year.

***Gender:*** It is important to understand the degree to which the BGC Bay County (Waller ES) 21st CCLC program achieved gender equity in their enrollment. Of the 127 students served during the 2019-2020 academic year, 47.2% of student attendees were identified as male and 52.8% were identified as female. With a difference of 5.51%, it does not appear that activities or recruitment efforts were overly gender-biased, as the distribution of regular students is similar to that of all students (within 10%). The program is encouraged to continue ensuring activities and program offerings are equally attractive and engaging to both male and female students.

***Race and Ethnicity:*** To better understand the types of students being served and to examine access to 21st CCLC services, the BGC Bay County (Waller ES) 21st CCLC Program submitted racial and ethnic data about those students participating in the program. Of the 127 students enrolled in the 21st CCLC program during the 2019-2020 academic year, a total of 11 students (8.7%) were identified as being within a traditionally defined “minority group” or as multi-racial. It is important to note that the programmatic distribution was relatively proportional to the overall race/ethnicity distribution in the targeted school, such that there does not appear to be any biased recruitment or services provided to students from various racial/ethnic groups. Overall, it appears that the BGC Bay County (Waller ES) 21st CCLC Program was successful in retaining students across the racial and ethnic groups represented in the school targeted for 21st CCLC services.

***Students with Special Needs:*** In accordance with State and Federal laws, Florida’s children with special needs that meet enrollment criteria for the 21st CCLC program must be afforded the same opportunities as children in the general population. Eligibility for funding under Florida’s 21st CCLC initiative requires all programs to demonstrate the capacity to equitably serve students with special needs. In Florida, students with special needs include those who may be identified as Limited English Proficient (LEP), homeless, migrant, or with a physical, developmental, psychological, sensory, or learning disability that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. BGC Bay County (Waller ES) 21st CCLC Program reported data on the number of students eligible for three primary special services: Limited English Proficiency and services for students with a Special Need or Disability. Of the 127 students served during the 2019-2020 program year, the program reported that 100.0% of the students were identified as being eligible for free or reduced-price lunch, 2.4% were identified as having LEP, and 26.0% were identified as having some other exceptionality. Overall, data show that the BGC Bay County (Waller ES) 21st CCLC

Program is providing 21st CCLC services to students that demonstrate the identified needs and target population proposed in the original grant application submitted to the Florida Department of Education.

**Grade Levels:** Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the characteristics of students served by the BGC Bay County (Waller ES) 21st CCLC Program, data were provided on the school grade levels of those students served during the 2019-2020 program year. As expected, the program served students in Grades 1-5, which is consistent with the approved grant proposal and site profile worksheets. The program is encouraged to ensure students from all approved grade levels are served within the 21st CCLC program.

Tables 2 – 11 Guidance:

- **Separate Total and Regularly Participating student enrollment by *Summer 2019 term* and *2019-2020 Academic Year*.**
  - *Total Participating students are those that participated in the program for at least one day.*
  - *Regularly Participating students are those that participating in the program for at least 30 days or more.*
- *The sum of each category should equal the respective population being measured for that table (i.e. Total Participating or Regularly Participating).*

**Table 2. Summer 2019 – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students**

Summer 2019	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Center Name	Male	Female	Data Not Provided	Male	Female	Data Not Provided	
	Waller ES	27	23	--	6 - 12	0	0	--

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

**Table 3. 2019-2020 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.**

Academic Year 2019-2020	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Center Name	Male	Female	Data Not Provided	Male	Female	Data Not Provided	
	Waller ES	60	67	--	6 - 13	41	50	--

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

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**Table 4. Summer 2019 – Population Specifics: Total Participating Students**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Waller ES	0	50	--	14	36	--	50	0	--

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

**Table 5. 2019-2020 Academic Year – Population Specifics: Total Participating Students**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Waller ES	3	124	--	33	94	--	127	0	--

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

**Table 6. Summer 2019 – Population Specifics: Regularly Participating Students**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Waller ES	0	0	--	0	0	--	0	0	--

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

**Table 7. 2019-2020 Academic Year – Population Specifics: Regularly Participating Students**

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Waller ES	1	90	--	24	67	--	91	0	--

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

**Table 8. Summer 2019 – Student Race and Ethnicity: Total and Regularly Participating Students**

Center Name	Total Participating Students								Regularly Participating Students							
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Waller ES	--	--	1	3	--	46	--	--	--	--	--	--	--	--	--	--

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

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**Table 9. 2019-2020 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students**

Center Name	Total Participating Students								Regularly Participating Students							
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Waller ES	--	--	2	5	--	116	4	--	--	--	2	2	--	84	3	--

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

**Table 10. 2019-2020 Academic Year – Student Grade for Total Participating Students**

Academic Year Only All Students		Grade In School*													
Center Name	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT
Waller ES	--	--	34	18	30	28	17	--	--	--	--	--	--	--	127

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

**Table 11. 2019-2020 Academic Year – Student Grade for Regularly Participating Students**

Center Name	Grade In School*															TOT
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12		
Waller ES	--	--	20	14	23	22	12	--	--	--	--	--	--	--	91	

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

<<< ---- End of Section ---- >>>

### 3.0 PROGRAM OPERATIONS

*Provide a brief narrative of the program's operation in the text box below. This narrative may:*

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

#### ***Summer 2019 Operations***

Recognizing the dangers of the “Summer Slide” and the need in the community for summer services, the BGC Bay County (Waller ES) 21st CCLC program provided a comprehensive program during the Summer of 2019. The 21st CCLC program began providing services on June 03, 2019 and ended on July 25, 2019. This provided all participating students with 28 days of summer services focused on academic support and personal enrichment. With students not attending the regular school day, the 21st CCLC program was able to provide services for 4 days per week and 5.75 hours per day. As such, the program offered a total of approximately 23 hours per week of services and 161 hours (per student) across the entire summer.

#### ***Academic Year Operations (Face-to-Face)***

As per the grant application, the BGC Bay County (Waller ES) 21st CCLC program was approved to operate an out-of-school program for 134 days starting October 01, 2019 and ending May 22, 2020 (it is important to note that the program operated in August and September under an extension from the prior year of funding). Ultimately, the BGC Bay County (Waller ES) 21st CCLC Program began providing 21st CCLC academic-year services on September 09, 2019. The program ended academic year operation on March 13, 2020, which was earlier than anticipated due to the global pandemic and school closures across Florida. All 21st CCLC programs had no alternative than to close when schools and community infrastructures were shuttered on March 15, 2020. Unfortunately, the global health pandemic was not resolved prior to the end of the academic year, such that the BGC Bay County (Waller ES) 21st CCLC program did not restart in-person out-of-school services following the closure in March.

Regardless of the unanticipated closures, during the time when the program was operating face-to-face, the 21st CCLC program provided in-person afterschool services for a total of 93 days. During this time, the program typically operated 5 days per week and 3.5 hours per day afterschool. Ultimately, based on submitted data, the BGC Bay County (Waller ES) 21st

CCLC Program appeared to operate the in-person (face-to-face) 21st CCLC program as proposed in the approved grant application.

*In-Person Program Characteristics:* During the course of the 2019-2020 academic year, the BGC Bay County (Waller ES) 21st CCLC program developed and implemented a comprehensive and structured out-of-school program with the overall goal of improving student academic achievement (as required by federal law). Within this overarching goal, the program intended to: (1) improve academic achievement in English Language Arts (ELA), Mathematics, and Science; (2) improve positive behavior; (3) improve fitness and healthy lifestyle choices; and (4) increase adult literacy and parenting skills. Having started services early in the academic year, the 21st CCLC program was able to design and fully implement an entire compliment of activities and services. The program developed project-based learning (PBL) plans and lesson plans to support most activities, all of which are available for review and many of which were already submitted to the FLDOE by the program as part of the deliverable process.

More specifically, the program provided a breadth of academic activities to support student achievement, including: (1) project-based learning for all students for approximately 60 minutes per day to address student needs in English language arts, mathematics, and science; (2) “Math Blocks” curriculum for all students, provided at least weekly, to support mathematics concepts by building structures based on equations; (3) homework assistance for all students for approximately 30 minutes per day to provide small group and individualized support; and (4) SmartyAnts, Achieve 300, and Accelerated Reader for all students to regularly provide computer-based support in all core academic subjects. The program also provided a number of personal enrichment activities for 21st CCLC students, including: (1) character awareness activities for all students provided at least weekly to enhance responsible decision making within students; (2) “Ways to Say No” curriculum for all students provided weekly to provide strategies for successfully dealing with peer pressure; (3) at least 30 minutes of daily physical fitness for all students to improve physical wellness; and (4) nutrition education for all students provided at least weekly to illustrate the benefits of healthy eating. Further, the program provided adult Family Member events supporting parents through topics including family wellness and nutrition, GED preparation, and financial literacy. The program appropriately allowed student activities to “breathe” and “live” – allowing plans to change based on student voice, student choice, and student interest (as is the best practices for project-based, problem-based, and theme-based learning initiatives).



***Academic Year Operations (Virtual)***

Due to a global pandemic and emergency health crisis, the Florida Department of Education and the Florida Governor announced that all schools would be closed starting March 15, 2020. This resulted in all 21st CCLC programs closing and ceasing all operations after Friday, March 13, 2020. As school districts across Florida were implementing newly developed online and virtual learning options to continue student education, some Florida 21st CCLC programs were also developing strategies to provide much-needed supplemental services to students outside of the virtual school-day. The BGC Bay County (Waller ES) 21st CCLC program was one of those that developed and implemented a virtual afterschool program during the final quarter of the 2019-2020 academic year. There were certainly challenges in obtaining sufficient commitment from teachers, staff, families, and students – while also facing constant uncertainty “if” and “when” schools might reopen for students. Such uncertainty delayed the implementation of the virtual afterschool programming, with the BGC Bay County (Waller ES) 21st CCLC program beginning online programming on April 09, 2020 and ending on May 20, 2020. Overall, the program provided a total of 32 days of virtual programming to eligible 21st CCLC students. Operating an average of 1 hour per day and 5 days per week, as per reported data, the program provided a total of approximately 32 hours of virtual programming over the course of the last months of the academic year.

*Virtual Program Characteristics:* With such unexpected changes to program operations, as well as entirely untested methods to engage every student through virtual programming and enrichments, the BGC Bay County (Waller ES) 21st CCLC program took the necessary time to develop and implement a unique Virtual Afterschool Program. The BGC of Bay County 21st CCLC Virtual Programming offered fun, easy, optional activities to keep students engaged socially and academically. By focusing on readily accessible YouTube videos and activities that could be done at home, the Virtual Programming was intended to provide students with user-friendly, quick learning experiences. Topics covered areas in which students needed the most help, such as math concepts, as well as relevant upcoming events (e.g., Easter & Memorial Day). The 21st CCLC activities were also meant to keep students in touch with the BGC of Bay County and let the students know that they were missed and cared about. Compared to students who did not receive this Virtual Programming, 21st CCLC students hopefully maintained a sense of community and had fun while learning something new through these easily accessible activities. In order to implement the virtual program, the 21st CCLC program primarily used videos from YouTube in history and English, Khan Academy math lessons, and physical fitness bingo cards. Teachers also posted some activities and instructions to the BGC of Bay County website, such as how to make your own rock candy.

For the purposes of virtual learning, the 21st CCLC program found Class Dojo, YouTube, and Khan Academy were the most useful platforms for content and activity delivery. Class Dojo was the easiest and most secure way to share activities with families. However, the 21st CCLC program did order Scholastic 'Grab & Go' packs that were sent to each student's home, while also mailing the most recent set of classroom magazines and worksheets to student homes at the end of May - such that all students would have hard-copy activities in which to engage. Because the Virtual Programming was implemented after the program stopped meeting in-person, the 21st CCLC program did not provide any materials or technology to the students directly (some materials were mailed directly to students). The program relied on the technology and internet access already provided by the school district for all students. In order to engage and recruit students, the program ensured all activities were fun, fast, and easy to do at-home with materials on hand - thus ensuring enjoyment and retention of participating students. In addition to student activities, 21st CCLC program staff members called families weekly to check in and see if they needed any resources, had any questions, needed homework help, or other relevant needs with which the 21st CCLC program and/or the BGC of Bay County could help. To ensure accurate tracking of attendance, students or parents indicated as ""seen"" on a Class Dojo post would be marked present (and any siblings) for the online programming. If a program staff member actually talked to a family member, those students were marked present for the outreach services. While the program designed a strong virtual afterschool program, the 21st CCLC program noted their biggest obstacle was competing with the Waller Elementary distance learning virtual program. Indeed, the BGC of Bay County implemented the 21st CCLC Virtual Programming at the same time that Bay District Schools rolled out their distance learning program, which also primarily used Class Dojo (though was reportedly rather difficult for students and parents to understand). The BGC of Bay County online activities sometimes competed with the school's assignments and added more notifications to the parent and student workloads, and many students grew weary of online activities after doing them for school. Regardless, the program worked hard to implement the 21st CCLC virtual program and provided a rather strong and comprehensive program for actively participating students.

