



**BOYS & GIRLS CLUBS**  
OF BAY COUNTY



**Boys & Girls Clubs of Bay County**  
*Leaping into the 21<sup>st</sup> Century*  
**At WALLER ELEMENTARY SCHOOL**  
**A 21<sup>st</sup> CENTURY PROGRAM**



Working **TOGETHER** to Improve **ALL**

**YEAR ONE SUMMATIVE EVALUATION**

**2019 SCHOOL YEAR**

**AUGUST 1, 2019**

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# 2019 SUMMATIVE EVALUATION

## 1.0 STUDENT ENROLLMENT AND ATTENDANCE

The Boys & Girls Clubs of Bay County operated *Leaping into the 21<sup>st</sup> Century* at Waller Elementary school during the Spring 2019 semester, from January 22<sup>nd</sup> to May 30<sup>th</sup>. With this being the first year of the grant, it was impossible to operate during the Summer 2018 term, and therefore all data for Summer 2018 in this report is denoted as N/A. This program did not operate in Fall 2018 for two reasons: the Club was notified of the grant award well into the fall semester in November 2018, and at the time was working on recovery efforts from Hurricane Michael, which struck the Panhandle on October 10<sup>th</sup>, 2018. These factors delayed the start of the program until the beginning of 2019, and all data reported below is from the spring semester.

From January to May 2019, 114 students enrolled in the program who attended at least one day. Of those students, 75 attended 30 days or more.

One of the observed trends in student attendance is that while many students registered for the program, many ended up leaving the program after a short time, resulting in a disparity between the amount of total participating students and those who attended regularly (30+ days). There are several factors for this drop off:

- Most parents of unenrolling students indicated that the buses returned students home too late in the evenings, and did not want their students getting home after 6:30pm
- At the beginning of the program, some students said that the setup felt “too much like school” and was not fun, and some parents said they did not want their students to “go to school after school”
- Some high-achieving students left because they felt they did not need additional academic support outside the school day.

With this feedback in mind, the program plans on making changes for the 2019-2020 term to increase student registrations, reduce unenrollments, and increase daily attendance.

Table 1. Student Enrollment: Total and Regularly Participating Students for 2018-2019 Academic Year

Center Name	Total Enrolled Attending (at least one day)			Regularly Participating Enrollment (30 days or more)		
	Total	Summer	Academic Year	Total	Summer	Academic Year
Waller Elementary School	114	0	114	75	0	75

## 2.0 STUDENT DEMOGRAPHICS

It is important to note that this community was hit hard by a Category 5 Hurricane in October 2018. The recovery process has been slow and resulted in a great deal of stress for parents, children, community, and school personnel.

The 21<sup>st</sup> Century Program could not have started at a more appropriate time. Waller Elementary School is in a rural part of Bay County and most of the school’s population is economically disadvantaged. 100% of Waller’s students qualify for free or reduced lunch, and therefore all students enrolled in the Program meet the criteria for “Free or Reduced Meals”.

In addition, the school faces many issues regarding achievement. About 80% of Waller’s students live with non-parent guardians, which presents challenges for student attendance and familial participation. As outlined in Waller’s 2017-2018 School Improvement Plan, these include, but are not limited to the following:

- Students readiness to begin kindergarten;
- Attendance issues;
- Discipline concerns; and
- Achievement progress in previous grades.

This program does not collect data on students’ racial or ethnic background, English language proficiency, or special needs.

Table 2. Summer 2018 – N/A

Table 3. 2018-2019 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.

Center Name	Total Participating Students				Regularly Participating		
	Gender			Age Range	Gender		
	Male	Female	Data Not Provided*		Male	Female	Data Not Provided
Waller Elementary	56	58	NA	6---13	33	42	NA

*\* Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.*

Table 4. Summer 2018 – N/A

Table 5. 2018-2019 Academic Year – Population Specifics: Total Participating Students.

Center Name	Limited English Language			Identified with Special Needs			Free or Reduced-Price Lunch	
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No
Waller Elementary			NA			NA	100%	

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

Table 6. Summer 2018 – Population Specifics: Regularly Participating Students. N/A

Table 7. 2018-2019 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
Waller Elementary			NA			NA	100%	

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

Table 8. Summer 2018 – Student Race and Ethnicity: Total and Regularly Participating Students. N/A

Table 9. 2018-2019 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students.

Center Name	Total Participating Students								Regularly Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided
Waller Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	X	N/A	N/A	N/A	N/A	N/A	N/A	N/A	X

NOTE: DATA WAS NOT COLLECTED.

Table 10. 2018-2019 Academic Year – Student Grade for Total Participating Students.

Center Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Waller Elementary			20	30	25	21	18							

\* Grade levels

Table 11. 2018-2019 Academic Year – Student Grade for Regularly Participating Students.

Center Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Waller Elementary			14	22	16	13	10							

\* Grade levels

### **3.0 PROGRAM OPERATIONS**

- The weekly hours of operation: 2:30 to 5:45pm
- There is no operation before school, on weekends, or on holidays or school breaks.
- The program was 3 hours 15 minutes per day - Monday-Friday or 16 hours 15 minutes per week.

Table 12. Summer 2018 Operation. N/A

Table 13. 2018-2019 Academic Year Operation.

Center Name	Total # weeks THIS center was open	Total # days THIS center was open	Typical # days per week THIS center was open	Typical # hours per week THIS center was open				Total # days THIS center operated			
				Before School	During School	After School	Weekends /	Before School	During School	After School	Weekends/ Holidays
Waller Elementary	18	85	5	N/A	N/A	16 h 15 m	N/A	N/A	N/A	85	N/A

### **4.0 STAFF CHARACTERISTICS**

The 21<sup>st</sup> Century team was mostly comprised of teachers and program staff, with one Site Coordinator and one program director. With the exception one program staff member and the program director, all employees worked for Waller Elementary during the school day. Of the Waller team, 8 were hired before the start of the program on January 22<sup>nd</sup>, and 6 joined the program throughout the spring 2019 semester. In total, 7 teachers and 8 program staff were hired during the spring 2019 term. All Program teachers are certified by the State of Florida Department of Education. Nine team members are certified in CPR/First Aid. Each year, all team members who work for Waller during the school day undergo various trainings through as a part of their Bay District School Board requirements, including Child Abuse Reporting.

One of the Waller team's greatest strengths is their prominence in the local community. Youngstown is a small town in a rural area, and Waller Elementary serves as the center of youth functions in the area. As such, Waller's teachers and paraprofessionals have close relationships with their families and often know about students' familial and residential situations, issues they may be facing outside of school, and safety concerns. Waller's team is trusted and appreciated by the school's families, giving them an advantage in working towards the best interests of the students.

Site Coordinator Ruth Smith has extensive experience working with after-school programs. She directed the Waller's Bay BASE program for several years before it closed in 2010. She holds certifications in several areas relevant to after-school programs. In addition, she is well respected within the school and community.

On a daily basis, 3-4 teachers and 4-5 program staff worked the program on any given day. Due to teachers' schedules and challenges due to hurricane recovery, most teachers could not commit to working 5 days a week after school, so a rotating schedule was implemented. This allowed the program to maintain the 1:10

teacher-student ratios while allowing flexible teachers' schedules. For the program staff, a core group was consistent about working 5 days a week, so a rotating schedule was less necessary for them; substitute program staff worked as needed and after staff turnover occurred in the last two months of the afterschool program. As the semester continued and some staff members left, new team members were hired.

