

**2017-2018 SUMMATIVE EVALUATION
YEAR 2**

Boys & Girls Clubs of the Emerald Coast- Great Futures

• **OVERVIEW AND HISTORY**

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 schools 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 schools 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 at each school. During site visits by the evaluator, the students were clearly engaged and interested in the variety of activities being offered. The program also continues to pursue the involvement of parents as well as

providing resources and support to parents in the community. Parents were encouraged to provide a volunteer work in the program. Regular parent meetings were held to keep parents informed of program activities and to solicit and organize volunteers, as well as seek parent input on the needs of their students. The program also sent out newsletters and flyers.

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.
- 2) To accurately document the project's impact on student achievement and behaviors to its stakeholders. The evaluation was driven by evaluation questions such as:

Evaluation Questions

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

• **STUDENT CHARACTERISTICS**

As can be seen in the data below, the students represent the community surrounding the Englewood Center. The vast majority are Black or African American. They come from families that

allow the children to meet the criteria for “Free and/or Reduced Lunch.” The average daily attendance is 27 students.

- **Total Student Enrollment and Attendance**

Table 1. Student Enrollment: Total and Regularly Participating Students for summer 2017 and School Year 2017-2018.

Center Name	Total Enrolled Attending (Attending at least one day)				Regularly Participating (Attending 30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Summer AND School Year	Total
Englewood	0	16	18	34	0	12	18	30

- **Student Demographics**

As can be seen in the data below

Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	DK		Male	Female	DK	
Englewood	11	23		5-12	10	20		5-12

Table 3. Students with Special Needs: Total Participating Students.

Center Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK
Englewood	1			3		

Table 4. Students with Special Needs: Regularly Participating Students.

Center Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK
Center Name Englewood	1			3		

Table 5. Student Race and Ethnicity*: Total and Regularly Participating Students.

Center Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown**	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown
Center Name Englewood			25	5	3	1			23	3	3	1

* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.
 ** Unknown = Racial/ethnic group is unknown or cannot be verified.

Table 6. 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	Total
Center Name Englewood		2	9	5	10	4	4								34

* Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.

Table 7. 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	Total
Center Name Englewood		2	7	4	10	3	4								30

* Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.

Table 8. Free/Reduced Lunch Status of Total Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Center Name Englewood	34		
*DK = Don't Know/Could Not Be Determined.			

Table 9. Free/Reduced Lunch Status for Regularly Participating Students.

Center Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Center Name Englewood	30		
*DK = Don't Know/Could Not Be Determined.			

- **PROGRAM OPERATIONS**

After school: Monday -Friday 2:30pm--6 pm

Summer: Monday -- Thursday 7:30 am - 12:30 pm

Table 10. Summer 2017 Operation.

Center Name	Total number of <u>weeks</u> THIS center was open	<u>Typical</u> number of days per week THIS center was open	<u>Typical</u> number of hours per week THIS center was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Center Name Englewood	3	4	5	0	0

3.2 School Year Operation

Table 11. School Year 2017-2018 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 / Holidays	Before School	During School	After School	Weekends / Holidays
Center Name Englewood	37	172	5	0	0	18	0	0	0	172	0

STAFF CHARACTERISTICS

- Staff Demographics

Table 12. Regular Staff by Paid and Volunteer Status.

Staff Type*	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School Day Teachers (former and substitute)	2		2	
Center Administrators and Coordinators	2		3	
Other Non-teaching School Day Staff	2		3	
Parents		19	24	
College Students		12	8	
High School Students		4	1	
Community Members		23	13	
Sub-contracted Staff				
Other**				

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.

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

** Use this category if data do not fit in specific categories provided.

- Students-to-Staff Ratio

1:15 -- Enrichment

1:15 - Academic

• Staff Training

- DCJ Mandatory reporting training
- First Aid, CPR and AED
- Project based Learning: Summer Olympics
- Building roads to sustainability for your 21st Century Program
- Purposeful Personal Enrichment
- Supporting youth with ADHD
- Building supportive relationships for youth with high social-emotional needs
- Child Safety at Boys and Girls Clubs

• Staff Turnover

- One Certified teacher resigned after the completion of summer 2018 program
- One bus driver resigned in January 2018
- Both staff was replaced

• Certified Teachers

Two Florida Certified Teachers

• OBJECTIVES and OUTCOMES

Table 14. Objectives and Description of Activities.