In addition to submitting project-plans and lesson plans for review by the FLDOE, the program was visited by the external evaluator during the course of the program year. During these visits, program lesson plans and project-based learning plans were reviewed with the program director and program staff members, while student activities were directly observed during on-site visits. Teachers and students were interviewed and provided verbal descriptions and explanations of their projects and activities, as well as hands-on examples of most projects and theme-based activities (when available). During every visit, it was apparent that the project-based learning plans and theme-based program units were carefully developed by teachers or adopted from research-based curricula. Overall, program staff



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members were provided opportunities to make modifications to the activities based on their personal interests and student feedback. Any such changes were reviewed and approved by the program director prior to implementation. Not all activities were project-based or theme-based, such as some personal enrichment activities. However, all activities provided appeared to meet the expectations of the FLDOE and the approved activities within the grant application.

*Complete the table below as indicated in the headers.*

**Table 12. Summer 2019 Operation**

Center Name	Total number of <b>weeks</b> THIS center was open	Typical number of <b>days per week</b> THIS center was open	Typical number of <b>hours per day</b> THIS center was open		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS/ HOLIDAYS
Waller ES	7	4	5.75	--	--

**Table 13. 2019-2020 Academic Year Operation**

Center Name	Total # weeks THIS center was open	Typical # days per week THIS center was open	Typical # hours per day THIS center was open				Total # days THIS center was open			
			Before School	During School	After School	Weekend / Holiday	Before School	During School	After School	Weekend / Holiday
Waller ES	25	5	--	--	3.5	--	--	--	125	--

<<< ---- End of Section ---- >>>

## 4.0 STAFF CHARACTERISTICS

*Provide a brief narrative of the composition of staff at each center in the text box below. This narrative may include, but is not limited to:*

- *staff demographics,*
- *ratio of students to staff, staff quality (training and certifications) and*
- *turnover*

Regardless of the adequacy and depth of proactive planning and regardless of the quantity of operations and services, implementing and maintaining high-quality out-of-school programming depends upon consistently effective program management and staffing. Indeed, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. Overall, the BGC Bay County (Waller ES) 21st CCLC program attracted experienced staff members to provide both core academic enrichment and personal development activities to actively participating 21st CCLC students. The BGC Bay County (Waller ES) 21st CCLC program developed a staffing plan and received necessary funding under the 21st CCLC grant to fully staff a comprehensive, structured, and student-focused 21st CCLC program.

**General Staffing Plan:** While the BGC Bay County (Waller ES) 21st CCLC program was forced to close earlier than expected due to the global health pandemic, the regular-program staffing model was fully implemented prior to such closures. The 21st CCLC program notes that the vast majority of staff members also work at Waller Elementary School during the regular day, thus providing a strong connection to the regular school day. The program reports that one of the greatest strengths is the connection with the school day, as teachers already know the students and families, as well as school wide behavior interventions. The staffing model also allowed the program to maintain a high level of student safety, as staff members are often already aware of familial and residential situations. The administration at the school helped to recruit staff members and faculty, which also provided a stronger relationship with the school. The program also reports community support from volunteers, such as the Bay County Library's Outreach Librarian who visited the 21st CCLC each week with hands-on literacy activities, and the Florida Department of Health in Bay County that sent a nurse twice per month to teach health education to students. As shown by submitted data, the 21st CCLC program reported employing a total of 15 staff members during the Summer of 2019, 16 staff members during the Fall of 2019, and 17 staff members during the Spring of 2019. There can be duplication if the staff worked multiple periods. In total, the program employed 23 individual staff members across the entire 2019-2020 reporting year without duplication.

***Use of Certified Teachers:*** As required by the FLDOE, academic-based 21st CCLC activities were provided and/or supervised by a certified teacher (e.g., reading, writing, mathematics, and science). Personal enrichment activities were provided by certified teachers, qualified non-certified instructors, and/or a combination of staff members. While the program was not necessarily required to have certified teachers provide all aspects of the lesson plans, best-practices for afterschool programs suggest an importance to having certified teachers directly provide the academic activities to maximize impact and effectiveness. As noted, of all 23 staff members, the program reported utilizing 9 certified teachers for use primarily during the English Language Arts, Mathematics, Science, and homework assistance components of the 21st CCLC program. The program may have utilized other certified teachers, but the reporting system only allows one category to be selected for each staff (e.g., an “administrator” can also be a “certified teacher”, but if they did not provide academic remediation they would not be considered herein as a “certified teacher”). Overall, the BGC Bay County (Waller ES) 21st CCLC program reports having utilized certified teachers as proposed in the approved grant application, as approved budget narrative, and as required by the Florida Department of Education.

#### 4.1 Staff Demographics

*Report the data elements outlined in the table below. Provide a brief narrative describing the data. (A bulleted summary is acceptable.) Note: This data must be reported for each center. Table 14 must be replicated if your program has more than one center.*

**Table 14a. Regular Staff by Paid and Volunteer Status**

<b>Waller Elementary</b> <b>Staff Type*</b>	<b>Summer 2019</b>		<b>2019-2020 Academic Year</b>	
	<b>Paid <sup>1</sup></b>	<b>Volunteer</b>	<b>Paid</b>	<b>Volunteer</b>
Center Administrators and Coordinators	1	--	2	--
College Students	--	--	--	--
Community Members	--	--	--	--
High School Students	--	--	--	--
Parents	--	--	--	--
School Day Teachers (former & substitute)	7	--	5	--
Other Non-teaching School Day Staff	7	--	12	--
Sub-contracted Staff	--	--	--	--
Other**	--	--	--	--

<sup>1</sup> For all staff categories, only staff paid with 21<sup>st</sup> CCLC funds are reported herein.

\* These categories represent the regular responsibilities of program staff during the regular school day.

\*\* This category is for staff members that do not fit in specific categories provided.

#### *4.1 Staff Demographics Narrative*

The BGC Bay County (Waller ES) 21st CCLC program recruited and retained staff members from a range of backgrounds and demographic groups. It certainly enhances the overall 21st CCLC model to include some level of diversity among staff members - whether that be cultural, personal, or professional characteristics and backgrounds. The BGC Bay County (Waller ES) 21st CCLC program collected several demographics to better understand and demonstrate who is staffing the program and working with students. The 21st CCLC program is encouraged to ensure all demographic staffing data are entered into the EZReports system, including pay status, gender, and highest educational degree. The program is encouraged to maintain these records on an ongoing basis, such that changes in program administrators and site coordinators do not impact the accurate reporting of staffing data. Certainly, maintaining an ongoing and living list of staff members will help alleviate the ‘lost data’ caused by any unexpected leadership changes. The following provides a general briefing as to the most pertinent characteristics of staff members from data collected and provided by the 21st CCLC program.

- Staff Members Supporting Program
  - 23 -- Total Staff Members
- Compensation Methods
  - 23 -- Staff Members Paid by 21st CCLC
  - 0 -- Staff Members Volunteering to Support 21st CCLC
- Staff Gender
  - 21 -- Paid Female Staff
  - 2 -- Paid Male Staff
- Staff Educational Levels (Highest Level Only)
  - 3 -- Master’s Degree
  - 14 -- Bachelor’s Degree
  - 3 -- Associate’s / Professional / Technical Degree
  - 3 -- High School Diploma / GED / HS Student
- Staff Member “Regular Day” Assignment (No Duplication)
  - 2 -- Administrators or Site Coordinators
  - 9 -- School Day Teachers (e.g., Certified, Substitute, Etc.)
  - 12 -- Other Non-Teaching School Day Staff

#### 4.2 *Students-to-Staff Ratio*

*Provide a narrative describing the ratio of students to staff at each center in the text box below. Explain how the ratio affects programming and instruction.*

The BGC Bay County (Waller ES) 21st CCLC program appears well-staffed and capable of maintaining the proposed ratio of students-to-teachers in both academic and personal enrichment activities. Within the afterschool and summer services, the 21st CCLC program ensured the student-to-staff ratio was at or below a 10:1 ratio for academic activities and 20:1 ratio for personal enrichment activities. In general, to maintain quality while controlling costs, the FLDOE allows personal enrichment activities to have a higher ratio than academic activities. Certainly, when the student-to-staff ratio is kept low in out-of-school programs, the students benefit from extra attention and instruction, while staff members are better able to meet the needs of all students in their care. It is important to note that the table presented earlier in this section does not necessarily suggest that these are the number of staff members working each day of programming, but indicates only the total number of staff members that worked in the BGC Bay County (Waller ES) 21st CCLC Program during the entire operational year (Summer 2019 and 2019-2020 Academic Year). When necessary and prudent, staff members can share a single position and would appear as two staff within the staffing table, as required for reporting requirements.

#### 4.3 *Staff Training*

*Provide a narrative description of the professional development and training provided to staff at each center in the text box below. Explain how this training affects the delivery of services for the program.*

"In designing and implementing a quality educational program it is vital to ensure all stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Overall, the BGC Bay County (Waller ES) 21st CCLC teachers and staff appear to be adequately qualified to provide the specific activities within the approved 21st CCLC program. As per the program, all staff members were trained in the federal and state 21st CCLC initiative prior to or shortly after beginning their work with 21st CCLC students and families. In addition, all staff members are provided training in the specific model proposed by the BGC Bay County (Waller ES) 21st CCLC Program, including programmatic objectives and allowable activities (as per the approved grant). In addition to structured trainings, the program provided in-vivo trainings for 21st CCLC staff members (e.g., demonstrations, walk-throughs, guided implementation, etc.). The program also allowed provided regular staff meeting and allowed other training and professional development opportunities for any staff member wishing to partake (e.g., Boys & Girls Clubs of America trainings). Staff

meetings helped review 21st CCLC policies and expectations, progress towards approved objectives, and continuous improvement of program activities. Indeed, program leadership report offering all 21st CCLC staff with professional trainings and providing technical assistance to ensure an optimal education program with measurable effects on students' academic performance and social behaviors.

The BGC Bay County 21st CCLC program reports that In-person trainings were chosen based on the program's pressing needs, such as training on policies, procedures, and COVID-19 safety. Based on the prior year's evaluation, the 21st CCLC program found some staff were unfamiliar with the 21st CCLC grant requirements and progress of students within the program, so the present year included more trainings on 21st CCLC requirements and expectations, as well as trainings on how to use programmatic data to improve services to students and families. The program notes that they made use of the unexpected program closures due to the global health pandemic. While sites were closed, the 21st CCLC took the opportunity to train staff through Spillett Leadership University, the online institute of the Boys & Girls Clubs of America (BGCA). The main priority of the online trainings was student safety and all staff were mandated to complete the multi-course Child Sexual Abuse Prevention training. The other courses were chosen based on relevance to the program and what would be most useful for supporting 21st CLCC students. Staff members were provided a list of specific trainings available and given a deadline by which to complete them on their own time. Not every staff member did every training, but they were offered professional development opportunities in topics such as "De-Escalating Concerning Behavior" and "Emotional Intelligence at Boys & Girls Clubs." Ultimately, to support student services, the BGC Bay County (Waller ES) 21st CCLC program provided staff development through the following structured professional development opportunities:

Date: July 31, 2019

Topic(s): EZ Reports Webinar

Sites Attending: Waller Elementary

# Staff Present: 1 (Program Director)

Date: August 27, 2019

Topic(s): Program Orientation – 2019-20 policies and procedures

Sites Attending: Waller Elementary

# Staff Present: 11 (Program Director, Site Coordinator, Teachers, Program Staff)

Date: September 24-27, 2019

Topic(s): Florida Afterschool Conference – all things 21st Century

Sites Attending: Waller Elementary

# Staff Present: 2 (Program Director & Site Coordinator)

Date: October 30, 2019

Topic(s): REU Codebook in EZ Reports Webinar

Sites Attending: Waller Elementary

# Staff Present: 1 (Program Director)

Date: January 10, 2020

Topic(s): REU Deliverables in EZ Reports Webinar

Sites Attending: Waller Elementary

# Staff Present: 1 (Program Director)

Date: February 27th, 2020

Topic(s): Data Analysis – interpreting midyear data and making programmatic adjustments

Sites Attending: Waller Elementary

# Staff Present: 12 (Program Director, Site Coordinator, Teachers, Program Staff)

Date: March 19-25, 2020 (online)

Topic(s): Child & Club Safety, Child Sexual Abuse Prevention, Boys & Girls Club Basics, Programming in Boys & Girls Clubs, De-Escalating Concerning Behavior, Structure and Clear Limits, Supporting Youth with ADHD, Academic Success: Every Member Every Year

Sites Attending: Waller Elementary

# Staff Present: 16 (Site Coordinator, Teachers, Program Staff)

Date: March 26-April 8, 2020 (online)

Topic(s): Orienting & Training Boys & Girls Club Mentors, Building Resiliency in Youth, Providing Informal Guidance and Discipline Techniques, How to Help Children Grieving a Major Life-Altering Loss, Emotional Intelligence at Boys & Girls Clubs

Sites Attending: Waller Elementary

# Staff Present: 16 (Site Coordinator, Teachers, Program Staff)

Date: April 30, 2020

Topic(s): REU Stakeholder Surveys

Sites Attending: Waller Elementary

# Staff Present: 1 (Program Director)

Date: May 20, 2020

Topic(s): Summer COVID-19 Training – Club policies and procedures related to operating during the pandemic

Sites Attending: Waller Elementary

# Staff Present: 12 (Program Director, Site Coordinator, Teachers, Program Staff)



#### 4.4 Staff Turnover

*Provide a narrative addressing the data and information on staff turnover at each center in the text box below. Explain the circumstances leading to turnover and the program's efforts to mitigate turnover.*

BGC Bay County (Waller ES) 21st CCLC program also provided data on staff turnover during the course of the 2019-2020 program year. As demonstrated by submitted data, the program had some turnover during the course of the program year, with 6 staff members leaving the program and being replaced by another staff member in the same position. The program reports that this turnover was a significant challenge, as the program (and the schools themselves) have had a hard time finding teachers due to continued impacts of Hurricane Michael (wherein many teachers did not return after the significant destruction). The program states that they were able to maintain the 1:10 ratio for academics, even with the turnover of some staff members, as they were able to use both certified teachers and non-certified staff members in teams. Some turnover was expected or announced with enough time to hire a replacement prior to the last day of the leaving staff or faculty, but some were more challenging and required the program director or site coordinator to step in and cover the classes until a replacement was hired. Overall, the students unlikely felt any disruption to the regular day – as the ratios were maintained and program activities were not altered.