4.1 Staff Demographics

Table 14. Regular Staff by Paid and Volunteer Status.

Staff Type*	2018-2019 Academic Year
	Paid
Center Administrators and Coordinators	1
College Students	0
Community Members	0
High School Students	0
Parents	0
School Day Teachers (former and substitute)	7
Other Non-teaching School Day Staff	9
Sub-contracted Staff	0
Other**	0

4.2 Students-to-Staff Ratio

In accordance with our 21<sup>st</sup> Century Grant, the program maintained a ratio of 1 teacher for every 10 students in English, Math and Science. For Health and Character Education, along with homework help and meals, a ratio of 1 staff member for every 20 students was maintained.

4.3 Staff Training

During Spring 2019, there were 7 total staff meetings and training:

- The Program Orientation took place on January 15th, 2019 and was targeted towards all new employees of the program. The first hour of training covered the basics of the program, its requirements, and procedures. The second hour of the program was only for teachers, and included a webinar from Let's Go Learn, the computer software that this program used for English and Math.
- On February 11th, an hour-long teacher meeting was held to work out the schedule and clarify roles and responsibilities.
- A 21<sup>st</sup> Century team meeting for all 21<sup>st</sup> Century employees was held on February 28th to address issues from the first 6 weeks of the program, discuss modifications, and prepare for the Technical Assistance Visit in March. This meeting lasted about 1.5 hours.
- On April 1st, the team had a summer program planning meeting with all 21<sup>st</sup> Century employees, broken into two half-hour sessions. This meeting covered summer program needs, contents, and program roles.

- On April 23rd, BGCBC Area Director Justin Ward held a training with teachers for an hour to share ways they could improve the program, as well as identify concerns and areas needing improvement. As a prior 21st Century Site Coordinator, he was able to impart knowledge regarding improved communication, project-based activities, program rotations, and more.
- Finally, on May 20th and 22nd, Program Director Kate Robinson held two summer program trainings for all employees covering the summer session, child abuse reporting, and mental health resources. The team was split in two to ensure enough staff were on-site with the students and were 2 hours long each. The first hour involved discussing the specifics of the summer program schedule, improved program content and activities, and upcoming field trips. This block was followed by a half hour of mental health first aid training provided by the BDS Mental Health Team, and then a half-hour child abuse & maltreatment refresher course administered by the Gulf Coast Children's Advocacy Center.

Several members of the 21<sup>st</sup> Century team were certified in CPR & First Aid when the program started in January, in accordance with the grant requirements. Between January and April, additional members of the team completed CPR & First Aid training to ensure student safety.

#### 4.4 Staff Turnover

Teachers - 1 left in February due to personal and school day-related reasons

Program Staff - 3 left in April

1. 1 staff member was the only male employee and only non-Waller staff member; felt out of the loop and had personal reasons
2. 2 program staff left due to uncertainty with Bay District Schools resulting from Hurricane Michael.

Turnover largely occurred in April 2019, after about 2 months of program operation. At the time, Bay District Schools was experiencing instability and budget cuts due to Hurricane Michael and warned of potential layoffs across the district. All members of the 21st Century team were concerned about this situation, and it therefore affected the program's morale for both the staff and students. Two program staff members resigned directly because they felt that their BDS employment was threatened by the district's instability. The third program staff member who quit was the only non-Waller employee and thus felt disconnected from the team. He does not anticipate returning for the 2019-2020 program.

To address staff turnover in the future, this program will aspire to be more clear in communicating with staff members and establishing expectations. Conflicts involving staff scheduling and responsibilities, program scheduling, and planning specific activities can be resolved with more communication and collaboration and reducing team members' frustration is essential in reducing burnout while improving teamwork. In addition, the Site Coordinator will hold more frequent staff meetings to ensure all team members are up to date with the program

## 5.1 Objective Assessment

Although this program only operated during the 3<sup>rd</sup> and 4<sup>th</sup> quarters of the 2018-19 school year, the data below reflect the viewpoint from operating for an entire year. Grades from all four academic quarters were collected and incorporated into data analysis. The intended program impacts of these benchmarks are for students to approve in the specified academic and enrichment domains. The following seven tables contain the Objectives for this grant.

Objective 1	English Language Arts / Writing
Objective Narrative	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.
Objective Assessment: Grades	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.
Standard for success for graded courses using the A-F grading scale.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.
Justify the Benchmark	We have based this benchmark on Waller Elementary 2017-2018 FSA scores: only 32% were proficient in English Language Arts. This indicates a dire need for additional support in ELA. The chosen benchmark is an achievable increase for this program.
Data Collection Points	Academic grades across all quarters
Person(s) Responsible for Data Collection	21 <sup>st</sup> Century Site Coordinator, 21 <sup>st</sup> Century CCLC Teachers, program staff.
Plan for Obtaining Data	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21 <sup>st</sup> CCLC Teachers and/or Site Coordinator. Parent liaison will send notes home/call parents of students missing report cards. Any subsequent missing report cards will be obtained via BDS records.
Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4



Objective 2	Mathematics
Objective Narrative	Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.
Objective Assessment: Grades	55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
Standard for success for graded courses using the A-F grading scale.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.
Justify the Benchmark	We have based the on Waller Elementary 2017-2018 FSA scores: only 44% were proficient in Mathematics. This indicates a dire need for additional support in math. The chosen benchmark is an achievable increase for this program
Data Collection Points	Academic grades across all quarters
Person(s) Responsible for Data Collection	21 <sup>st</sup> Century Site Coordinator, 21 <sup>st</sup> Century CCLC Teachers, program staff.
Plan for Obtaining Data	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21 <sup>st</sup> CCLC Teachers and/or Site Coordinator. Parent liaison will send notes home/call parents of students missing report cards. Any subsequent missing report cards will be obtained via BDS records.
Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4

Objective 3	Science
Objective Narrative:	Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.
Objective Assessment: Grades	50% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Standard for success for graded courses using the A-F grading scale.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C.
Justify the Benchmark	We have based this benchmark on Waller Elementary 2017-2018 FSA scores: only 41% were proficient in Science. This indicates a dire need for additional support in Science. The chosen benchmark is an achievable increase for this program.
Data Collection Points	Academic grades across all quarters
Person(s) Responsible for Data Collection	21 <sup>st</sup> Century Site Coordinator, 21 <sup>st</sup> Century CCLC Teachers, program staff.
Plan for Obtaining Data	Collect and copy student report cards quarterly. Students will be asked to bring their report cards to 21 <sup>st</sup> CCLC Teachers and/or Site Coordinator. Parent liaison will send notes home/call parents of students missing report cards. Any subsequent missing report cards will be obtained via BDS records.
Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4

Objective 4	a. Third Grade Promotion
Objective Narrative	Improve the third grade promotion rate based on Florida Standard Assessment (FSA) requirements.
Objective Assessment	65% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
Standard for success	Attain an Achievement Level 2 or higher on the Florida Standards Assessment - English/Language Arts (FSA - ELA) For Mid-Year - Progress monitoring to determine if students are on track or making progress to meet standard of success.
Justify the Benchmark	We have based this benchmark on Waller Elementary 2017-2018 FSA scores: only 63% met the standard for success. The chosen benchmark is an achievable increase for this program.
Data Collection Points	December, End of school year
Persons Responsible for Data Collection	21 <sup>st</sup> Century Site Coordinator, 21 <sup>st</sup> Century CCLC Teachers, program staff.
Plan for Obtaining Data	Program teachers and staff will track student academic data throughout the program. They will also track and record third grade FSA scores as they are released. The BGC of Bay County has an agreement with the Bay CSD to obtain FSA data at the end of the year.
Student Grade Groups Measured	Third graders
Mid-Year Change Measured	Progress monitoring assessment if applicable
End-of-Year Change Measured	FSA score

