

Boys & Girls Clubs of Bay County
91X-2441B-1PCC1

SUMMATIVE EVALUATION REPORT
Project Year 2020-2021



Deliverable Month

July

Due Date

August 15, 2021 at 11:59PM EST

Submission Environment

EZReports

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1.0 INTRODUCTION OF PROGRAM

In 500 words or less, provide a narrative in the text box below that outlines the following:

- *this specific project's function and purpose*
- *characteristics of the population served*
- *the project's enhancement on the community and the students served*

Function and Purpose:

- BGC Bay County (Waller ES) identified the function of the 21st CCLC program was to “provide afterschool care in an area that is desperately underserved and support the academics at a school where the students are struggling.”
- The program has an overarching purpose to “improve student academic achievement through creative and hands-on activities, and by providing a consistent and reliable setting where students know what to expect every day.”

Program Overview:

- The program is in the third year of operations.
- The program received \$263,427.00 to implement student-focused services during the summer of 2020 and the 2020-2021 academic year (afterschool).
- The 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.

Characteristics of Population Served:

- ***Enrollment:*** This program served a total of 133 students, with 32 attending in the summer 2020 and 122 attending during the 2020-2021 academic year.
- ***Regular Students:*** Of the attending students, 99 (74%) were considered “regular participants,” attending more than 30 days.
- ***Average Daily Attendance:*** The program served an average of 16 students per day in the summer and 62 during the academic year. Attendance was impacted by (1) families being hesitant to send children to school; (2) transportation not beginning until the second week; (3) quarantining of large groups of students (program shuttered for two days); and (4) flooding from Hurricane Sally which closed the program for one week.
- ***Student Recruitment:*** In-person learning was offered during the summer and academic year and relied heavily on previously enrolled students. Benefitting from a close relationship with the school, teachers, as well as front office staff, recommended the program to families. At the beginning of August, BGC Bay County set up a table outside of Waller ES to provide information and invite parents to register their children.
- ***Demographics:*** The program administration felt the enrolled population of students was representative of the overall population of the school, although the program did report attracting more female students.

Community Enhancement:

- The program is very important to the community, as other options for afterschool services are scarce. The closest program is housed at another elementary school and is a fee-based program charging \$45 per week. Program administration points out that this cost “is simply beyond the means for most families in this community.” Indeed, the director states that “the program offers a safe and structure environment for students that they would not be able to get outside of the school day.”

Tangible and Intangible Benefits:

- In addition to a safe environment, the program offered all enrolled students a snack, dinner, opportunities for engaging hands-on projects, homework support, and a stable and welcoming place to go after the school day ends.
- When asked for positive impacts made on students served, the program listed: social emotional support, improved homework completion, improved spelling test grades, and improved academic understanding.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program.

2.1 Student Enrollment Total and Regularly Participating Students

Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year

Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming

Site Name	Total Participating Enrollment <i>(attending at least one day)</i>	
	Summer	Academic Year
Waller Elementary	32	122

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender	
				Male	Female
Waller Elementary	1	17	133	52	81

Table 3. Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Waller Elementary	--	--	--	4	--	121	7	1

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

Table 4. Student Grade for Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Waller Elementary	--	--	27	23	28	19	33	3	--	--	--	--	--	--	133

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

3.0 PROJECT OPERATIONS

In 300 words or less, provide a brief narrative of the project's operation in the text box below.

This narrative should at a minimum:

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

Operation Overview:

- The 21st CCLC Program is in the third year of operations, providing services during Summer 2020 and afterschool during the 2020-2021 reporting year.
- **Summer:** Operations started 06/08/20 and ended 07/23/20 – providing 138 hours of total programming at 6 hours/day.
- **Academic Year:** Operations started 08/31/20 and ended 05/20/21 - providing 528.5 hours of total programming at 3.5 hours/day.

Type of Programming:

- **Summer:** The summer program operated in-person at Waller Elementary. No virtual programming was offered.
- **Academic Year:** The program also operated in-person at Waller Elementary, with no virtual programming offered.

Summary of Operations:

- **Summer:** The program offered 23 total days of summer services – operating 4 days per week and 6 hours per day. Originally, the program proposed 28 days, but due to low enrollment, the program delayed starting by a week and an additional day was cancelled due to a mandatory staff training.
- **Academic Year:** The program offered 151 days of academic year services – operating 5 days per week and 3.5 hours per day.