Turnover is not necessarily an indicator of program quality problems, as there are a number of non-performance reasons for staff members to depart the program (e.g., moving to new area, finishing their college degree, finding a new full-time job, being promoted, etc.). There are also performance-based reasons for staff turnover, such as the program firing a staff member due to poor performance or a staff member resigning under duress. However, due to confidentiality laws and restrictions about discussing personnel issues publicly, the program cannot provide specifics about why these staff members left the program. Regardless of the reasons for the staff turnover, the BGC Bay County (Waller ES) 21st CCLC program is encouraged to internally explore why staff left the program and ensure the program is being implemented in such a way as to promote satisfaction and engagement of all staff members, as well as the students. It is noted that the program employed several methods to reduce turnover, such as (1) working to hire staff members and faculty to prevent fatigue and stress among those working the program while short-staffed; (2) providing assistance in lesson planning from other teachers to help reduce the burden on those providing the activities during the program hours; and (3) providing training and development to ensure staff members and teachers felt efficacious in their work with students and families. These methods seem consistent with research on reducing turnover and improving job satisfaction, such that it can be assumed these methods were helpful in reducing turnover. Without specific feedback from staff members that these are not desired, the program should continue applying these techniques for reducing turnover and improving satisfaction among staff members.



## 5.0 OUTCOMES

*This section should outline each program objective, how those objectives are measured, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the program on the populations served.*

The BGC Bay County (Waller ES) 21st CCLC program developed individual program-wide objectives based on an assessment of student, parent, family, and community needs in the year prior to the competitive grant submission in 2018-2019. In order to help ensure appropriate and challenging objectives were developed, the FLDOE provided programs guidance in developing strong goals and objectives prior to the first day of student services (programs are not permitted to change their objectives for the duration of the five-year grant award). Each of the annual objectives, as approved by the FLDOE, was designed to be measurable, quantitative, challenging (yet achievable), and assessed throughout the project year (continuous assessment). In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served. It is noted that these objectives are exactly as approved by the FLDOE using the Objective Assessment and Data Collection Tool (OADCT). Ultimately, the BGC Bay County (Waller ES) 21st CCLC program submitted elementary school objectives with the intent to: (1) improve academic achievement in English Language Arts (ELA), Mathematics, and Science; (2) improve positive behavior; (3) improve fitness and healthy lifestyle choices; and (4) increase adult literacy and parenting skills.

All objectives were assessed with similar activities. First, all programs were physically visited by the evaluator at least once during the course of the summer and academic year. This visit included a thorough review of program operations, data collection methods, and data integrity (including a check to matched entered data with hard-copy assessments). Site visits also provided a more subjective evaluation of program activities to inform both formative and summative recommendations for improvement. Second, in addition to site visits, data were reviewed throughout the year, including a thorough review of all data at mid-year (for mid-year reporting). At two points in the year, data were analyzed to determine progress towards the established objectives - first at mid-year and then at the end of the academic year (though the end-of-year analysis used the same data as mid-year due to no new performance data). Outcomes are reported both for all students (attending at least one day) and for regularly participating students (students attending 30 days or more). While the mid-year outcome data are being used for the summative evaluation (due to program closures of on-site operations), the FLDOE generally requests that end-of-year analysis be based on regularly participating students (as noted in the text of each objective). As such, data are analyzed both ways, though the program should put greater emphasis on findings

related to regularly participating students, as they most likely received sufficient dosage to drive continuous improvement.

### 5.1 Objectives, Activities, Data Collection Methodology and Outcomes

*List the approved program objectives and the associated activities implemented to reinforce the content area along with the type of assessments used to measure the objective. Report the data elements outlined in the table below and provide a narrative describing the data presented. Be sure to include all approved objectives. For additional program objectives, add additional tables as needed. Include the following information:*

- **Measures and Data Collected:** *Provide a narrative description identifying in detail ALL specific measures and data sources used for the assessment of each objective (measures such as grades do not require detailed descriptions, though less standard measures and data sources require detailed descriptions). Indicate and define all variables examined using these measures and data sources.*
- **Data Timeline:** *Provide a detailed narrative of the data collection timeline for each of the measures and data sources identified. The narrative should reflect the data chain of custody from the moment the assessment score are collected to when the data is provided to the FDOE.*
- **Data Quality:** *Provide a narrative summary of the overall quality of data obtained for each program objective. If there are issues with data quality (e.g., a specific program center did not provide data, planned computer-based assessment system did not save data, etc.), provide a detailed plan for how to address quality issues in subsequent years.*
- **Continuous Assessment:** *Provide a detailed narrative account of how the data was used for continuous (formative) assessment of progress toward each objective. Include an account of when and how the data was analyzed for formative assessment and how findings were used to guide refinements to services.*
- **Student Inclusion:** *Provide a narrative indicating whether all students for whom each objective is relevant were assessed. If students were excluded, detail which students were excluded and the reason for the exclusion. Reasons for excluding groups of students statistically (e.g., statistical outliers) must include the exclusion decisions and statistical results supporting the exclusion.*
- **Programmatic Changes and Rationale:** *Describe and provide a rationale for any planned adjustments to 21<sup>st</sup> CCLC programming for the next grant year.*
- **Data Collection Changes and Rationale:** *Describe and provide a rationale for any planned adjustments to the data collection or evaluation plan for the next grant year.*

*The 2019-2020 school year was impacted by COVID-19. These objectives will be evaluated based on the comparison between the two available data points. The End-of- Year evaluation deliverable has been waived. If the program was able to collect post-assessment data, it should be addressed here.*

*Programs are **NOT** permitted to change their objectives without specific written approval from the 21<sup>st</sup> CCLC Program Office.*

*Table 15a. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 1)*

<b>Objective 1:</b>	<b>40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.</b>
<b>Description of Activities:</b>	<p><b>Regular Programming:</b> Students received 30 minutes of daily homework help. During this time, small groups or individuals needing extra instruction were supported. English Language Arts (ELA) instruction was offered as an integrated part of project-based learning. Examples of ELA content integration include recording data and experiment findings in a journal, reading a book on a topic addressed in science, and participating in reader's theater.</p> <p><b>Virtual Programming:</b> To support ELA learning, BGC Bay County 21<sup>st</sup> CCLC staff was available for homework support as well as small group and individualized instruction. In addition, Scholastic Grab &amp; Go packs, along with a copy of the most recent classroom magazine, were sent to each student's home, so all students would have hard-copy activities.</p>
<b>Description of Assessment:</b>	<b>Report Card Grades in English Language Arts</b>
<b>Measure and Data Collected:</b>	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level 'regular' course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).
<b>Data Timeline:</b>	The BGC staff collect data directly from the school where students attend. The BGC has an outstanding relationship with the school and school district, such that the BGC support staff provide them a list of students and they (the district and school) provide the necessary academic data. The BGC has a release from parents to obtain and use these data. The program director maintains a master database of all our data to ensure the data are clean and accurate before uploading to EZReports.
<b>Data Quality:</b>	There are no data quality issues. The academic data are complete and appear accurate with typical variability. The data appear to represent the student progress accurately at the end of the second quarter (mid-year). The program did not collect data on 4 <sup>th</sup> quarter grades.

<b>Continuous Assessment:</b>	<p><b>Standard of Success</b> Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p><b>Analysis and Interpretation:</b> Grade analyses are based on simple “improvement” and/or "maintenance" measurements, such that each student is compared to their own baseline data for most of the associated metrics. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p><b>Continuous Assessment and Use of Data:</b> The BGC of Bay County works with teachers and staff members from Waller Elementary to ensure the program is continuously improving and serving the students. The program director holds meetings regularly with the teachers and staff working in the program to reviews student academic data and obtain feedback about how best to address individual student needs. Most students engage in the program without needing added intervention, but those that are identified as needing more help will receive added assistance during homework time or might be called on more to help read or do math for the group.</p>		
<b>Student Inclusion:</b>	All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<b>40%</b>	<b>86</b>	<b>46</b>	<b>54%</b>
<p><b>Narrative:</b> Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 46 out of 86 elementary school students with comparison grades (53.5%) demonstrated improved knowledge based on their ELA grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 44 out of 80 regularly participating elementary school students (30+ days) with comparison grades (55.0%) demonstrated improved knowledge based on their ELA grade performance from the first grading period to the second grading</p>			

period of the 2019-2020 academic year. This is higher than the proposed benchmark of 40% of elementary school students demonstrating progress.

***Proposed Programmatic Changes and Rationale:***

No changes needed. We are meeting this benchmark and will continue providing high-quality academic programming focused on the needs of our students.

***Proposed Data Collection Changes and Rationale:***

No changes needed. We, as the BGC, have a good relationship with the schools where our students attend and we (the BGC) have had no difficulty collecting necessary data. The BGC support staff (in kind) and the program director will continue to collect student academic data throughout the year to identify and address student academic needs and progress. The method resulted in all students with academic data having that data entered in EZReports.

***Table 15b. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 2)***

<b><i>Objective 2:</i></b>	<b>55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.</b>
<b><i>Description of Activities:</i></b>	<p><b>Regular Programming:</b> Students received 30 minutes of daily homework help. During this time, small groups or individuals needing extra instruction were supported. Mathematics instruction was offered as an integrated part of project-based learning. During a project-based learning activity in which students designed self-sustaining plant package, measurement, computation, and algebraic thinking were required.</p> <p><b>Virtual Programming:</b> Students received extra support in mathematics by viewing lessons produced by Khan Academy, a non-profit organization offering online practice exercises, instructional videos and personalized learning dashboards.</p>
<b><i>Description of Assessment:</i></b>	<b>Report Card Grades in Mathematics</b>
<b><i>Measure and Data Collected:</i></b>	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level 'regular' course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).
<b><i>Data Timeline:</i></b>	The BGC staff collect data directly from the school where students attend. The BGC has an outstanding relationship with

	<p>the school and school district, such that the BGC support staff provide them a list of students and they (the district and school) provide the necessary academic data. The BGC has a release from parents to obtain and use these data. The program director maintains a master database of all our data to ensure the data are clean and accurate before uploading to EZReports.</p>
<b><i>Data Quality:</i></b>	<p>There are no data quality issues. The academic data are complete and appear accurate with typical variability. The data appear to represent the student progress accurately at the end of the second quarter (mid-year). This metric used students' second quarter reading grades, and these data appear accurate and of good quality for analysis and interpretation.</p>
<b><i>Continuous Assessment:</i></b>	<p><b>Standard of Success</b> Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p><b>Analysis and Interpretation:</b> Grade analyses are based on simple "improvement" and/or "maintenance" measurements, such that each student is compared to their own baseline data for most of the associated metrics. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p><b>Continuous Assessment and Use of Data:</b> The BGC of Bay County works with teachers and staff members from Waller Elementary to ensure the program is continuously improving and serving the students. The program director holds meetings regularly with the teachers and staff working in the program to reviews student academic data and obtain feedback about how best to address individual student needs. Most students engage in the program without needing added intervention, but those that are identified as needing more help will receive added assistance during homework time or might be called on more to help read or do math for the group.</p>
<b><i>Student Inclusion:</i></b>	<p>All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.</p>



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<i><b>Benchmark</b></i>	<i><b>Number of Students Assessed</b></i>	<i><b>Number of Students Achieving Benchmark</b></i>	<i><b>Percentage</b></i>
<b>55%</b>	<b>86</b>	<b>49</b>	<b>57%</b>
<p><b><i>Narrative:</i></b> The US Department of Education (USED) chose improvement in grades in core academic subjects as one of the primary GPRA indicators for the national 21st CCLC initiative. Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 49 out of 86 elementary school students with comparison grades (57.0%) demonstrated improved knowledge based on their mathematics grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 45 out of 80 regularly participating elementary school students (30+ days) with comparison grades (56.3%) demonstrated improved knowledge based on their mathematics grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is higher than the proposed benchmark of 55% of elementary school students demonstrating progress.</p>			
<p><b><i>Proposed Programmatic Changes and Rationale:</i></b> No changes needed. We are meeting this benchmark and will continue providing high-quality academic programming focused on the needs of our students.</p>			
<p><b><i>Proposed Data Collection Changes and Rationale:</i></b> No changes needed. We, as the BGC, have a good relationship with the schools where our students attend and we (the BGC) have had no difficulty collecting necessary data. The BGC support staff (in kind) and the program director will continue to collect student academic data throughout the year to identify and address student academic needs and progress. The method resulted in all students with academic data having that data entered in EZReports.</p>			

***Table 15c. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 3)***

<b><i>Objective 3:</i></b>	<b>50% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.</b>
<b><i>Description of Activities:</i></b>	Students received 30 minutes of daily homework help. During this time, small groups or individuals needing extra instruction were supported. Science learning was primarily facilitated through hands-on, project-based learning activities. For example, during the series “Planning for the Future: Energy in my Town,” students served as environmentalists, conservationists, and energy researchers investigating alternate forms of fuel to power a town.