Objective 5	Personal Enrichment --- Health and Nutrition
Objective Narrative	Demonstrate physical and personal wellness
Objective Domain	Personal Enrichment - Health & Nutrition
Objective Assessment	50% of regularly participating students will maintain high performance or improve their physical activity as measured by pre-, mid-, post-assessment.
Content Area(s)	physical activity
Justify the Benchmark(s)	This benchmark is based on Waller Elementary 's 2017-2018 School Improvement Plan, which indicates that students come to school sick and/or hungry, causing them to act out. 100% of Waller's students qualify as economically disadvantaged and receive free breakfast and lunch. In our experience with Boys & Girls Clubs programming, half of students receiving our nutrition/health curricula reported increased health knowledge and awareness.
Mid-Year Progress	At the beginning of the program, a pre-test for the health and nutrition curriculum will be administered by program staff to determine students' baseline health and nutrition knowledge. A mid-year assessment from the curriculum will be given at the program's halfway mark. The results will be compared to determine if students demonstrate increased knowledge of healthy lifestyles.
End-of-Year Progress	At the end of the program, a post-test for the health and nutrition curriculum will be administered by program staff. End of year scores will be analyzed with scores from the first and second assessments to determine if students demonstrate increased health and nutrition knowledge. The results will be compared to determine if students demonstrate increased knowledge of healthy lifestyles.
Plan for obtaining data	21 <sup>st</sup> Century Program staff will administer the various tests. The Site Coordinator will collect and analyze data from all assessments.

Objective 6	Personal Enrichment – Behavior and Problem-Solving
Objective Narrative	Improve positive behavior
Objective Domain	Behavior and Problem-Solving
Objective Assessment	50% of regularly participating students will improve their positive behavior as measured by perceptual survey (teacher)
Content Area(s)	Behavior and Problem-Solving
Justify the Benchmark(s)	This benchmark is based on Waller Elementary 's 2017-2018 School Improvement Plan, which indicates that over half of the school's population has demonstrated at least one early warning indicator (i.e., attendance below 90%, one or more suspensions, course failures in ELA or Math, Level 1 score on FSA). Additionally, the SIP indicates that due to the school's location in a rural and low-socioeconomic area, their social and emotional needs often go unmet.
Mid-Year Progress	After the first week of the program, the students' homeroom teachers at Waller will take a pre-survey regarding the students' behavior and problem-solving abilities. The results will be compared to the mid-program surveys to determine if students' improved their behavior and problem-solving abilities.
End-of-Year Progress	At the end of the program, the students' homeroom teachers at Waller will take a post-survey regarding the students' behavior and problem-solving abilities. The results will be compared to the pre- and mid-program surveys to determine if students' improved their behavior and problem-solving abilities.
Plan for obtaining data	The students' homeroom teachers at Waller will take a perceptual survey at the beginning, middle and end of the after-school program. The Site-Coordination will collect the data and analyze for trends in students' behavior and problem-solving skills.

Objective 7	Adult Family Services
Objective Narrative	Increase involvement in students' education
Objective Domain	Parental Involvement
Objective Assessment	50% of adult family members of regularly participating students will increase their involvement in student education as measured by perceptual survey.
Content Area(s)	Involvement in student education
Justify the Benchmark(s)	This benchmark is generated based on Waller Elementary's 2017-2018 school Improvement Plan, which indicates that a lack of parental involvement is a barrier to learning faced by the school. Additionally, Youngstown has an adult literacy rate of 20%, and 70% of Waller's students live with non-parent guardians, and about one fifth of our students have attendance below 90%.
Mid-Year Progress	When parents registered for the program, they will be given a perceptual survey to assess their involvement in their students' education. A mid-year survey will be given at the halfway point of the program to determine if student's parental involvement increased.
End-of-Year Progress	End-of-Year Progress---During the last week of school, a post survey will be to parents to assess the level of their involvement in school activities.
Plan for obtaining data	Plan for obtaining data ---- 21 <sup>st</sup> CCLC teachers and program staff will administer and collect the surveys. The site-coordination will collect and analyze the data.

## 5.2 Overall Findings for Each Objective

The following seven tables contain the results of the data collection efforts at the beginning, middle, and end of the program by the Program Director and Site Coordinator. This data was submitted by the Boys & Girls Clubs of Bay County in the program's SLDRT and OADCT, as approved in the June 2019 deliverables.

## RESULTS

Objective 1:

### English Language Arts / Writing

Benchmark	40%
Standard of Success:	Maintain an A/B (80-100%) grade OR improve from a grade of C (70-79%) to B (80-89%) or above OR improve from a grade of D/F (50-69%) to C (70-79%) or above
Measure	Quarterly academic grades
Total number of Participants Measured at End of Year	75
Total number of Participants Meeting Standard of Success at End of Year	49
Percent of Participants Meeting Standard of Success	65.00%
Stars Achieved	Five Stars
End-of-Year Programmatic Changes and Rationale	<p><u>Proposed changes:</u> use a majority project-based curriculum for English Language Arts.</p> <p><u>Rationale:</u> from Q1 to Q4, 65% of students met the benchmark. Compared to the Objective benchmark of 40%, this suggests that the programmatic changes implemented after the mid-year assessment helped achieve this benchmark. Given that many Q1 and Q2 grades were missing due to Hurricane Michael, this score more accurately reflects the proficiency of students. Continuing hands-on project-based activities will not only facilitate students' learning, it will also increase student enjoyment of the program and increase their likelihood of attending.</p>
End of Year Data Collection/Evaluation Changes	<p><u>No changes needed;</u> continue collecting quarterly grades and consult with the Waller administration and teachers about which topics students would benefit the most from hands-on activities. <u>Rationale:</u> working with the Waller team to collect quarterly grades is a successful method of recording student progress, and working directly with Waller to determine specific topics will tailor the program to students' needs in English Language Arts.</p>

## RESULTS

### Objective 2:

#### Mathematics

Benchmark	55%
Standard of Success:	Maintain an A/B (80-100%) grade OR improve from a grade of C (70-79%) to B (80-89%) or above OR improve from a grade of D/F (50-69%) to C (70-79%) or above
Measure	Quarterly academic grades
Total number of Participants Measured at End of Year	75
Total number of Participants Meeting Standard of Success at End of Year	51
Percent of Participants Meeting Standard of Success	68.00%
Stars Achieved	Five Stars
End-of-Year Programmatic Changes and Rationale	<p><u>Proposed changes:</u> use a majority project-based curriculum for mathematics.</p> <p><u>Rationale:</u> from Q1 to Q4, 68% of students met the benchmark. Compared to the Objective benchmark of 55%, this suggests that the programmatic changes implemented after the mid-year assessment helped achieve this benchmark. Given that many Q1 and Q2 grades were missing due to Hurricane Michael, this score more accurately reflects the proficiency of students. Continuing project-based activities will facilitate student learning while increasing their enjoyment and likelihood of attending the program.</p>
End of Year Data Collection/Evaluation Changes	<p><u>No changes needed;</u> continue collecting quarterly grades and consult with the Waller administration and teachers about which topics students would benefit the most from hands-on activities. <u>Rationale:</u> working with the Waller team to collect quarterly grades is a successful method of recording student progress, and working directly with Waller to determine specific topics will tailor the program to students' needs in mathematics.</p>