Types of Activities:

- **Summer:** Students were grouped by grade level and rotated through different program areas which were inspired by weekly themes. Certified teachers supervised academics and program staff delivered enrichment activities. Different sports (e.g., soccer, basketball) allowed students to build foundational skills. Breakfast, lunch, and bus transportation were provided, as planned.
- **Academic Year:** Students were grouped according to grade level (1-2, 3-4, and 5), and the groups rotated through different activity areas. Certified teachers supervised all academics and enrichment staff delivered personal enrichment activities. Magazines, including Storyworks, supported ELA and STEM instruction. Mindworks kits reinforced academic subjects; SPARK lessons were used for physical fitness.

Transitions:

- To execute efficient transitions between activities, students start cleaning up about 5 minutes before the end of the block. Students then walk with staff to their destination.

Complete the table below as indicated in the headers.

Table 5. Summer 2020 Operations

Site Name	Total # of weeks THIS site was open	Typical # days per week THIS site was open	Typical number of hours per day THIS site was open			Typical Programming (as stated in the Restart Plan)
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS/ HOLIDAYS	
<i>Waller Elementary</i>	6	4	6	--	--	Face to Face

Table 6. 2020-2021 Academic Year Operations

Site Name	Total # of weeks THIS site was open	Typical # days per week THIS site was open	Typical # hours per day THIS site was open				Total # days THIS site was open				Typical Programming (as stated in the Restart Plan)
			Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays	
<i>Waller Elementary</i>	33	5	--	--	3.5	--	--	--	151	--	Face to Face

4.0 STAFF CHARACTERISTICS

In 150 words or less, provide a brief narrative of the composition of staff at each site in the text box below. This narrative may include, but is not limited to:

- *staff demographics,*
- *staff quality (training and certifications)*
- *turnover*
- *professional development*
- *the ratio of students to staff at each site and explain how the ratio affects programming and instruction*

Staff Demographics:

- 19 individuals supported the program during 2020-2021, 15 serving in Summer 2020 and 13 in the Academic Year.
- Staff included 16 females and 3 males.

Staff Quality:

- Staffing included 3 certified teachers present for all academic-based programming.
- 1 had advanced degrees; 14 had undergraduate degrees; 3 had a high school diploma.
- Greatest strength of staffing: “they knew the students and families, so they knew the struggles of the children.”
- All staff receive Level 2 background checks through DCF clearinghouse, including Bay District employees.

Turnover:

- 3 staff left and were replaced during the reporting period.
- Flexible schedules, and planning time for all staff members, helped reduce turnover.

Professional Development:

- 5 in-person trainings provided during the year, selected by program administration.
- Topics included mental health first aid and social emotional learning.

Ratio:

- Academics at 1:10 and Enrichment at 1:20 (maximum).
- Redesigned schedules kept ratios in line days with missing staff.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	Waller Elementary	
	Paid	Volunteer
Administrators and Coordinators	3	--
College Students	--	--
Community Members	1	--
High School Students	--	--
School Day Teachers (including substitutes)	6	--
Non-teaching School Day Staff	9	--
Sub-contracted Staff	--	--
Other	--	--

5.0 OUTCOMES

This section should outline each approved objective, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the project on the populations served.

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

In 200 or less provide a narrative describing the data collection methodology and outcomes. This may include:

- *outcomes met through programming,*
- *the impact on the population being served, and*
- *any data collection challenges.*

Objectives Narrative

Data Collection Methodology:

- Academic grades were received directly from the school district.
- Personal enrichment assessment data were collected three times per year by teachers and enrichment staff members.
- All data were entered into EZReports by the Program Director.

Outcomes Met:

- All reported outcomes based on regularly participating students (30+ Days Attended).
- 58% improved or maintained high performance in English Language Arts grades, 64% in mathematics, and 71% in science.
- 72% of third graders achieved promotion based on FSA Reading performance.
- 72% improved in their demonstration of positive behavior.
- 95% improved/maintained performance in physical fitness.
- 100% of parents assessed increased their educational involvement.
- Program met all objectives at the threshold proposed.

Impact on Population Served:

- The program reports the largest positive impacts were academic gains seen in the spring, as the program introduced rolling carts of books and small group homework support.