<i>Description of Assessment:</i>	<b>Report Card Grades in Science</b>
<b><i>Measure and Data Collected:</i></b>	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level 'regular' course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).
<b><i>Data Timeline:</i></b>	The BGC staff collect data directly from the school where students attend. The BGC has an outstanding relationship with the school and school district, such that the BGC support staff provide them a list of students and they (the district and school) provide the necessary academic data. The BGC has a release from parents to obtain and use these data. The program director maintains a master database of all our data to ensure the data are clean and accurate before uploading to EZReports.
<b><i>Data Quality:</i></b>	There are no data quality issues. The academic data are complete and appear accurate with typical variability. The data appear to represent the student progress accurately at the end of the second quarter (mid-year). The program did not collect data on 4 <sup>th</sup> quarter grades.
<b><i>Continuous Assessment:</i></b>	<p><b>Standard of Success</b> Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p><b>Analysis and Interpretation:</b> Grade analyses are based on simple "improvement" and/or "maintenance" measurements, such that each student is compared to their own baseline data for most of the associated metrics. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p><b>Continuous Assessment and Use of Data:</b> The BGC of Bay County works with teachers and staff members from Waller Elementary to ensure the program is continuously improving and serving the students. The program director holds meetings regularly with the teachers and staff working in the program to reviews student academic data and obtain feedback about how best to address individual student needs. Most students engage in the program without needing added intervention, but those</p>



		that are identified as needing more help will receive added assistance during homework time or might be called on more to help read or do math for the group.	
<b><i>Student Inclusion:</i></b>		All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.	
<b><i>Benchmark</i></b>	<b><i>Number of Students Assessed</i></b>	<b><i>Number of Students Achieving Benchmark</i></b>	<b><i>Percentage</i></b>
<b>50%</b>	<b>86</b>	<b>56</b>	<b>65%</b>
<b><i>Narrative:</i></b> <p>Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 56 out of 86 elementary school students with comparison grades (65.1%) demonstrated improved knowledge based on their science grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 54 out of 80 regularly participating elementary school students (30+ days) with comparison grades (67.5%) demonstrated improved knowledge based on their science grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is higher than the proposed benchmark of 50% of elementary school students demonstrating progress.</p>			
<b><i>Proposed Programmatic Changes and Rationale:</i></b> <p>No changes needed. We are meeting this benchmark and will continue providing high-quality academic programming focused on the needs of our students.</p>			
<b><i>Proposed Data Collection Changes and Rationale:</i></b> <p>No changes needed. We, as the BGC, have a good relationship with the schools where our students attend and we (the BGC) have had no difficulty collecting necessary data. The BGC support staff (in kind) and the program director will continue to collect student academic data throughout the year to identify and address student academic needs and progress. The method resulted in all students with academic data having that data entered in EZReports.</p>			

**Table 15d. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 4)**

<b><i>Objective 4:</i></b>	<b>65% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.</b>
<b><i>Description of Activities:</i></b>	Students received 30 minutes of daily homework help. During this time, small groups or individuals needing extra instruction were supported. English Language Arts (ELA) instruction was offered as an integrated part of project-based learning. Examples of ELA content integration include recording data

	and experiment findings in a journal, reading a book on a topic addressed in science, and participating in reader's theater.
<b>Description of Assessment:</b>	<b>Third Grade Promotion Eligibility as measured by Florida Standards Assessment (FSA) in ELA Reading</b>
<b>Measure and Data Collected:</b>	<p><b>Mid-Year Data:</b> Student progress ratings are calculated from student mid-year grades in reading, with students earning either "On-Track", "Making Progress", or "Needs Improvement." This provides an estimation as to where students are tracking for the end-of-year FSA assessment. There is no baseline for this measure.</p> <p><b>End-of-Year-Data:</b> Scores on the FSA-ELA (Reading) range from 240 to 360 (scale scores) which are then converted into 'levels' for the purpose of general consumption and comparison across students. In general, a Level 3 is considered passing, though Florida Statutes require students in third grade to receive a Level 2 or higher to be promoted to fourth grade. As such, for the purposes of this objective, students achieving the objective must achieve a Level 2 or higher on the FSA at the end of the regular academic year. At the end of the year, data will be collected as to the Level (1 to 5) achieved by each student and aggregated to assess progress towards this objective.</p>
<b>Data Timeline:</b>	The BGC staff collect data directly from the school where students attend. The BGC has an outstanding relationship with the school and school district, such that the BGC support staff provide them a list of students and they (the district and school) provide the necessary academic data. The BGC has a release from parents to obtain and use these data. The program director maintains a master database of all our data to ensure the data are clean and accurate before uploading to EZReports.
<b>Data Quality:</b>	There are no data quality issues. The academic data are complete and appear accurate with typical variability. The data appear to represent the student progress accurately at the end of the second quarter (mid-year). This metric used students' second quarter reading grades, and these data appear accurate and of good quality for analysis and interpretation.
<b>Continuous Assessment:</b>	<b>Standard of Success:</b> For Mid-Year progress monitoring, students who are subjectively considered "on-track" or "making progress" meet the mid-year standard of success. Attain an Achievement Level 2 or higher on the Florida Standards Assessment - English/Language Arts (FSA - ELA).

		<p><b>Analysis and Interpretation:</b> Students receiving an “A” or “B” were considered “On Track”; students receiving a “C” were considered “Making Progress”, and students earning a “D” or “F” were considered “Needs Improvement”. This objective would have been measured with the end-of-year state assessment, but the FLDOE canceled all statewide assessments following the global health pandemic and school closures. Students “On Track” and “Making Progress” are considered to have met this metric in the absence of standardized test data.</p> <p><b>Continuous Assessment and Use of Data:</b> The BGC of Bay County works with teachers and staff members from Waller Elementary to ensure the program is continuously improving and serving the students. The program director holds meetings regularly with the teachers and staff working in the program to reviews student academic data and obtain feedback about how best to address individual student needs. Most students engage in the program without needing added intervention, but those that are identified as needing more help will receive added assistance during homework time or might be called on more to help read or do math for the group.</p>	
<i>Student Inclusion:</i>		All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.	
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
<b>65%</b>	<b>24</b>	<b>11</b>	<b>45.8%</b>
<p><i>Narrative:</i> For the 2019-2020 program year, the Florida Governor and the Florida Department of Education waived all state standardized assessments – including the Florida Standards Assessments (FSAs), Statewide Science Assessment (SSA), and End-of-Course Exams (EOCs). Because this objective was designed to be measured using the Reading FSA, it was obviously not possible to assess progress towards this objective with end-of-year data. However, the program was able to use student grades to help demonstrate progress of this metric at mid-year using converted grades. As such, the mid-year data are presented within the summative evaluation, as per instructions from the Florida Department of Education. Based upon submitted data, 11 of 24 total students attending at least one day with mid-year progress data were 'on-track' or 'making progress' towards earning an FSA score sufficient to pass third grade. In addition, based upon data for regularly participating students (attending</p>			

30+ days), 11 of 23 regular participants with mid-year progress data were 'on-track' or 'making progress' towards earning an FSA score sufficient to pass third grade. Based on performance of regularly participating students, results are lower than the proposed benchmark of 65% of students demonstrating progress.

***Proposed Programmatic Changes and Rationale (Provided by the Program):***

Hire an additional certified teacher specifically to do third grade focus groups (small-group pull-outs) three days per week, 20 minutes per day, with two days dedicated to reading and one day dedicated to mathematics. These pull-outs will occur during homework time (provided 30 minutes per day) and during the academic support time (provided 60 minutes per day) already built into the program schedule. Small group instruction is more likely to help these struggling students than group homework time and is more focused than general academic programming. The students will still receive 20 minutes of homework and 50 minutes of academics. Because this is an academic support, all students still receive far more than the 60 minutes required daily.

Based on mid-year data (second quarter grades), we had already identified this as a significant issue for our students. We only meet this objective with 45% of students, which is short of the 65% proposed. As such, we have already implemented most of these proposed changes so that we are best able to meet student needs and progress towards the end-of-year metric. Having additional small-group pull outs is consistent with the FLDOE RtI model and best-practices. We believe this additional support for third graders will have a tremendous impact on their reading and math performance on state assessments.

***Proposed Data Collection Changes and Rationale:***

No changes needed. We, as the BGC, have a good relationship with the schools where our students attend and we (the BGC) have had no difficulty collecting necessary data. The BGC support staff (in kind) and the program director will continue to collect student academic data throughout the year to identify and address student academic needs and progress. The method resulted in all students with academic data having that data entered in EZReports.

***Table 15e. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 5)***

<b><i>Objective 5:</i></b>	<b>50% of regularly participating students will improve positive behavior as measured by perceptual survey (teacher).</b>
<b><i>Description of Activities:</i></b>	Activities based in social and emotional learning, such as “Emotion Charades” and “Ways to Say No,” provided support and guidance for students developing the ability to set goals, interact and work in groups; and practice positive decision-making.
<b><i>Description of Assessment:</i></b>	<b>Behavioral Rating Scale</b>

<b><i>Measure and Data Collected:</i></b>	The behavioral rating scale was developed by the 21 <sup>st</sup> CCLC program for the purposes of tracking whether the program is making an impact on the display of positive behaviors by students. The survey is completed by teachers. The survey has 10 items on a 5-point scale that is doubles so the maximum score is 100. The questions ask whether the student has improved in specific behaviors such as turning homework, being attentive, volunteering, etc.
<b><i>Data Timeline:</i></b>	The program has an evaluation plan that was used to develop the codebook, which was approved by the FLDOE. Within that evaluation plan, the program established 'windows' for when to collect student assessments (pre-mid-post) and has followed that plan. Students are administered the assessments if they attend within that testing window (even if on the last day of the window). This worked and the program was able to collect data from all students in attendance within those windows. The data are collected by all program staff working directly with the students. The assessments are then given to the BGC program director, scored, and entered into a spreadsheet. The program director then enters the data into EZReports – either through an upload or individually by student.
<b><i>Data Quality:</i></b>	There are no issues with data quality. All data were collected and stored appropriately, such that there was no data loss. The data appear accurate and complete.
<b><i>Continuous Assessment:</i></b>	<p><b>Standard of Success</b> Maintain the pre-score and above OR increase from pre-assessment to post-assessment by 1 points</p> <p><b>Analysis and Interpretation:</b> Analysis of comparative assessment scores (pre-mid) is based on “improvement” and/or "maintenance" measurements (as indicated in the standards of success), such that each student is compared to their own baseline data. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in each of the grade-based metrics (as detailed in the 'success criterion' indicated immediately above). After individual calculations, aggregation indicates the percent of these students meeting the criteria for success.</p> <p><b>Continuous Assessment and Use of Data:</b> The BGC of Bay County works with teachers and staff members from Waller Elementary to ensure the program is continuously improving and serving the students. The program director holds meetings regularly with the teachers and staff working in the program to reviews student person enrichment data and to review feedback from students (the students are not shy to say when they do not</p>

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	like something or when they do). If necessary, the program will make tweaks to the activities to improve satisfaction and increase performance.		
<b><i>Student Inclusion:</i></b>	All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.		
<b><i>Benchmark</i></b>	<b><i>Number of Students Assessed</i></b>	<b><i>Number of Students Achieving Benchmark</i></b>	<b><i>Percentage</i></b>
<b>50%</b>	<b>98</b>	<b>80</b>	<b>81.6%</b>
<b><i>Narrative:</i></b> The 21st CCLC Program collected teacher-rated pre-mid assessments in positive behavior skills from a total of 83 out of 90 regularly participating elementary school students during the course of the 2019-2020 program year. Due to the closure of all schools in Florida and subsequent closure of the 21st CCLC program to on-site programming, there were no post-tests collected at the end of the year (as students did not return to in-person programming prior to the end of the academic year). Of these 83 regularly participating elementary school students (attending 30+ days), a total of 65 students (78.3%) demonstrated achievement of this teacher-based objective during the course of the program year. When looking at all 127 students who attended at least one day during the academic year, the program collected pre-mid comparison data on 98 students, with 80 of these students (81.6%) demonstrating achievement of this objective at the end of the year (based on mid-year data). Based on results from regularly participating students, the program exceeded the established benchmark for this objective.			
<b><i>Proposed Programmatic Changes and Rationale:</i></b> No changes needed. We are meeting this objective at mid-year. We will continue providing outstanding personal enrichment experiences for our students to address their needs and make progress towards programmatic objectives.			
<b><i>Proposed Data Collection Changes and Rationale:</i></b> No changes needed. We are collecting data according to our new evaluation plan. No changes are needed, as we were able to collect all data according to the codebook and evaluation plan.			