## RESULTS

### Objective 3:

#### Science

Benchmark	50%
Standard of Success:	Maintain an A/B (80-100%) grade OR improve from a grade of C (70-79%) to B (80-89%) or above OR improve from a grade of D/F (50-69%) to C (70-79%) or above
Measure	Quarterly academic grades
Total number of Participants Measured at End of Year	75
Total number of Participants Meeting Standard of Success at End of Year	57
Percent of Participants Meeting Standard of Success	76.00%
Stars Achieved	Five Stars
End-of-Year Programmatic Changes and Rationale	<p><u>No changes needed</u>; continue using a project-based curriculum for science.</p> <p><u>Rationale</u>: from Q1 to Q4, 76% of students met the benchmark. Compared to the Objective benchmark of 50%, this suggests that the current curriculum has been beneficial in achieving the benchmark. Given that many Q1 and Q2 grades were missing due to Hurricane Michael, this score more accurately reflects the proficiency of students. Continuing project-based activities will facilitate student learning while increasing their enjoyment and likelihood of attending the program.</p>
End of Year Data Collection/Evaluation Changes	<p><u>No changes needed</u>; continue collecting quarterly grades and consult with the Waller administration and teachers about which topics students would benefit the most from hands-on activities. <u>Rationale</u>: working with the Waller team to collect quarterly grades is a successful method of recording student progress, and working directly with Waller to determine specific topics will tailor the program to students' needs in science.</p>

## RESULTS

Objective 4:

### Third Grade Promotion

Benchmark	65%
Standard of Success:	Attain an Achievement Level 2 or higher on the Florida Standards Assessment - English/Language Arts (FSA - ELA)
Measure	FSA – ELA scores
Total number of Participants Measured at End of Year	16
Total number of Participants Meeting Standard of Success at End of Year	12
Percent of Participants Meeting Standard of Success	75.00%
Stars Achieved	5 Stars
End-of-Year Programmatic Changes and Rationale	<p><u>Proposed changes:</u> consult with Waller's third grade team on specific topics of focus during the spring semester; host a study group for third grade students in need of additional academic help.</p> <p><u>Rationale:</u> 75% of third grade students achieved promotion, indicating that spending additional time and resources with third grade students increased their likelihood of meeting the benchmark. Consulting with Waller's third grade teachers on specific topics/activities that their students need additional work in will increase students' likelihood of passing the FSA and achieving promotion. Having a study group for third graders who need additional help will reinforce students' learning and better prepare them for the FSA.</p>
End of Year Data Collection/Evaluation Changes	<p><u>Proposed changes:</u> obtain monthly progress reports for third grade students to determine which ones need additional attention; continue working with Waller's teachers and administration to identify FSA-tested topics in need of review.</p> <p><u>Rationale:</u> monthly progress reports will allow the 21st Century team to track students' progress and adjust activities accordingly, while working with the Waller team on specific topics will better prepare students for the FSA.</p>

## RESULTS

### Objective 5:

#### Personal Enrichment --- Health and Wellness

Benchmark	50%
Standard of Success:	Maintain a score of 51 (80%) and above OR improve from pre-assessment by at least 2 points.
Measure:	Student perceptual survey of health knowledge
Total number of Participants Measured at End of Year	31
Total number of Participants Meeting Standard of Success at End of Year	20
Percent of Participants Meeting Standard of Success	65.00%
Stars Achieved	5 Stars
End-of-Year Programmatic Changes and Rationale	<u>Proposed changes:</u> incorporate more review of health topics to reinforce student learning and demonstrate real-life applications. <u>Rationale:</u> 65% of students achieved the benchmark; compared to the benchmark of 50%, this suggests that regular review of health information is needed to facilitate knowledge retention. By continuing to review health lessons and draw connections to real-life applications and relevant events/situations, students will be more likely to retain health information.
End of Year Data Collection/Evaluation Changes	<u>No changes needed;</u> continue working with the Site Coordinator on communicating with the 21st Century team to ensure that all students take the health surveys and put their names on them for identification. <u>Rationale:</u> the changes implemented after the mid-year report resulted in an increased number of measurable surveys from students. Continuing to communicate with the Site Coordinator and the 21st Century team members administering the survey will ensure higher response rates starting with the baseline survey.

## RESULTS

Objective 6:

### Behavior and Problem-Solving

Benchmark	50%
Standard of Success:	Maintain a score of 48 (80%) or above or improve each grading period by at least 2 points.
Measure:	School day teacher perceptual survey of students' in-class behaviors
Total number of Participants Measured at End of Year	20
Total number of Participants Meeting Standard of Success at End of Year	15
Percent of Participants Meeting Standard of Success	75.00%
Stars Achieved	5 Stars
End-of-Year Programmatic Changes and Rationale	<p><u>Proposed changes:</u> use the same character ed curriculum as the Waller school day.</p> <p><u>Rationale:</u> 75% of students achieved the benchmark, exceeding the objective benchmark of 50% and indicating that changes made after the mid-year assessment were beneficial. By maintaining consistency between Waller's school day curriculum and the afterschool program, students will be more likely to demonstrate improved behavior outcomes during the school day.</p>
End of Year Data Collection/Evaluation Changes	<p><u>No changes needed;</u> continue offering incentives for returning completed surveys. Having a full year of programming, and therefore a longer data collection schedule, will also make it more likely that teachers will complete and return surveys.</p> <p><u>Rationale:</u> the incentives implemented after the mid-year report resulted in an increased number of measurable surveys from teachers. Continuing to offer incentives will promote higher return rates, and a more relaxed data collection schedule will avoid the issues of survey fatigue experienced last year.</p>

## RESULTS

### Objective 7:

#### Adult Family Services

Benchmark	50%
Standard of Success:	Maintain a score of 48 (80%) or above or improve from pre-assessment by at least 2 points
Measure:	Parent perceptual survey of involvement in their students' educations
Total number of Participants Measured at End of Year	2
Total number of Participants Meeting Standard of Success at End of Year	1
Percent of Participants Meeting Standard of Success	50.00%
Stars Achieved	5 Stars
End-of-Year Programmatic Changes and Rationale	<p><u>Proposed changes:</u> improve family events and connect them to Waller Title 1 nights; send home students' work. <u>Rationale:</u> while 50% of survey responses meet the benchmark, the low return rate is indicative of low parental involvement; for many Waller parents, transportation to the school is an issue. By improving family events and tying them to Waller Title 1 nights, program families will have a greater reason to attend program events and be involved with the program. Sending home students' work will help parents feel invested in the program and make it more likely that they'll attend events and answer surveys.</p>
End of Year Data Collection/Evaluation Changes	<p><u>Proposed changes:</u> offer students greater incentives for survey completion, send survey reminders home, and administer surveys at program events and parent pickup.</p> <p><u>Rationale:</u> to improve the survey return rate, giving students an incentive to follow up with their parents will help improve return rates, and reminding parents will facilitate completion. Administering the surveys while parents are present will guarantee survey completion.</p>

### 5.3 Stakeholders' Surveys

The following three subsections were analyzed and written by the Program Director based on the result of the May 2019 Stakeholder surveys.