Data Collection Challenges:

- No challenges collecting academic data from school. The school is efficient in getting academic grades to the program.
- No changes collecting enrichment assessments, as the program used a structured system of gathering data, including the PACER test.
- No changes collecting adult event surveys. When parents attend, surveys are filled out completely and accurately.

5.2 Stakeholder Surveys

Provide the response rate and a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys.

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied with the 21 st CCLC program as a whole (<i>Very Satisfied and Satisfied</i>).
Parent	100%	100.0% (34 of 34)

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5	100%	85.1% (57 of 67)
Students 6-12	--	--

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 st CCLC program improved student's academic performance (<i>Improved and Did Not Need to Improve</i>).
Teacher	77%	52.0% (39 of 75)

6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project's progress towards sustainability. The narrative should include at a minimum:

- *the agency's progress toward the sustainability plan described in their application narrative,*
- *the structure of the advisory board and any recommendations made, and*
- *the total estimated value of contributions to the program.*

Progress Towards Sustainability:

- In absence of federal funding, the program believes they would need at least \$200,000 per year to operate the same type of programming, with the same staff, and the provision of transportation. Without transportation, the program would be significantly reduced in numbers of students.
- Some partners tried to provide what they could to support the program in new ways during the global pandemic (e.g., free pizzas from No Kid Hungry, library allowed kids to pick up books from program and/or outside the van).
- Program reports 7 new partner and 2 existing partners this year.

Advisory Board:

- Advisory board included BGC CEO, grant administrator, program director, and school principal. The program plans to seek more parents, teachers, community partners (e.g., Library), district representatives, and students for the board.
- Board met three times during the year, virtually.
- The board provided feedback and ideas to better support COVID protocols and discussed with principal to coordinate SEL curriculum changes.

Contributions to Program:

- The program received an estimated \$58,605 in contributions to support facilities, meals, materials, enrichment activities, and services.
- This is equivalent to 22% of the 2020-2021 grant award (\$263,427).
- Department of Health and Bay Arts Alliance filled in programming gaps.

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Chartwells Food Service	Daily breakfast and lunch (summer) and daily dinner and snack (afterschool)	\$23,000.00	Partner
Bay District Schools	Facilities	\$24,000.00	Partner
Bay County Library Foundation	Books for Waller students	\$1,555.00	Partner
No Kid Hungry	Meals for Waller families	\$300.00	Partner
Gulf Coast Children's Advocacy Center	Child safety matters program	\$600.00	Partner
Florida Department of Health in Bay County	14 weeks of health and social-emotional education	\$3,000.00	Partner
Subway	Meals for Waller students	\$150.00	Partner
Publix	\$500 donation	\$500.00	Partner
Bay Arts Alliance	6 weeks of art lessons and supplies	\$5,500.00	Contractor

7.0 PROGRAM REFLECTION

In 300 words or less, provide a narrative with an overall assessment of your 21st CCLC project's impact in the text box below. This may include:

- *reflection of the lessons learned throughout the year*
- *recommendations to enhance the quality of services offered to students and families for the next year*

The program utilized a variety of activities 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. Overall, the program met all objectives proposed in the approved grant application.

Reflections and Lessons Learned:

- Prior to summer 2020, the program held a staff training, allowing for a review of cleaning procedures, temperature screening requirements, best practices for masks, and protocols in the event of student illness. Check-in procedures were adjusted to limit the window during which students could be dropped off and picked up.
- Staff feedback indicated that summer was one of the most organized and exciting periods in the program's history. The school closures in April and May allowed plenty of time for teachers and staff to plan activities, develop themes, submit supply lists, and prepare copies/materials. They were able to plan for creative, hands-on activities that take more resources and time than is normally available during the school year. Additionally, the low ADA allowed staff to more individualized attention and assistance to attendees.
- Reaching bus-rider parents after hours has been a point of focus of the program. If there was a bus issue after 6pm, it was difficult to get the issue resolved, as most school day administration had left for the day. A focus on school communication will continue.

Recommendations:

- The program is encouraged to increase participation on the advisory board. With a variety of program, school, and community members, the program will have a larger reach and benefit from several points of view.
- As encouraged by the director, the program is encouraged to seek out ways to implement more technology. Investing in STEM materials can foster student engagement and expose students to a wealth of potential career options.