***Table 15f. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 6)***

<b><i>Objective 6:</i></b>	<b>50% of regularly participating students will demonstrate their physical and personal wellness as measured by pre-, mid-, post-assessment.</b>
<b><i>Description of Activities:</i></b>	<b>Regular Programming:</b> Students participated in 30 minutes of health and wellness activities, daily. The program focused



	<p>on games that were non-exclusionary, allowing everyone to participate, regardless of skill level, such as relay races.</p> <p><b>Virtual Programming:</b> Students were able to stay active at home by filling up a ‘fitness bingo card,’ encouraging daily exercise and healthy eating habits.</p>
<b>Description of Assessment:</b>	<b>Healthy Habits Assessment</b>
<b>Measure and Data Collected:</b>	<p>The Healthy Habits Assessment was developed by the 21<sup>st</sup> CCLC program to assess overall knowledge of healthy habits among students. The assessment was designed to be difficult enough to be challenging, but not so difficult that students could not answer the questions in follow-up administrations (e.g., mid-test and post-test). Data were collected on the inventory using a 100-point scale (as percentage of correct answers on the inventory). Students could score from 0 to 100 on the assessment, with a 0 indicating the student did not answer any questions correctly. This assessment will be replaced in the next year with a fitness assessment.</p>
<b>Data Timeline:</b>	<p>The program has an evaluation plan that was used to develop the codebook, which was approved by the FLDOE. Within that evaluation plan, the program established 'windows' for when to collect student assessments (pre-mid-post) and has followed that plan. Students are administered the assessments if they attend within that testing window (even if on the last day of the window). This worked and the program was able to collect data from all students in attendance within those windows. The data are collected by all program staff working directly with the students. The assessments are then given to the BGC program director, scored, and entered into a spreadsheet. The program director then enters the data into EZReports – either through an upload or individually by student.</p>
<b>Data Quality:</b>	<p>There are no issues with data quality. All data were collected and stored appropriately, such that there was no data loss. The data appear accurate and complete.</p>
<b>Continuous Assessment:</b>	<p><b>Standard of Success</b> Maintain the pre-score and above OR increase from pre-assessment to post-assessment by 1 points</p> <p><b>Analysis and Interpretation:</b> Analysis of comparative assessment scores (pre-mid) is based on “improvement” and/or "maintenance" measurements (as indicated in the standards of success), such that each student is compared to their own baseline data. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or</p>

		<p>declined in each of the grade-based metrics (as detailed in the 'success criterion' indicated immediately above). After individual calculations, aggregation indicates the percent of these students meeting the criteria for success.</p> <p><b>Continuous Assessment and Use of Data:</b> The BGC of Bay County works with teachers and staff members from Waller Elementary to ensure the program is continuously improving and serving the students. The program director holds meetings regularly with the teachers and staff working in the program to reviews student person enrichment data and to review feedback from students (the students are not shy to say when they do not like something or when they do). If necessary, the program will make tweaks to the activities to improve satisfaction and increase performance.</p>	
<b>Student Inclusion:</b>		All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.	
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<b>50%</b>	<b>83</b>	<b>37</b>	<b>44.6%</b>
<p><b>Narrative:</b> The 21st CCLC Program collected knowledge-based pre-mid assessments in physical and personal wellness from a total of 77 out of 90 regularly participating elementary school students during the course of the 2019-2020 program year. Due to the closure of all schools in Florida and subsequent closure of the 21st CCLC program to on-site programming, there were no post-tests collected at the end of the year (as students did not return to in-person programming prior to the end of the academic year). Of these 77 regularly participating elementary school students (attending 30+ days), a total of 34 students (44.2%) demonstrated achievement of this knowledge-based objective during the course of the program year. When looking at all 127 students who attended at least one day during the academic year, the program collected pre-mid comparison data on 83 students, with 37 of these students (44.6%) demonstrating achievement of this objective at the end of the year (based on mid-year data). Based on results from regularly participating students, the program did not meet the established benchmark for this objective.</p>			
<p><b>Proposed Programmatic Changes and Rationale:</b> We already provide 30 minutes of fitness and personal wellness each day of the program, with the schedule heavily focused on academic supports. Rather than increasing the time commitment to personal wellness, we will adopt an additional curriculum that will help boost the overall fitness component without adding time. SPARK PE will be applied in rotation with Healthy Habits - SPARK PE is a fitness curriculum that is research based and geared specifically for afterschool programs. It uses readily available fitness items that we already have and manuals that we have purchased. Because SPARK PE is game-based, the students</p>			



will find the new fitness activities enjoyable and impactful. Staff will train on SPARK PE and Health Habits online.

We are not meeting this objective at mid-year - with 44% achievement out of the 50% proposed. We will continue providing outstanding personal enrichment experiences for our students to address their needs and make progress towards programmatic objectives. However, to help improve performance on this objective, we will add an additional curriculum (SPARK PE along with Healthy Habits) - SPARK PE has been recently redeveloped. The curriculum is research-based and is "manualized", such that all our staff can apply the lessons without difficulty and with proper training. We will train all staff on both SPARK PE and Health Habits (BGC Curriculum) to ensure the activities are applied as designed and with the greatest level of impact.

***Proposed Data Collection Changes and Rationale:***

No changes needed. We are collecting data according to our new evaluation plan. No changes are needed, as we were able to collect all data according to the codebook and evaluation plan. The program has been approved to change this metric to a physical fitness measure that will better capture the impact of the program on a more continuous basis.

***Table 15g. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 7)***

<b><i>Objective 7:</i></b>	<b>50% of adult family members of regularly participating students will increase their involvement in student education as measured by perceptual survey (parent).</b>
<b><i>Description of Activities:</i></b>	<p><b>Regular Programming:</b> The program proposed to provide five adult family literacy sessions. As per the program, adult family member events were designed to provide support in topics including family wellness and nutrition, parenting education, and financial literacy.</p> <p><b>Virtual Programming:</b> While the global pandemic and unexpected closures may have impacted the program's ability to provide all proposed events, the program strived to engage parents and adult family members in grant related services through emails and weekly well check phone calls.</p>
<b><i>Description of Assessment:</i></b>	<b>Adult Literacy Performance Survey (ALPS)</b>
<b><i>Measure and Data Collected:</i></b>	The Adult Literacy Performance Survey (ALPS) is a seven-question inventory with face-validity that is completed after an adult family member literacy event. Success is measured by the number of parents responding positively to the seven questions on the ALPS. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. Using a Likert-Type scale from 5 (Strongly Agree) to 1 (Strongly Disagree), the ALPS asks adult family

	<p>members to indicate whether the information provided in the training: (1) increased knowledge in the content area; (2) taught them something new; (3) will be useful in helping their family and children; (4) will change how they parent their children; (5) provided resources to help their children succeed; (6) will increase their involvement in their child's education; and (7) helped them understand the importance of education. Although not all questions are used for this metric, the program is able to mine the responses to help guide future adult family member events. Only parents actively participating in the adult family literacy events will be assessed with the ALPS.</p>
<b>Data Timeline:</b>	<p>The program director collects the ALPS at every adult literacy event (where knowledge-based topics are covered). The parents are provided the survey, complete the survey, and then they are provided to the site staff. BGC staff then provide the survey to the program director who enters the data into the ALPS database. The BGC Staff then upload this ALPS database to EZReports for the program when required by EZReports or the DOE.</p>
<b>Data Quality:</b>	<p>The program collected accurate ALPS data from most adult literacy events. The surveys were provided to be completed at the end of the adult literacy event, and the program states that there were no systematic issues or indications that specific groups of adults did not complete the survey (which was provided in four languages). Based on an analysis of data and response patters (using color-based response analysis to identify patterns), there appear to be no data quality issues, with most adults attending the literacy events receiving the and completing the surveys.</p>
<b>Continuous Assessment:</b>	<p><b>Standard of Success:</b> The number of participants measured represents the number of surveys collected, while the number meeting success criteria are the number indicating they 'agree' (Score 4) or 'strongly agree' (Score 5) with the items from the ALPS pertaining to whether the information provided at the adult family member services: (Q3) would be useful in helping their family and child(ren); (Q4) would change how they parent their children; and/or (Q6) would increase their involvement in their child's education.</p> <p><b>Analysis and Interpretation:</b> This survey-based program objective is assessed with the number of adults endorsing the question(s) of interest as 'Agree' or 'Strongly Agree' (scores</p>

	<p>of 4 or 5). Completed surveys meeting this objective will report that the training or literacy event improved their literacy skills.</p> <p><b>Continuous Assessment and Use of Data:</b> The program used data from the ALPS during staff meetings and during planning meetings to determine which events were well-received and which had the greatest impact on the adults attending. Those that scored the highest were brought back, if possible. Those that scored low were not included in the scheduling of future adult literacy events.</p>		
<b>Student Inclusion:</b>	<p>No adults completing the surveys or attending the adult literacy events were excluded from the analyses, with all adults on whom data were submitted being included. Overall, all adult family members providing data were included in the data collection and analysis process.</p>		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<b>50%</b>	<b>23</b>	<b>20</b>	<b>86%</b>
<p><b>Narrative:</b> According to data submitted by the program at the end of the year, the program was able to collect a total of 23 completed ALPS. A single adult could complete multiple surveys over the course of several events, though would not complete more than one per event. In looking at all 23 ALPS completed during the 2019-2020 program year, 20 surveys indicated progress towards this metric. More specifically, data reported by the program indicated that 86% of adults felt the literacy information provided would be useful in helping their family and child(ren); would change how they parent their children; and/or would increase their involvement in their child's education.</p>			
<p><b>Proposed Programmatic Changes and Rationale:</b> No changes needed. We are meeting this objective. We will continue providing the adult family literacy nights as proposed in the grant.</p>			
<p><b>Proposed Data Collection Changes and Rationale:</b> No changes needed. We will keep using the ALPS provided by our new evaluator. The ALPS has been very easy to use and has helped us ensure our adult events are effective and well-received.</p>			

## 5.2 Stakeholder Surveys

*Provide a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys as a program. This summary does not need to be broken out by center.*

### ***Statewide Teacher Survey of Student Progress***

The BGC Bay County (Waller ES) 21st CCLC program was able to obtain a limited number of completed 21st CCLC end-of-year teacher surveys. As with most programs in Florida, the 21st CCLC program experienced some challenges in obtaining completed surveys from teachers, largely because the teachers were otherwise occupied trying to redevelop their entire teaching method to provide virtual instruction. The 21st CCLC program would have been able to engage teachers directly had they been teaching live classes, but they found it harder to reach out to teachers and provide reminders while the teachers were working from home. More specifically, the program was able to obtain 27 completed teacher surveys, which is equivalent to 16.9% of the 160 students participating in the 21st CCLC program. It is noted that an additional 2 surveys were collected from students who had not met the 30-day requirement for inclusion within this analysis (as per survey responses), and these students are not included in any of the analyses of these survey data (even if they met the 30-day requirement later in the program year through virtual programming, the survey was completed before they met the federal threshold). In general, a 25% response rate is acceptable for drawing conclusions as to whether the surveys demonstrate change in students and/or families, and the BGC Bay County (Waller ES) 21st CCLC Program approached this threshold, such that results can be considered relatively valid for interpretation. The following represent a general overview of findings from the 21st CCLC Teacher Survey:

- Of students needing to improve, teachers reported that 50.0% of 21st CCLC students demonstrated improvement in their effort towards completing assigned work; and 42.3% of regularly participating students demonstrated improvement in their overall academic performance.
- Teachers reported 41.7% of students in need of improvement demonstrated improvement in completing their homework to the teacher's satisfaction.
- Of students needing to improve, 41.7% of students paid more attention and participated more in class; 29.2% volunteered more in class; and 21.7% attended class more regularly - all indicators of increased motivation and dedication to the overall educational process.
- While in the classroom environment, teachers reported that 24.0% of students needing to improve were more attentive in class and 36.0% came to school more motivated to learn.