#### Student Surveys:

*Leaping into the 21<sup>st</sup> Century* had 57 students take the online stakeholder survey, of which 53 were usable and complete. Of those scores, 20 were taken by males and 33 by female students. This is consistent with the program's attendance in that there were more female students enrolled. About a quarter of the surveys were each taken by 2<sup>nd</sup> graders, 3<sup>rd</sup> graders, and 4<sup>th</sup> graders; 1<sup>st</sup> and 5<sup>th</sup> grade students compose the final quarter of completed surveys.

The student questions regarding the program offered answers on a 3-point scale: "Not at All," "Somewhat," and "Definitely." These answers are converted to corresponding numerical scores of 1, 2, and 3, respectively, with 3 being the highest. For each question, the students' 53 scores were averaged into a composite score below:

Q3A. Do you enjoy the activities in your after-school program?	-	2.5 / 3
Q3B. Does your after-school program have adults who care about you?	-	2.9 / 3
Q3C. Do you feel safe at your after-school program?	-	2.6 / 3
Q3D. Does your after-school program help you get along well with others?	-	2.3 / 3
Q3E. Does your after-school program help you understand that following rules is important?		2.7 / 3
Q3F. Does your after-school program help you solve problems in a positive way?	-	2.5 / 3
Q3G. Does your after-school program help you with your homework?	-	2.6 / 3
Q3H. Does your after-school program help you improve your grades?	-	2.25 / 3

The students' highest scoring measure was Q3B, concerning "caring adults" in the program: overwhelmingly, Waller's students reported that they feel that the 21<sup>st</sup> Century team cares about them. This is consistent with one of the program's greatest strengths: the depth of Waller Elementary relationships with its community and families. Waller's school day team, and therefore the 21<sup>st</sup> Century team, excels at communicating with families and maintaining those relationships, and many employees have an in-depth knowledge of familial relationships and concerns/issues. This allows the 21<sup>st</sup> Century team to look out for the best interests of students, and it appears to be reflected in the stakeholder survey's measure on student perceptions of caring adult staff members.

The second highest scoring measure was Q3E, concerning the importance of following rules. Most students reported that this program "definitely" helps them understand that following rules is important. This speaks to the character education component of the program, as well as the structure of the program and competency of the 21<sup>st</sup> Century team.

On questions Q3A (enjoyment of activities), Q3C (safety), Q3F (problem solving), and Q3G (homework help), the average score is satisfactory: while students overall are satisfied in the areas of program safety, problem-solving capabilities, and homework help, there is room for improvement.

The second lowest scoring measure was Q3D, concerning "getting along" – students do not feel strongly that this program helps them to get along with others. Given that the 21<sup>st</sup> Century team reported several behavioral issues, particularly among older students and during the testing season at the end of the year, this result is not surprising. When students were reporting that they felt the program was "too much like school" they acted out more, and both the students and 21<sup>st</sup> Century team expressed fatigue at the end of the year. While behavioral

issues were alleviated with the shift in programming to project-based learning and the end of testing, it appears that students did not feel that the program helped them get along better.

Finally, the lowest scoring measure was Q3H, concerning improved grades: students do not feel strongly that this program helped them improve their grades.

In summary, the student stakeholder surveys reveal that overall students are satisfied with the program in multiple areas, but there is room for improvement. The only area that students were nearly unanimous in was their sense of “adults who care” about them; the 21<sup>st</sup> Century teachers and program staff are highly regarded by students. Students indicated that with regards to “getting along” with each other and improving their grades, this program “somewhat” meets those goals. Those areas could use the most improvement for next year.

#### Adult Family Member Surveys:

There were 16 adult family member surveys were returned to this program. While the responses trended positive, the lack of surveys is more indicative of parental involvement with the program than the actual answers. This program has consistently had difficulty with parental involvement throughout the spring 2019 term, so the low stakeholder survey response rate continues this pattern. Given the low return rate, it is difficult to say that the recorded responses are indicative of all program families’ perceptions of the program.

Overall, adult family members had positive feedback on the program: on the first six questions, 14 out of the 16 responders indicated they are “very satisfied” on each of those measures. There were no “unsatisfied” or “very unsatisfied” responses submitted for any of the questions by any family member.

The questions regarding the program offered answers on a 5-point scale: “Very Unsatisfied,” “Unsatisfied,” “Not Sure,” “Satisfied,” and “Very Satisfied.” These answers are converted to corresponding numerical scores of 1, 2, 3, 4, and 5, respectively, with 5 being the highest. For each question, the 16 adult family members’ scores were averaged into a composite score.

On the first six questions, measuring the after school program as a whole (Q1), staff’s warmth and friendliness (Q2), staff’s ability to work with my child (Q3), staff’s ability to relate to and reach out to me as a parent (Q4), variety of activities offered to my child (Q5), and safety of the program environment (Q6), the composite score on each question is 4.9 on a 5-point scale (14 out of 16 parents responding “very satisfied”). This indicates that parents are highly satisfied with the program in multiple aspects of its functioning.

The highest scoring measure was Q7, concerning the children’s’ perceived happiness with the program. On this measure, 15 out of 16 responders indicated “very satisfied,” giving this question a composite score of 4.9 out of a possible 5. This indicates that almost all adult family members believe that their students are happy with the program.

With regards to increasing involvement in their child’s education (Q8), 14 out of the 16 responders said they were “satisfied” or “very satisfied,” while 2 indicated “not sure.” The composite score on this measure was 4.6 and is in line with the program’s consistent challenges to increase parental involvement. The parents who turned in surveys are likely very involved in their students’ education, but the lack of returned surveys is more indicative of overall familial involvement.

One of the common pieces of feedback often received throughout the program was that families requested more focus on homework completion. On this measure (Q9), responders were split between “very satisfied” and “satisfied” in their responses. This supports the consistent feedback that more parents needed their

students to complete their homework at the program and is something this program will work to improve on during the 2019-2020 term.

On the question of academic performance (Q10), parents were split with 8 responding “very satisfied,” 5 responding “satisfied” and 3 responding “unsure,” giving this measure a composite score of 4.3 out of 5. This is the lowest scoring measure, indicating that parents do not overwhelmingly see a correlation between this program and their students’ grades. This could potentially be rectified with greater communication with parents regarding students’ academic progress and the program’s academic activities.

Finally, of the 15 responses to family event attendance (Q13), only one-third said they had attended the events. This is consistent with the program’s challenges to increase parental involvement and event attendance. However, of the 5 responders who indicated they did go to an event, all reported that the events were beneficial (Q14). The challenge this program faces does not seem to be the caliber of events, but how to get more family members involved.

Overall, the responding family members indicate they are very satisfied with the program. On the measures where their responses were not overwhelmingly satisfied, their responses are consistent with concerns faced by the program, such as homework completion and parental involvement. Based on these surveys, the program will focus on more consistent homework completion, increased communication and encouraging involvement for adult family members.

#### Teacher surveys:

Of the 46 returned teacher surveys, 43 were usable for data analysis. The teachers’ questions were rated on a 4-point scale: “Declined,” “No Change,” “Improved,” “Did Not Need to Improve.” The students were classified based on attendance: those with less than 30 days at the time of the surveys were in one group for a total of 15 students, and those with 30-59 days were in another for a total of 28 students. Due to the limited operational time of the program, no students had more than 59 days of attendance as the site was not open that long at the time of the survey administration in early May 2019. Of the students with less than 30 days attending, half were in 5<sup>th</sup> grade, indicating they are an older group; of the students with 30+ days of attendance, most were in grades 1-3. This fits the attendance patterns observed during the program, where lower grades tended to have more attendance than the older grades.

The main observation from the compiled survey data is that there were noticeable differences in the results between the two attendance-based groups. Specifically, students with 30-59 days of attendance tended to have fewer “declined” responses than the group with less than 30 days. The higher attending group seemed to do better on all the measures and had more instances of the “Did Not Need to Improve” response compared to the under-30 days group, which only had one student receiving the “Did Not Need to Improve” score. These results may point to factors outside of the program: for example, if a student with less than 30 days of attendance in the program received a “declined” mark on Q3 (class participation) or Q5 (regular class attendance), it may be because the student was not attending school regularly, which would cause lower program attendance and lower classroom-related scores.

For most of the students on most measures, “No Change” was reported. The students with less than 30 days of attendance were more likely to receive “Declined” scores, while students with 30-59 days of attendance were more likely to receive “Did Not Need to Improve” or “Improved” scores.

For example, on Q3 (class participation), 13 out of 15 students (86%) in the under 30 days group declined or did not improve. For students with 30-59 days of attendance, half (14/28) improved while only a quarter (7)



stayed the same (21/28= 75%). Proportionally, students in the group with more attendance were more likely to improve than those with lower attendance.

On Q4 (volunteering), half of the students in the under 30 days group saw no changes, while almost half of the 30+ group (13/28) improved. On Q8 (improved academic performance), one third of students in the lower attendance group declined, compared to only 2 out of 28, or 7%, who declined in the 30+ days group. Across the questions, the lower attending group was likely to see “No Change” or “Declined” responses with fewer “Improved” and only one “Did Not Need to Improve” responses. The higher attending group was more likely to see “Improved” or “No Change Responses,” and very few “Declined” responses.

The APR data summarizes these finding on two metrics: class participation and behavior. For the students with under 30 days of attendance, most improved on their class participation, but most did not improve their behavior. For students with 30-59 days of attendance, all but 2 improved on class participation, but only 12 out of 28 improved their behavior while 16 out of 28 declined or stayed the same.

From these results, this program can conclude that higher program attendance is related to higher scores from the teachers’ perspective. Whether this is directly due to the program or outside factors (e.g. students’ school-day attendance), attendance should be encouraged, and students who participate more regularly are more likely to maintain their position on multiple measures of in-class performance, or even improve on those measures.

#### 5.4 Student Success Snapshot

All Waller’s 21st Century students experienced the same programming, so the experience of TK below will echo that of all students. The program’s focus on homework help and assignment completion, along with hands-on academic activities, reinforced skills learned during the school day while also imparting computer skills.

The student we would like to spotlight is TK. This student was in 5<sup>th</sup> grade during the 2018-2019 school year and was enrolled in ESE classes during Waller’s school day. In the first quarter, his grades in English, Math, and Science were all Fs, and in the second quarter they were all Cs. He joined this 21<sup>st</sup> Century program when it opened in January, and was a regularly attending student by the end of the spring term (30+ days). As an older member of the program, he participated in science experiments including solar ovens and solar houses, focused extra attention on math and English Language Arts through math manipulatives and creative reading crafts, and exercised regularly with the program’s daily physical recreation.

By the fourth quarter, TK’s grades in the three core subjects were all Bs, a marked improvement from the first quarter. In addition, he scored a 42/64 on the final health survey (did not have scores for the initial and mid-year surveys) and a 56/60 on the final behavioral survey (did not have scores for the initial and mid-year surveys). While there is room for improvement on his health score, his high score on the behavioral survey indicates that he was well-behaved, attentive, and active in class. TK’s academic performance was so improved by the end of the year that the Waller administration took notice and spotlighted him during a school assembly. Based on his consistent attendance in the program and involvement in activities, plus his dramatic increase in academic scores, it can be inferred that this program possibly had a positive impact on his performance.

#### 5.5 Other Findings

With this being the program's first year at Waller Elementary, it fulfilled a need for after school support at this school and in the community. Waller's Bay BASE program closed around 2010, leaving the Waller community without an accessible after school program for nearly 10 years. For many families, this program was a welcome addition that kept students safe, learning, and supported.

When school letter grades were released this summer, Waller had improved from a "D" school to a "C" school during the 2019-2020 school year. While this program was only open for one semester, it operated at a time immediately following a major natural disaster that impacted not just the school, but also teachers' and students' families. Given that this program met or exceeded the benchmarks set for its seven objectives, it is possible to infer that implementing this academic-oriented community program at Waller during this time of instability played a role in the school's letter grade increase.

Overall, most parents' feedback about the program was positive - they were satisfied with the level of supervision for their students and additional academic attention they received. The most common complaint was the late time of student dismissal; because many of Waller's families live in spread-out, rural areas, the program buses would not drop off students until 6:30pm or later. For some families, this was a reason to remove their student from the program. Another complaint was that students' homework was not always completed, and parents requested that the program ensure students worked on it before leaving. The program adjusted accordingly to increase the likelihood of students completing their homework.

The students were honest with their feedback and were never afraid to let their opinions be known. During the first two months of the program, they indicated that the format of the program was "too much like school," and that they did not enjoy their time in the computer labs. After hearing this feedback, and in conjunction with on-site feedback from the Technical Assistance Visit, the program shifted to more project-based learning towards the end of March. After this programmatic shift, students expressed greater enjoyment of the program and excitement about attending. They have indicated that they prefer hands-on, project-based activities. Based on the positive outcomes resulting from the transition to project-based learning and the positive feedback from students, the program will continue in this direction for the next program year. Making this change should also help with the issue of students leaving the program, increasing the amount of regularly participating students (30+ days attending).

In terms of programmatic changes, the program plans on moving away from the Let's Go Learn computer software. Waller's students have access to multiple computer programs through Bay District Schools, including Achieve 3000, Accelerated Reading and SmartyAnts. This year, requiring computer time with Let's Go Learn was unpopular with both students and teachers, and learning an additional academic computer program on top of their school day programs was a burden for both groups. The daily computer rotation was so disliked that it affected program attendance and was cited as a reason why students were unenrolling. When project-based learning was implemented after the Technical Assistance Visit in March, students' reported enjoyment increased, and attendance became more consistent. For these reasons, the program does not plan on continuing Let's Go Learn beyond this year. Because Let's Go Learn was purchased in January 2019, its operating license goes through the end of 2019. It will be available for student use in the fall 2019 semester but will not be a main component of the program as it was before. Most of the English and math programming will be replaced with hands-on, project-based learning. At times, students may do activities on the computer, such as researching a project or using BDS-provided programs, but the computers will be an addition to project-based content, not the main component.

For data collection, the program will continue to rely on survey data for measuring the objectives related to student behavior, health, and family involvement. However, the program will implement changes to increase the likelihood of returned surveys, mainly by offering incentives for returns and contacting a sample of program families during data collection times. The program will also work to offer surveys in-person when possible to achieve higher data collection rates.

## **6. PROGRESS TOWARD SUSTAINABILITY**

As you will see in Table 15, Waller Elementary School 21<sup>st</sup> Century Program reached out to the community, the School Board, Sub-Contractors, the school principal and teachers for support. With this support the Program was able to accomplish a great deal. One of the strongest supporters is a School Board members for the area the school is in. She has visited several times, made contributions of books for the students, and supports the program’s STEM curricula.

In addition, the program has worked to build relationships with the Waller administration and work more closely with them, particularly with keeping them updated on weekly program needs. Now that the program has been established and all parties involved have a more solid idea of its functioning and requirements, the Waller administration can work together with the program.