- Of students needing to improve behaviors, teachers reported that 27.3% improved their in-class behavior and 28.6% improved in getting along with other students (i.e., positive interactions).
- 36.0% of participating students in need of improvement demonstrated teacher-rated improvement in self-efficacy (i.e., belief they can do well in school).
- Of those families where teachers felt improvement was needed, regular-day teachers reported 37.5% of 21st CCLC student's parents were more interested and involved in their child's education.

### ***Statewide Student Satisfaction Survey***

In addition to the teacher survey, the BGC Bay County (Waller ES) 21st CCLC program collected data using the statewide student satisfaction and feedback survey. A total of 20 students completed the required statewide student satisfaction inventory. The 21st CCLC program experienced some difficulties in collecting student surveys at the end of the year, as the program had ended in-person operations due to the global pandemic. If still providing on-site services, the program would have collected the student satisfaction surveys during program hours to ensure completion and accuracy. Regardless, of the students completing the survey, 85.0% reported enjoying the activities in the program and 95.0% felt safe in the afterschool program. Overall, the program was relatively successful in producing satisfaction among regularly participating students based on the questions within the statewide student survey. However, the program is encouraged to explore why some students were not “definitely” satisfied with the 21st CCLC program and only “somewhat” or “not at all” satisfied. The following provides the overall findings from the student satisfaction survey provided by the FLDOE at the end of the 2019-2020 academic year.

- Academics
  - 84.2% of students reported the 21st CCLC program definitely helped them with their homework.
  - 90.0% of students reported the 21st CCLC program definitely helped them improve their course grades.
- Behavior
  - 80.0% of students reported the 21st CCLC program definitely helped them get along better with others.
  - 90.0% of students reported the 21st CCLC program definitely helped them learn to solve problems in positive ways.
  - 95.0% of students reported the 21st CCLC program definitely helped them understand that following rules is important.

- Overall Satisfaction
  - 80.0% of students reported the 21st CCLC program definitely provided enjoyable activities.
  - 95.0% of students reported the 21st CCLC program definitely had adults who cared about them.
  - 85.0% of students reported the 21st CCLC program definitely helped give them a safe place to learn.

### ***Statewide Parent Satisfaction Surveys***

The BGC Bay County (Waller ES) 21st CCLC program was successful in obtaining responses to the state-mandated end-of-year parent satisfaction inventory administered in April 2020 (after the closure of all on-site 21st CCLC programs in Florida). The satisfaction survey assessed parental opinions on several aspects of the 21st CCLC program and perceived impacts on the participating students. The survey is focused on more general aspects of satisfaction, with some specific items regarding expected outcomes of all 21st CCLC programs. Overall, of the 91 regular student participants (and 160 total student participants) a total of 13 were returned partially or fully completed, which represented approximately 23 student participants (based on parent responses). The global pandemic and program closure negatively impacted the response rate on this statewide survey, as most program staff had difficulty connecting with parents to get this survey completed without in-person contact. Regardless of the challenges, the completed surveys are evaluated to help guide continuous improvement of the 21st CCLC program. Overall, 92.3% of parents responding to the survey reported general satisfaction with the 21st CCLC program, with none of the parents reporting a lack of satisfaction. The BGC Bay County (Waller ES) 21st CCLC program is specifically encouraged to work towards improving all parent satisfaction survey responses to 100% satisfaction, where possible. It is important to note that 92.3% of respondents indicated they would sign up their child(ren) again next year if the program is offered, 69.2% of the responding adults reported participating in adult family events, and 88.9% indicated they found the adult family member events helpful to their needs as family members of the students. Overall, the parents appeared to be satisfied with the BGC Bay County (Waller ES) 21st CCLC program. The following are the most salient findings of the overall parent satisfaction survey using those variables most commonly reported by Florida's 21st CCLC programs.

- 92.3% of parents reported being satisfied with the 21st CCLC program as a whole, with 92.3% of parents being 'very satisfied' or 'satisfied' with the warmth and friendliness of the 21st CCLC staff members.



- 100.0% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate to their child(ren).
- 92.3% of parents reported satisfaction with the variety of 21st CCLC activities provided to their child(ren); 100.0% reported satisfaction with their child(ren)'s happiness with the overall 21st CCLC program; and 84.6% reported satisfaction with the 21st CCLC program providing a safe environment for activities.
- 92.3% of parents reported they would again sign up their child(ren) for this 21st CCLC program, and none stated their children would be in another afterschool program if the 21st CCCL program was not available.
- 92.3% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate and reach out to them as parents.
- 76.9% of parents reported satisfaction with the 21st CCLC program helping them become more involved with their child(ren)'s education.
- 76.9% of parents reported satisfaction with their child(ren)'s improvement in their overall academic performance, and 84.6% were satisfied with their child(ren)'s improvement in completing their homework.
- 100.0% of parents reported satisfaction with their child(ren)'s improvement in getting along with others, and 100.0% reported satisfaction with their child(ren)'s improvements in staying out of trouble.

### 5.3 Student Success Snapshot

*Select a participating student that has demonstrated success on one or more of the program's objective assessments. In the text box below, create a brief narrative of*

- *the student's experiences with the 21st CCLC program,*
- *the student's progress and outcomes (based on data collected during the year and prior years if available) and*
- *how the program may have played a role in the student's success.*

***Be sure NOT to identify the student by name or through other student identifying information. If a picture is included, it should be angled in a way that the student's face is not identifiable.***

The 21<sup>st</sup> CCLC program prides itself on providing the most comprehensive and structured programming to students. For the purposes of this snapshot, the student will be referred to as "Ashley", a name chosen by the program director and site coordinator.

Ashley is a **student female**, enrolled in the 5<sup>th</sup> grade during the 2019-2020 school year. Her happy demeanor and positive attitude endear her to most people she meets. Before joining the Waller Elementary 21stCCLC program in January 2019, she was shy and stand-offish. As a **special-needs** student, who has been retained, Ashley often shirked away from



classmates. Once Ashley joined the program, she hit the ground running and hasn't looked back. She has attended the program almost every day (school year and summer) since enrolling, including participating in virtual programming during the COVID-19 shutdown. She rides the bus, meaning she has long days and still wants to stay longer in the afternoon. As a regular student, Ashley benefitted from all academic support and enrichment activities offered, but her favorite afternoon activity was always homework help. Ashley realized completed and correct homework was crucial to bringing up her grades. Every afternoon she used this time to focus on her assignments and improve in areas she was struggling, usually math. When she was done working, she would often volunteer to read with younger students and mentioned wanting to return as a volunteer to the program next year. Historically a struggling student, Ashley's academic effort did not go unnoticed. Her mother and her school day teacher were very impressed with her progress and she finished the school year with mostly A's and B's. The school principal even nominated Ashley to serve in the Waller student leadership club based on her leadership and behavior. Ashley is truly a 21<sup>st</sup> CCLC success story!

#### 5.4 Other Outcomes

*In the text box below, include any other relevant findings pertaining to this 21<sup>st</sup> CCLC program. Potential findings could address, but are not limited to,*

- *statements from students and family members,*
- *administrators and/or teachers,*
- *community impact,*
- *performance outcomes and*
- *results of recent needs assessments.*

#### ***Adult Literacy Outcomes: Adult Literacy Performance Survey (ALPS)***

In addition to the statewide parent survey, the BGC Bay County (Waller ES) 21st CCLC program utilized the Adult Literacy Performance Survey (ALPS) to assess the impact of adult family literacy events and trainings on participating adults. The program is reminded that 'literacy' is not limited to reading and writing, but covers any knowledge-based enhancement. This can include a wide range of programing, such as reading literacy, homework literacy, computer literacy, financial literacy, or parenting literacy. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. As per the instructions on the ALPS: 'Literacy is more than reading – it is competence or knowledge in any specific area. Today's training was focused on providing you information about specific topics to help your family and your student(s) succeed. We are interested in whether the training was helpful and whether your knowledge was improved. Please answer the following questions to the best of your ability. It is okay to leave questions blank if you do not know how to answer.'

For the 2019-2020 program year, data collected by the ALPS may not have been connected to a specific student, as anonymous data are most likely to provide realistic and more accurate responses and feedback. After collection, data are provided to the evaluator for analysis and feedback to the program. The following table provides the outcomes of the ALPS based on data submitted by the program and provided by adult family members. Note that surveys are provided after the adult literacy events, such that there can be more surveys returned than students in the program. While the objectives may have explored a limited number of ALPS questions, this section provides the findings from the entire seven-question survey. The following are the most salient findings from the survey:

- Of the 23 surveys received following adult literacy trainings and events, 87% of adults reported they 'strongly agree' or 'agree' that the information provided during the training(s) increased their knowledge in the content area.
- Of the 23 surveys received following adult literacy trainings and events, 78.3% of adults reported they 'strongly agree' or 'agree' that the training(s) would increase their involvement in their child's education.
- Of the 23 surveys received following adult literacy trainings and events, 91.3% of adults reported they 'strongly agree' or 'agree' that the information provided would be useful in helping their family and children.

***ALPS Program Level Survey Result Table***

The information provided in this training ...	N	Agree	Neutral	Disagree
... has increased my knowledge in the content area.	23	20 (87.0%)	3 (13.0%)	0 (0.0%)
... has taught me something new.	23	23 (100.0%)	0 (0.0%)	0 (0.0%)
... will be useful in helping my family and child(ren).	23	21 (91.3%)	2 (8.7%)	0 (0.0%)
... will change how I parent my child(ren).	23	12 (52.2%)	9 (39.1%)	2 (8.7%)
... provided resources to help my child(ren) succeed.	23	22 (95.7%)	1 (4.3%)	0 (0.0%)
... will increase involvement in my child's education.	23	18 (78.3%)	5 (21.7%)	0 (0.0%)
... helped me understand the importance of education.	23	21 (91.3%)	2 (8.7%)	0 (0.0%)

*Note: The number of surveys submitted can exceed the number of students in the program, as the program collects the ALPS after the adult family literacy events and adults can attend multiple events in the year.*

**<<< ---- End of Section ---- >>>**

## 6.0 CHALLENGES AND ADAPTABILITY

*In the text box below, provide a narrative of the challenges and disruptions faced during the 2019-2020 grant year and how the program's staff worked to become adaptable during this time. This may include, but is not limited to:*

- *school closures*
- *epidemics and pandemics*
- *natural disasters*
- *district changes*
- *extreme staffing turnover*
- *curricula*
- *enrollment changes*
- *grant processes*
- *renewability*

As with any educational program, the BGC Bay County (Waller ES) 21st CCLC program endured several challenges and disruptions during the 2019-2020 grant year. Certainly, the program worked to overcome these challenges and address the disruptions the best they could. For instance, the program worked quickly to create a virtual afterschool program to maintain their connection with 21st CCLC students while schools were closed and students were thrust into unknown territory (virtual learning). When dedicated program leadership and staff members focus on the needs of students, almost no obstacle is 'too big' to overcome. However, as with any grant-funded program in their second year of operations, the BGC Bay County (Waller ES) 21st CCLC program faced some unique challenges this past year. Without a doubt, every program in Florida was impacted by the global health pandemic and the unexpected closures of all 21st CCLC programs and all public schools on March 15, 2020. After 93 days of afterschool operations, the program was shuttered overnight and left with more questions than answers. Every agency coped with the shutdown and impacts in their own ways, but all remained focused on students and families. The following provides the most salient challenges of 2019-2020, as provided by the program director and/or agency leadership. While the statements and explanations were modified for grammar and structure, the information provided below comes directly from the program.

- This year, the program struggled to recruit certified teachers, a challenge that was also shared by Bay District Schools. Despite multiple efforts to recruit teachers, including having the Waller administration email teachers and inviting school-day teachers to the Advisory Board meetings, the program had extreme difficulty hiring teachers. We were able to maintain a 1:10 ratio for academic instruction by having teachers plan and lead activities and implement them assisted by Program Staff. This hiring struggle is one we foresee continuing into next year, as Bay District Schools have struggled to rebound from damages caused by Hurricane Michael. After the

storm, a number of staff members and faculty relocated out of the county (largely due to destroyed houses and damaged infrastructure). Overall, the district, as a whole, has struggled to attract new employees – which has, in turn, created challenges for BGC Bay County to staff the program.