The program plans on continuing to work with Bay District Schools and Chartwells Food for the duration of this grant. The partners identified for the family member activities held during the spring 2019 term have indicated that they would like to remain involved and return for the 2019-2020 year, and this program aims to work with them to ensure they are included. The Program Director and Site Coordinator will also seek out additional partners to diversify activities and events for students and families.

**Table 15: Partnerships and Sub-Contracts**

Agency Name	Type of Organization	Subcontractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
Bay District Schools	School District	No	\$15,000	\$0	Facilities and transportation
Chartwells Food Services Inc.	Food	No	\$4,760	\$0	Food
Let’s Go Learn	Education software	Yes	\$0	\$16,500	Computer program
Florida Dept. of Health – Bay County	Public Health	No	\$250	\$0	Health Education
GCSC Dental School	Public College	No	\$250	\$0	Health Education
Bay County Library	Library	No	\$300	\$0	Reading & writing activities
Bay County Library Foundation	Nonprofit	No	\$400	\$0	Books
John “The Rocket Guy” Hanson	Nonprofit	No	\$200	\$0	Physics Activities

Gulf Coast Children's Advocacy Center	Community Crisis Counseling	No	\$200	\$0	Child Abuse Reporting Training
Bay District Schools Mental Health Team	Nonprofit	No	\$200	\$0	Mental Health Training
<p><i>Note: Value of subcontract must be ZERO if the agency is listed as "No" in the subcontractor column. Likewise, the value of the subcontract must be greater than ZERO if the agency is listed as "Yes" in the subcontractor column.</i></p>					

Bay District Schools, Chartwells Food Service, and Let's Go Learn are the main partners for this program for the 2018-2019 year. Bay District Schools allows the Boys & Girls Clubs of Bay County to operate this 21st Century program on-site at Waller Elementary for free, using Bay District Schools facilities and Waller materials like tables, chairs, carts, etc. In addition, BDS allowed this program to use their buses and drivers at a low rate - \$2 per mile and \$18 per hour. This program could not operate without the partnering with Bay District Schools, as the Waller facility and availability of transportation are two essential components of *Leaping into the 21<sup>st</sup> Century*.

Chartwells Food Service provides two free meals each day to Waller's 21st Century students, a dinner and a snack. The estimated value of their contributions for the June 22-May 30th program is about \$4,760. This completes a major requirement of the RFP and ensures student well-being.

Finally, Let's Go Learn is the only subcontractor for this grant for the 2018-2019 year. This company provided the computer program used for English Language Arts and Math during the first part of *Leaping into the 21<sup>st</sup> Century*. This subcontract was valued at \$16,500.00 and included a one-year license for the program.

In addition to the above partners, several local experts have lent their service to the program for one-time family events during the spring 2019 semester. In addition to presenting at the family events and providing information, they also brought free supplies and items for students. Partners include:

- Florida Dept. of Health - Bay County – interactive food setup, Frisbees, plastic water bottles
- Gulf Coast State College Dental School – interactive dental activities and presentation, goody bags including toothbrushes
- Bay County Library – paper crafts, edible engineering with candy and toothpicks
- Bay County Library Foundation – free books for each student and the program library
- John "The Rocket Guy" Hansel - model rocket collection, soda straws and play dough

In addition to the event partners above, two entities provided their services for free during the summer program training that took place on May 20<sup>th</sup> and 22<sup>nd</sup>. The Gulf Coast Children's Advocacy Center provided one total hour (30 minutes each day) of information pertaining to signs of child abuse and mandated reporting. The Bay District Schools Mental Health Team provided one total hour (30 minutes each day) of training pertaining to signs of mental health crises in elementary age children and available resources and procedures in the event of an on-site mental health emergency.

The program's goal is to develop partnerships throughout the 2019-2020 program year to include additional appearances in their areas of expertise.

## **7. LESSONS LEARNED AND RECOMMENDATIONS**

After the first year of the program, there are many lessons learned and new items to implement for the 2019-2020 program. The greatest lesson, which was implemented at the end of March, was ensuring the program is not too much like school. A priority of 21st Century grants are providing engaging, project-based learning during out-of-school times; students, parents, and the 21st Century team did not enjoy the original program schedule and expressed concerns. With feedback from both stakeholders and the FDOE 21st Century team in mind, the program shifted away from rigid time blocks and computer programs and added more project-based activities while giving students more flexibility in their activities. These changes were successful for all stakeholders and will be continued from the start of the fall 2019 program.

### **Evaluator's Summary**

If one were to focus upon the number of stars each objective received, the results would reflect all objectives met or exceeded benchmarks. This is a true statement and one that Program Staff should be very proud of --- especially considering this is the Program's first year and hurricane recovery efforts.

Some of the issues staff need to discuss in year two include:

1. How do you keep the momentum going at such a high level;
2. With a new school year comes a mixture of new and returning students to the Program. The Program may want to consider a planning session with staff to identify all returning students and all new students. With the excellent records staff kept on students this program year, it should be easy to upon the strengths and weaknesses of returning students. As for the new students, a plan should be in place for evaluating these students as early in the program year as possible.
3. Based upon discussions I have had with Program staff; I am aware they are putting in a place a number of activities to enhance the number of parents participating during the coming year. The low amount of scores for Objective 7 is a concern, and this next year the 21<sup>st</sup> Century team will need to implement strategies to overcome Waller-specific challenges to parental involvement, such as the wide geographic scope of the rural area and limited transportation.

The evaluator was impressed with the program's leaders as well as with the teachers and staff. The staff demonstrated caring and positive attitudes throughout the activities observed during site visits. The program Teachers are dedicated and actively involved with students. The evaluator was also impressed with the communication and collaboration between the Director and staff (e.g., regular and informal meetings to discuss objectives and programming). The administration and staff were knowledgeable about their responsibilities as well as those of their colleagues.

The students attending the after-school program seemed to enjoy the programs and reported feeling safe and secure at the program. Students stated that the staff cared about them and help them do better in school. The program displays good relationships with the school it serves. The program staff also reported the parents were very supportive of the program and offered their assistance. In addition, based on this evaluator's observations and interviews, staff appears quite capable of carry out the duties and tasks for which each is responsible. The program appears to be developing a good reputation in the school and the community.

The program provides attention to the individual student. Program activities were incorporated based on student grade level. The program adequately addresses the academic and character needs of its students as well. To aid in focusing academics on the individual needs of the students, the program staff communicate with

classroom teachers within the school. During site visits by the evaluator, the students were clearly engaged and interested in the variety of activities being offered.

The program evaluation was designed to yield valid, defensible evidence of project effectiveness, following principles of acceptable research. The pre and post outcomes for the program participants were utilized to determine the program's progress towards its stated goals.

Evaluation activities were designed to achieve two objectives:

- 1) To provide the leaders of the 21st CCLC Program with the information needed to evaluate the project's progress toward its student achievement goals and assist in data-based planning of future strategies and activities. The results for this section of the evaluation are found in Section 5.3.
- 2) To accurately document the project's impact on student achievement and behaviors to its stakeholders. The second part of the evaluation was driven by the following evaluation questions:

- 1.a.i.1. Did the program have a solid foundation upon which to build and support the activities in the grant?
- 1.a.i.2. What effect does the program have on students' academic achievement?
- 1.a.i.3. What effect does the program have on students' conduct?
- 1.a.i.4. What effect does the program have on students' attendance?

1. Did the program have a well-developed system and sound fiscal management to support and enhance worthwhile programming and activities for all students?