- The program team worked to overcome the challenges presented by COVID-19. With schools being closed on such short notice, the 21st CCLC team used the time to complete online trainings in student safety and other relevant topics. By April, the team was meeting weekly via zoom to implement a distance services plan: Teachers researched activities to share with Club families, and Program Staff stayed in contact with families via weekly phone calls. When possible, they met on campus while maintaining social distance to organize supplies, plan, and assemble packages to mail to students.
- The Program Staff worked to overcome the challenges of working remotely during the COVID-19 pandemic but struggled with the reduced hours and digital format. One Program Staff member left because the demands of working for the Club remotely competed with other responsibilities. In the future, especially in the event of another prolonged closure, this tension may be alleviated by having a distance employment plan that relies less on digital communication. In addition, the program staff sometimes feel that teachers receive priority despite working fewer hours than them; this tension may be alleviated by providing specific roles and clarification of responsibilities for Program Staff.

<<< ---- End of Section ---- >>>

## 7.0 PROGRESS TOWARD SUSTAINABILITY

### 7.1 Partnerships and Contracts

*Report the data elements outlined in the table below and provide a brief narrative on the partnerships designed to enhance the quality of services offered and to ensure the sustainability of the 21<sup>st</sup> CCLC program (bulleted summary is acceptable). The narrative should include:*

- *the total estimated value of contributions to the program,*
- *the annual budget amount required to fund the program,*
- *the percentage toward sustainability, and*
- *how the program plans to meet any gaps in funding before the grant ends.*

*Note: There are two types of collaboration: partnerships and contractors. Partners do not receive any monetary compensation for services rendered, while subcontractors receive payment. The aim of this section is to measure sustainability through financial contributions to the program, therefore only contractors who charge less than full value should be included in the contractor section.*

One of the goals of the BGC Bay County (Waller ES) 21st CCLC programs is to continue activities beneficial to students and their families after the end of grant funding. In fact, federal law requires 21st CCLC sub-grantees to have a plan for sustainability and ideally show progress towards implementing the sustainability plan throughout the funded years of 21st CCLC programming. However, sustainability is an extraordinarily difficult task for 21st CCLC programs across the nation – with the United States Government Accountability Office (GAO, 2017 - <https://www.gao.gov/assets/690/684314.pdf>) indicating that as few as 10 percent of 21st CCLC sites are able to maintain any level of services following the end of 21st CCLC funding. In fact, as per the GAO, only about half of all states reported having 21st CCLC programs with some success towards sustainability - with the primary methods of sustainability being charging student fees, obtaining private foundation funding, and obtaining public and non-profit funding (e.g., from universities). As with most 21st CCLC programs, the strongest foundation of sustainability planning is the development and maintenance of high-quality partners that provide free or discounted services, staffing, facilities, and materials.

**Total Estimated Value of Contributions:** Based on data provided by the program regarding partnerships and contractors tracked throughout the 2019-2020 program year, the BGC Bay County (Waller ES) 21st CCLC program received an estimated total of \$49,396 in contributions to support 21st CCLC activities and services.

**Annual Budget Amount to Fund Program:** In order to fully operate the program as it was implemented during the 2019-2020 program year (prior to the unexpected closures due to the global health pandemic), the BGC Bay County (Waller ES) 21st CCLC program would require the full amount of the grant award. However, not all aspects of the grant would necessarily need to be maintained (e.g., administrative costs, evaluation costs, technology costs) and other aspects could be scaled back with a reduction in program quantity and quality (e.g., some certified teachers could be replaced with non-certified staff, materials and supplies could be more limited). Based on an analysis of how much the program could scale

back operations and costs, a 'barebones' program would be approximately 65% of the estimated annual budget provided under the grant.

***Progress Towards Sustainability:*** As of the end of the 2019-2020 program year, the BGC Bay County (Waller ES) 21st CCLC program had tracked and reported a total of \$49,396 in contributions since beginning operations. This is equivalent to 23.4% of the project award from 2019-2020 (\$210,794); 18.7% of the estimated annual project budget at 100% funding (\$263,493); and 36.1% of the estimated 'barebones' budget to run a skeleton program with minimal cost (\$137,016).

***Addressing Gaps in Contributions:*** In order to address gaps in funding and help maximize the potential for continuing the out-of-school services after the end of the 21st CCLC grant funding, the Boys & Girls Clubs of Bay County has proposed several techniques based on best practices and past successes. As the program is entering the third year of operation under the current grant, BGC Bay County (Waller ES) will begin seeking partners that will support general fiscal development. Over the past year, the BGC Bay County (Waller ES) 21st CCLC program successfully added 7 partners (Bay County Fire Services, Bay County Library Foundation, FSU Panama City, Gulf Coast Children's Advocacy Center, Hancock Whitney Bank, Lowes, Publix) to their already strong network of support. These partners, similar to those established, offer enrichments to students and families already enrolled in the program (food, programming, guest speakers, etc.) Bay County Fire Services, Bay County Health Department, and Gulf Coast Children's Advocacy Center offered enrichment programs and curriculum to the students attending the 21<sup>st</sup> CCLC program. These enrichment programs took the form of guest speakers and visits to the program by individuals from these partnering agencies. Publix donated gift cards used to purchase food for family events and student projects. Lowe's provided a deep discount on clay pots used to support a PBL component focused on biology. While important, these partnerships offer very little towards sustainability. In general, while the program received facilities, meals, programming, and guest speakers from a variety of agencies, they had little success in obtaining outside funding that would directly support gaps generated by loss of funding. In other words, having facilities and meals is not helpful without students and staff members. The program will continue to seek out new partners through existing relationships with other community non-profits, faith-based organizations, as well as public and private partnerships. The program will also nurture the relationship with the BGC Bay County (Waller ES) 21<sup>st</sup> CCLC host school, as school administrators are a strong resource for organizations and businesses within the community that place a high value on supporting education.

One of the most impactful methods of engaging partners and other stakeholders is through membership on the 21st CCLC Advisory Board. To ensure broad based community, student, and parent involvement and support, BGC Bay County (Waller ES) will continue to grow the size and comprehensive nature of its advisory board. The support of a complex advisory board allows the program to receive a well-rounded perspective. Community members are a critical asset to the board as they have the influence and existing network of peers to share great things about the program in a short amount of time to a large group of people. The



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program will continue to seek out potential members of the advisory board who could also serve as potential partners.

**Table 16. Partnerships and Contracts**

Agency Name	Type of Service Provided	Estimated Value (\$) of Service*	Amount (\$) Paid**	Estimated Value (\$) of Contribution***
<b>----- PARTNERSHIPS -----</b>				
Chartwells Food Service	Snack or Meals	\$23,000	\$0	\$23,000
Bay County Fire Services	Enrichment Programming Guest Speaker	\$100	\$0	\$100
Bay County Library Foundation	Books	\$1,555	\$0	\$1,555
Bay District Schools	Facilities, Utilities, Security	\$22,000	\$0	\$22,000
Florida Department of Health in Bay County	Enrichment Programming Health Curriculum Materials	\$1,400	\$0	\$1,400
FSU Panama City	Adult Family Literacy Event Guest Speaker	\$50	\$0	\$50
Gulf Coast Children's Advocacy Center	Enrichment Programming	\$600	\$0	\$600
Hancock Whitney Bank	Adult Family Literacy Event Guest Speaker	\$200	\$0	\$200
John "The Rocket Guy" Hansel	Adult Family Literacy Event Guest Speaker	\$200	\$0	\$200
Publix	Gift Card for Program Materials	\$250	\$0	\$250
<b>----- CONTRACTOR CONTRIBUTIONS -----</b>				
Lowes	Enrichment Supplies (Clay Pots for Biology Project)	\$90	\$49	\$41
<b>Total:</b>				\$49,396
<b>Annual Budget Amount:</b>				\$210,794
<b>% toward Sustainability:</b>				23.43%

\* Estimated total value if the service were paid for in full, regardless of the amount actually paid, if any.

\*\* Amount paid to a subcontractor for the service. If the subcontract is paid in full, it should not be listed on this table.

\*\*\* For partners, this is the total estimated value of the service (i.e., nothing paid by the program). For subcontractors, this is the total estimated value of the service minus the amount paid.



## 8.0 LESSONS LEARNED AND RECOMMENDATIONS

*Provide a narrative with an overall assessment of your 21<sup>st</sup> CCLC program impact in the text box below. This may include, but is not limited to:*

- *reflection of the lessons learned throughout the grant year*
- *impact on the students*
- *impact on the community*
- *recommendations to enhance program quality for the next grant year*
- *recommendations specific to program areas and activities*
- *recommendations specific to program objectives*
- *discuss any recommended changes for data collection or other evaluation methods*

Overall, the BGC Bay County (Waller ES) 21st CCLC Program strived to provide a strong out-of-school program during the 2019-2020 operational year. Using a variety of engaging activities and wraparound services, the 21st CCLC program focused on enriching the minds and bodies of 160 elementary school students and their families. Concluding their second year of operation, the 21st CCLC program ensured all activities supported the approved objectives to (1) improve academic achievement in English Language Arts (ELA), Mathematics, and Science; (2) improve positive behavior; (3) improve fitness and healthy lifestyle choices; and (4) increase adult literacy and parenting skills.

Through all the angst and uncertainty about the future, the program leadership and staff remained focused on the students and on providing the best possible out-of-school program. For instance, as discussed previously, the 21st CCLC program refocused and developed a unique virtual afterschool program that aligned with the overall grant objectives and ensured students maintained their connection to the afterschool program. Ultimately, the program persevered through all these challenges (and more) and escaped with some important lessons that will certainly inform future operations and outlooks. Some of these lessons learned are provided below, as are several recommendations for further enhancing the BGC Bay County (Waller ES) 21st CCLC program. These are not considered 'weaknesses,' as the program is already focused on addressing many of these challenges and/or implementing these recommendations. Rather, these serve to document some of the 'growth edges,' or those areas where the program is planning or could plan to focus additional attention during the next operational year.

### ***Lessons Learned***

#### ***Lesson Learned: Staff Trainings***

When BGC Bay County began virtual programming, a considerable amount of time and energy was spent planning for students effected by a digital divide (lack of computer or

stable wifi). The program soon learned several staff members struggled with technology skills and were having a hard time providing students with online content. Recognizing the need for training, the program provided professional development to all staff, covering the use and implementation of a virtual platform. This allowed the program to present a unified, high-quality virtual program, throughout all grade levels.

***Lesson Learned: Adult Attendance***

BGC Bay County serves a rural community and the vast majority of enrolled students take advantage of program-supplied transportation offered in the afternoon. The program has difficulty attracting a consistent number of parents to the adult family literacy events, as transportation is an issue. Using food donations from Publix, the program attempted to attract more parents with the promise of a meal. While the number of attendees slightly increased, the program will continue to beef up incentives as well as explore other times and topics that might be attractive to more parents.

***Recommendations***

***Improve Average Daily Attendance***

As part of the application approved by the Florida Department of Education, BGC Bay County (Waller ES) 21st CCLC Program proposed to serve an average of 100 students per day afterschool and 30 students per day during the Summer of 2019. As demonstrated by submitted data, the program achieved 61% of the proposed average daily attendance (ADA) for the 2019-2020 Academic Year and 113.3% of the proposed ADA during the summer of 2019. The FLDOE expects programs to achieve at least 95% of the proposed ADA, and falling short could demonstrate increased risk by the FLDOE. The program did not achieve the proposed daily attendance for the afterschool component, such that the program is encouraged to work towards increasing enrollment, while also developing a plan to increase the daily attendance of those students already enrolled. It may be necessary for the program to consider new projects, new staffing plans, or new strategies to help encourage enrolled students to attend the program more regularly. With approximately 410 students attending the targeted school, the program should have a sufficient population of students from which to recruit.

***Enhance Sustainability and Strategic Financing***

Although the program is only in the second year of funding under this 5-year grant, it is not too early to start focusing on sustainability planning for when the federal project ends (known as strategic financing). In general, partnerships are a great way to move towards sustainability, as they provide project enhancements that the grant cannot fund (e.g., food for parent nights) or the grant was not designed to fund (e.g., expensive software). It is

important to note that a partner providing added services and supports will not necessarily lead towards sustainability. For the program to sustain after the end of federal funding, the program would need partners or other funding sources that could cover the actual staffing and materials necessary to run a comprehensive afterschool program. To help ensure primary partners remain engaged, the program should consider having them sit on the 21st CCLC Advisory Board. Other outreach efforts, such as having a program newsletter created by the students (a great project to learn reading, writing, technology, art, etc.) could help build community presence and move towards sustainability. The program is encouraged to maintain accurate records of partnerships in EZReports on an ongoing basis, such that changes in program administrators and site coordinators do not impact the accurate reporting of data. Keeping an ongoing and living list of partners and their contributions will help alleviate the 'lost data' caused by such personnel changes. The program is also encouraged to ensure all partnerships are recognized through annual 'thank-you' letters that express what the program received and the estimated valuation of the provisions.

#### ***Improve Use of the Adult Literacy Performance Survey***

In addition to the statewide parent survey, the BGC Bay County (Waller ES) 21st CCLC program is highly encouraged ensure the Adult Literacy Performance Survey (ALPS) is administered for all parent literacy events, while also increasing the number of adult family members attending the literacy events. The program was only able to collect 23 ALPS surveys during the course of the 2019-2020 program year. The ALPS provides for better and deeper data for adult performance impact, but is most useful if administered at all events. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. The data collected by the ALPS should now be connected to all students represented by the adult completing the survey. While anonymous data are more likely to provide realistic and more accurate responses and feedback, it creates an unnecessary complication with EZReports and for the FLDOE. Note that surveys are provided to be completed immediately after the adult literacy events. In addition, the program should ensure all parents complete the end-of-year survey provided by the FLDOE.

#### ***Enhance Collection of Statewide Stakeholder Surveys***

The BGC Bay County (Waller ES) 21st CCLC program is required to administer statewide stakeholder surveys distributed by the Florida Department of Education. These surveys are critical for the program to collect – both to support the evaluation of this program and the evaluation of the state. The 21st CCLC program is encouraged to develop and implement a comprehensive plan for collecting the three statewide surveys at the end of the academic year (i.e., teacher survey, student survey, and parent survey). It is noted that gathering these data were particularly difficult in 2019-2020 because of the unexpected closures due to the global health pandemic and the program having to try to collect surveys when none of these

stakeholders could come to school. Regardless, using 25% as a minimum threshold, the program did not receive at least a 25% return rate for the Student Survey (22.0% Response Rate). Certainly, the FLDOE would like a response rate closer to 100%. The program should be aware that the FLDOE can reduce the program budget or terminate the program if these data are not collected as instructed.

***Explore Resources for Virtual Learning Afterschool***

The 21st CCLC program is encouraged to explore some of the virtual afterschool resources that have become available over the past several months. While the program may be starting in-person (or hoping to start in-person soon), the global health pandemic is still in flux and nobody can predict what the future might hold. Creating a list of virtual resources or virtual programs would not be a wasted exercise, as many of the online programs and resources can also be used within an in-person program (e.g., virtual field trips, Sanford Harmony Online, etc.). The program is encouraged to explore the Afterschool Alliance COVID19 resources page, where the program can explore the resources put together by various state Afterschool Networks funded by the Mott Foundation (<https://afterschoolalliance.org/covid/>). Another resource would be Prime Time Palm Beach County which has several resources that might be helpful for programs across the state (<https://www.primetimepbc.org/covid19-ptupdates/>). The program is reminded that there are many free resources to support a virtual program and support the regular program using more technology.

## APPENDIX A

*This section is optional. In this section's text box, subrecipients have the opportunity to provide additional information (including charts and graphs) that may enhance the stakeholders' understanding of the program. This can include items such as:*

- *a national and/or state overview of the 21<sup>st</sup> CCLC program*
- *the history of the role of afterschool programming*
- *detailed information about partners and subcontractors*

### **THE UNIVERSAL NEED FOR AFTERSCHOOL**

The National Center for Education Statistics (2020) reports that, across the United States, 50.9 million students in nearly 19,500 public school districts attended over 99,700 public elementary and secondary schools, with an additional 4.9 million students attending approximately 32,500 private schools. In Florida alone, the National Center for Education Statistics (2020) and the Florida Department of Education (EdStats, 2020) report that over 2.8 million students attend 4,233 public schools, with an additional 336,000 attending 1,851 private schools. With such staggering numbers of students, it is not surprising that a growing number of children are left alone and unsupervised after the regular school day ends, with an estimated seven million "latch-key" children in the United States alone. Indeed, parent surveys conducted for the "America After 3PM" survey (2014) showed that 19.4 million children not in an afterschool program would enroll if one were available. Certainly, a great need exists for out-of-school activities that provide appropriate youth supervision and involvement. Academic literature supports that children and parents are well-served by carefully organized and supervised youth programs during after school hours. These programs can extend social, educational, and recreational activities for children, while protecting them from unhealthy environments (Posner & Vandell, 1994; Riley, 1994). Although there is no established formula for quality out-of-school programs, most successful programs typically combine academic, social-emotional, recreational, physical, and artistic elements in a curriculum designed to engage youth in a variety of structured and supervised activities.

### **TYPES OF AFTERSCHOOL PROGRAMMING**

It is important to distinguish between three major types of after school programs. Child Care and Day Care (or "after care") programs are typically the least structured programs with a primary focus on providing a supervised place for children while parents are still in work. Extracurricular programs are typically more structured, school-run programs with a primary focus in single areas (e.g., after school band, football, debate, etc.). Finally, "afterschool program" (or "Extended Learning Program") is a term typically used to describe the most

structured types of programs offering a wide breadth of activities to enrich the minds and bodies of participating students. The latter are those programs generally included in research studies and are more likely to receive federal, state, and local funding. Ultimately, 21st CCLC programs, including the one at focus of this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida. Within Florida, 21st CCLC programs follow a highly structured model of educational enrichment and personal development through research-based and/or scientifically based programming and activities that serve the whole child, their families, and the communities where they reside.

### ***THE 21ST CCLC INITIATIVE***

The national need for structured afterschool programming spawned the creation of the 21st Century Community Learning Centers (CCLC) initiative in 1994, when the U.S. Congress authorized the establishment of the federal afterschool program. In 1998, the 21st CCLC program was refocused on supporting schools to provide school-based academic and recreational activities during after school hours, summer, and other times when schools were not in regular session. The development of the No Child Left Behind Act of 2001 brought further political focus and federal funding to after school programs, which signified the beginning of federal funding aimed at directly addressing the need for after school programs in a systematic manner. Total federal funding began with \$750,000 in 1995 and has grown to approximately \$1.206 billion dollars in 2019 (US Department of Education, 2019).

The Nita M. Lowey 21st Century Community Learning Center (21st CCLC) initiative, as outlined in federal law, is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing them to learn new skills and discover new opportunities after the regular school day has ended. As described by the US Department of Education, the focus of this program “is to provide expanded academic enrichment opportunities for children attending low performing schools.” Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA; 2015), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176; 2015), the specific purposes of this federal program are to:

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs,



internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Since the inception of the federal 21st CCLC initiative, Florida's 21st CCLC programs have been among the most structured and diverse out-of-school programs for students attending Florida's low-performing schools. In 2018, the Florida Department of Education (FLDOE) revised the requirements for eligible schools to those identified by the FLDOE as needing support (targeted support or comprehensive support) or identified by the local school district superintendent as needing supports provided by the 21st CCLC model. Private schools were not eligible as primary targets, as they do not receive school grades in Florida, but could be served as secondary targets for student participants. Overall, Florida remains focused on providing some of the most structured, wrap-around, and diverse out-of-school programming to students attending the state's most at-risk public schools and residing in the most at-risk communities.

### ***GENERAL ACTIVITY REQUIREMENTS***

Within Florida, every 21st CCLC program is required to provide a strong academic component in each of three areas: (1) reading and language arts, (2) mathematics, and (3) science. Each of these academic components must be supervised by teachers certified by the Florida Department of Education. Programs are encouraged to make each of these academic components creative, fun, and designed to foster a love of reading, math, and science – in addition to focusing all such activities on project-based learning plans approved by the Florida Department of Education. The 21st CCLC Program should write lesson plans for all academic activities, ensuring that the activities provided during the 21st CCLC program do not mirror the regular school day. Instead, the federal law encourages programs to design activities that reinforce topics taught during the regular day school. Florida programs are given some level of flexibility in the dosage of academic activities provided during any specific week of operation, with each student encouraged to receive at least one hour of academic-focused, teacher-supervised activities per day of out-of-school programming. Activities must be provided in such a dosage that the program is able to meet the proposed objectives included in the grant application. Programs are not permitted to reduce the level of academic services provided to students throughout the five-year term of the grant.

In addition to academic remediation and enrichment, a second specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities



that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the educational process. As per rules established by the Florida Department of Education, personal enrichment must include a variety of structured activities, as well as encourage active participation regardless of individual student skill levels. All personal enrichment activities must directly or indirectly support the academic achievement of participating students. According to Section 4205(A) of ESEA, as amended, 21st CCLC programs are limited to providing additional services within the following categories: Physical Education and recreation activities; Dropout Prevention and Character Education activities; Tutoring and mentoring services; Educational arts and music activities; Entrepreneurial education programs; Programs for limited English proficient students; Telecommunications and technology education programs; Expanded library service hours; and/or Drug and violence prevention and/or counseling activities. Most 21st CCLC Programs propose activities in several of the personal enrichment categories focused on helping targeted 21st CCLC students meet the Florida Standards and Florida's Sunshine State Standards.

The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs are required to provide services designed to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning (e.g., GED preparation, computer literacy, financial literacy, parenting literacy, etc.). While programs are provided some flexibility with regards to the level of adult family member services they provide, the program must provide a minimum number of annual activities and/or services (set by the FLDOE), and must provide enough outreach to progress towards the proposed family-based objectives. Many programs in Florida limit adult family member activities to special events (e.g., student plays) and general meetings. Secondary to the difficulty in recruiting adult family member participation in these services, it is rare for Florida programs to serve a substantial percentage of adult family members. 21st CCLC programs may only provide services to adult family members of students participating in 21st CCLC services.

### ***THE EVALUATION PROCESS***

Given the impacts of high quality out-of-school programs, federal, state, city, and community efforts and numerous initiatives across the U.S. have established and expanded afterschool enrichment programs in both public and private settings. However, as afterschool enrichment programs move toward greater recognition and become more institutionalized social functions, they are continuously challenged to demonstrate quality by reaching more

children, strengthening programs and staff, and providing adequate facilities and equipment. Indeed, program quality has already become a public concern (Halpern, 1999) and, since the early 1990s, researchers have become more interested in identifying characteristics of quality and effective after school programs for children. In fact, poor quality educational programs have been reported to put children's development at risk for poorer language acquisition, lower cognitive scores, and lower ratings of social and emotional adjustment (Scarr & Eisenberg, 1993). Although hours of program operation, program stability, and type of activities can impact children's achievement, research has established the greatest influence to be program quality (Casparly et al., 2002). In fact, Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176), requires all 21st CCLC programs to undergo periodic evaluation to “assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.”

Evaluation of program quality is integral to maintaining high quality programs and assessing progress towards achieving the primary program objectives. Program evaluation provides information for curriculum and activity adjustment, reallocation of funding, staff development, decision-making, and accountability (McGee, 1989). However, it is critically important to carefully establish evaluation procedures to effectively and accurately monitor the quality of after school programs. Towards this end, it is impossible to determine the effectiveness of an afterschool program without an in-depth assessment of all aspects of an individual program. Methods of assessment tend to be qualitative in nature to ensure that program goals are being met, although quantitative data can often allow for more concrete conclusions about program effectiveness. Thus, a mixed method approach is typically the most advantageous, incorporating an exploration of quantitative and qualitative data (Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercomp, 2003; Piha & Miller, 2003). In general, summative evaluations and data reports to the Florida Department of Education are based on quantitative data, though the program is always encouraged to explore qualitative responses and discussions from focus groups or advisory board meetings to help qualify the data presented within formal reporting processes.

Although assessing specific activities or services is often the basis for establishing program quality, it is also important to collect data from participants, parents, and program staff. For instance, recognizing that feedback from the participants is essential to assess program quality and to encourage continued participation, a number of assessments are available to measure participant perceptions and satisfaction with afterschool enrichment programs. Numerous researchers (e.g., Byrd et al., 2007; Deslandes & Potvin, 1999; Grolnick et al., 2000) have also indicated that parental involvement in the education of their children is an important aspect of effective education programs from the elementary through high school years. Indeed, children often make better transitions in educational programs and have a

more positive orientation if their parents are more involved in their learning. As such, it is important for an evaluation to include assessment of parent participation in and parent perceptions about the afterschool programs. Finally, the opinions of program staff are fundamental for recognizing the importance and future directions of after school enrichment programs. Program staff members are the first-line deliverers of the program and are best able to provide immediate feedback about program operation.

Byrd, et al. (2007) and Smith et al. (2002) have suggested that evaluating the effectiveness of structured afterschool programs necessitates the assessment of a number of variables in addition to the opinions of program participants, parents, and facilitators. These variables include: (a) characteristics of program sites; (b) program operations and finance; (c) characteristics of participants and staff members; (d) program curriculum; (e) program attendance; (f) academic achievement in test performance, school attendance, and school behaviors; and (g) prevention of delinquent behaviors and fostering of good citizenship. Other researchers have suggested that fundamental evaluations of implementing quality after school programs should generally include the following 10 areas: (a) community needs assessment, (b) clarification of goals and intended outcomes, (c) program structure, (d) curriculum content, (e) program environment, (f) program facilities and infrastructure, (g) staff competency, (h) community partnership, (i) parent involvement, and (j) linkage to regular day school (Byrd et al., 2007; Friedman, 2003; Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercomp, 2003; Piha & Miller, 2003). Finally, Baker and Witt (1996) and Byrd et al. (2007) suggested reporting community characteristics and assessing the effect of after school achievement programs on the enhancement of participants' self-esteem levels. Clearly, there exists a plethora of variables from which an individualized, effective and accurate evaluation of program quality can be generated.

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