#### FINDINGS

- Participating students interviewed were aware of program expectations.
- Interviews with program staff and administrators indicated that there was a high awareness of 21<sup>st</sup> CCCL program mission, goals and activity opportunities.
- Program collects and monitors student's attendance data.
- Program maintains current and accurate activity schedule. Monthly calendars indicated schedule for enrichment programs and special events. Calendars and handbook are distributed to parents.
- Program data and records are kept up to date and in a manner that would allow the program staff to submit information and reports in a timely manner.
- Program has well defined communication mechanisms between students, staff, and administrators.

2. Did the program provide a safe, healthy, nurturing environment?

#### FINDINGS

- Program makes optimal use of school facilities to best meet student's need.
- Program provides a stimulating, welcoming and supportive environment.
- Program uses space that is safe and clean.
- Program provides adequate security and safety for participants.
- Program allows participants to explore their interests.
- Program provides access to and encourages healthy snack options.

**3. Did the program nurture and maintain positive relationship and interactions among staff, students, and community?**

**FINDINGS**

- Program has staff that respect and communicate with one another.
- Staff represents excellent role models for students.
- Program staff treats students with respect. Staff redirection of student behavior indicated that participants were encouraged to interact with one another in a positive way.
- Interviews with students and school staff involved in programs indicated that incorporating respect and diversity awareness into programs was a high priority.

**4. Did the program recruit, hire and train diverse staff members who value students, understand their developmental needs and work closely with school partners?**

**FINDINGS**

- Program staff reflects cultural diversity and culture of the community.
- Program staff is highly qualified professionals with a high level of understanding of the mission and goals of the program.
- Program staff and school administrators understand the mission and goals of 21<sup>st</sup> CCLC.
- Program Director and staff have participated in workshops/ training.

**5. Did the program provide well rounded variety of activities and opportunities that support the physical, social and cognitive growth and development of all students?**

**FINDINGS**

- Program provides activities that reflect the mission of the program.
- Program features activities that are commensurate with skill level of the students and enable students to develop new skills.
- Program includes activities that take into account the culture of the students.
- Program provides student with a variety of engagement strategies. These include homework help, enrichment learning opportunities and recreational games and activities.
- Experiential learning opportunities offered provide students with the opportunity to develop new skill's, promote creativity and self-expression and address the academic, cultural, physical, social/emotional needs of the students
- Program enables students to develop life skills, explore resources and issues in their community through projects and activities.
- Program provides opportunities in which student's work can be showcased.

**6. Did the program staff work closely with school staff to ensure that the out of school time academic components and activities are aligned with and enrich school standards and curricula?**

**FINDINGS**

**NOTE: TEACHERS AND STAFF FOR THE AFTER-SCHOOL PROGRAM ARE EMPLOYED AT THE SCHOOL.**

- Program staff maintains communication with school administration and staff to monitor academic progress of the students.
- Program establishes strong link to school day program.

**7. Did the program have established community partnerships in order to achieve program goals?**

FINDINGS

- Program has a small group of community volunteers.
- Community partners have provided special event opportunities for students and families.

**8. Did the program establish strong relationship with families?**

FINDINGS

- Special family programs/events were planned to provide different experiences for families.
- Program provides opportunities for literacy and educational related experiences for parents.

Lessons Learned & Recommendations

A lack of time to plan, especially for the Site Coordinator, was a barrier to program success. There was not enough time between the end of the Waller school day and start of the program to plan specific activities and gather materials, especially since almost every 21<sup>st</sup> Century team member was working for Waller Elementary during the school day. The program's rigorous schedule left little time to plan when it operated 5 days a week immediately after Waller's dismissal and closed at 5:45pm. In addition, it was difficult to host staff meetings when the students needed supervision, but there was no time available during the school day or built into program. For next year, the program is considering building planning and staff development days into the schedule. This will also allow more time for supplies orders and event planning, so that more creative and in-depth projects can be accomplished, and the family events are more well-rounded.

Collaboration with Waller's school day and administration will be improved for next year. For example, the Waller administration was unaware of the program's data collection efforts, and therefore could not communicate to Waller's teachers the importance of completing their behavioral surveys. By working with the administration on 21st Century programming and requirements, this program will better collaborate with the school day. In addition, the program will work with each grade level's teaching team to find out what homework students have, any topics that they need additional support in, and obtain worksheets and resources that their school-day teachers would like to include. This will tailor the program content closer to the Waller school day and the students' needs.

Data collection was another barrier faced by the program: parents and teachers had low return rates for the surveys required for program evaluation. To increase response rates, the program implemented incentives for returned surveys, which proved successful for the final data collection of the program year. Incentives will continue to be offered for data collection in the next program year. The program will also coordinate with the Waller administration to communicate with teachers and parents about data collection.

Another lesson was that students responded well to positive reinforcement of good behaviors, which provided incentives for them to be involved participants and on their best behavior. By implementing "positive write-ups" that students could show their parents, students' positive behaviors and enthusiasm for the program increased. At the start of the 2019-2020 program, behavioral standards and expectations will be



communicated with students, and misbehavior will be handled according to the program's policies. This is especially necessary for the buses, which saw the most behavioral issues last year. As the buses are operated by BDS Transportation and are an extension of the program, any behavioral issues on the bus are taken seriously and handled with the same standards as the after-school program. By letting students know what is expected of them from the outset and enforcing the program's discipline code, the goal is to reduce behavioral incidents while maintaining a positive atmosphere.

Parental relationships are one of the most important aspects of this program, and the 21st Century team excels at connecting with families. However, parental involvement with program activities and data collection was low. A lesson for next year is to engage and maintain those family relationships so that parents are aware of any behavioral consequences their student may face, as well as having a more active role in the program. In addition, it must be stressed to parents that their children must stay in the program for the entire duration and should not be picked up early.

For 21st Century teachers, their largest complaint was uncertainty about the staff schedule and program roles. Going into next year, this program will work directly with teachers before the program starts to finalize a staff schedule. Teachers will also be given a tour of the program area to go over procedures and materials, and their roles explained in greater detail. For example, teachers will know that they are expected to communicate with the Site Coordinator if they will be absent and to find their own substitute. Communication with teachers overall will be improved for next year so that everything from academic lesson plans to staff scheduling is resolved in a timely, clear manner. The Site Coordinator will also hold more frequent staff meetings to update the 21st Century team on program progress, lessons/activities, team concerns, etc.

For paraprofessionals/program staff, the biggest lesson learned was better preparation of materials for Health and Character Education. Having the lessons planned and materials ready to go before the students arrive will make the topics led by program staff more productive.

The final recommendation for next year is that all 21st Century staff undergo training for Crisis Prevention and Intervention. Especially with the increase in mental health concerns among BDS student since Hurricane Michael, it is essential that team members are equipped to de-escalate extreme behavioral situations and keep students safe. Bay District Schools is implementing mandatory mental health training for all employees for the 2019-2020 school year, and this program aims to support and supplement this training for its 21<sup>st</sup> Century team.

Starting a brand-new program is difficult; starting a new program in the wake of a major natural disaster is monumentally so. This program and its team has worked hard to overcome the obstacles posed to Bay County by Hurricane Michael, implement this program while meeting all grant requirements, and devise creative, engaging activities and presentations. The 21<sup>st</sup> Century team is eager to implement the 2019-2020 program based on lessons learned from this past year, and is looking forward to making positive impacts on the lives of Waller students.