- **75% of regularly attending students (attending 30 days or more) will increase their English/Language Arts grades *or maintain a C or better grade. As demonstrated by such measures as Nine weeks report cards and scores on the State test.***
- **75% of regularly attending students (attending 30 days or more) will increase their Math grades *or maintain a C or better grade. As demonstrated by such measures as Nine weeks report cards and scores on the State test.***

- 75% of regularly attending students (attending 30 days or more) will increase their Science grades *or maintain a C or better grade*. As demonstrated by such measures as Nine weeks report cards.
- 75% of regularly attending third grade students (attending 30 days or more) will be promoted to the 4th grade as demonstrated by such measures as final report cards and other district data.
- 75% of regularly attending students (attending 30 days or more) will increase their Health and Nutrition knowledge/lifestyles as demonstrated by pre, mid and post exams.
- 75% of regularly attending students (attending 30 days or more) will improve their behavior and problem-solving skills as demonstrated by pre, mid and post assessment.
- 50% of regularly attending students (attending 30 days or more) family members will increase their involvement in their child's education as demonstrated by such measures as pre-mid-post program surveys.
- Data Collection Methods
- Data Analysis and Results: Progress Toward and Achievement of Objectives

75% of regularly attending students (attending 30 days or more) will to a satisfactory English/Language Arts grade (or maintain) or better.

FINDINGS BASED UPON NINE WEEKS GRADES:

Number of students ----27

Number of student's increasing their grades (or maintaining) to a C or better---18

Number of students making a D or F final grade --- 5

Percentage towards goal----- **67%**

75% of regularly attending students (attending 30 days or more) will increase their Math grades *or maintain a C or better grade*.

FINDINGS BASED UPON NINE WEEKS GRADES:

Number of students---- 27

Number of student's increasing their grades (or maintaining) to a C or better--- 19

Number of students making a D or F final grade --- 5

Percentage towards goal----- **70%**

75% of regularly attending students (attending 30 days or more) will increase their Science grades *or maintain a C or better grade*. As demonstrated by such measures as Nine weeks report cards.

FINDINGS BASED UPON NINE WEEKS GRADES:

Number of students---- 27

Number of student's increasing their grades (or maintaining) to a C or better---19

Number of students making a D or F final grade ---5

Percentage towards goal----- **70%**

75% of regularly attending third grade students (attending 30 days or more) will achieve promotion based on their performance on the FSA.

FINDINGS BASED UPON STATE TEST:

Number of students----9

Number of students scoring 3 or higher --- 5

Number of students scoring 1 or 2 ---- 4

Number of students promoted---9

Percentage towards goal----- **100%**

75% of regularly attending students (attending 30 days or more) will increase their Health/Nutrition knowledge/lifestyles and physical activity as demonstrated by pre, mid and post exams.

FINDINGS BASED UPON Pre, Mid and Post Exams:

Number of students meeting criteria----26

Number of student's showing an increase---26

Percentage towards goal----- **100%**

75% of regularly attending students (attending 30 days or more) will improve their application of positive character traits as measured by perceptual survey (teacher).

FINDINGS BASED UPON Pre, Mid and Post Exams:

Number of students----28

Number of students showing improvement or maintaining high scores ----18

Number of students showing decline in scores---7

Percentage towards goal----- **64%**

50% of regularly attending students (attending 30 days or more) family members will increase their involvement in their child's education as measures by perceptual surveys (parent).

FINDINGS BASED UPON Pre, Mid and Post Exams:

Number of family members completing at least two surveys ----26

Number of family members increasing their involvement (or maintaining) --
-26

Percentage towards goal----- **100%**

- **Other Findings**

Interviews with program staff and administrators indicated that there was a high awareness of 21st CCCL program mission, goals and activity opportunities.

Program maintains current and accurate activity schedule. Monthly calendars indicated schedule for enrichment programs and special events. Calendars and newsletter are distributed to parents and posted on school's website.

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.

Program has implemented a sound fiscal management system and is very aware of grant funds available vs. expenditures.

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.

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.

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

- **Student Success Snapshot**

Being fortunate to have these children for a second year allows staff to truly see positive changes in students and parents. Our selected student is in elementary school and has been with us for two years. When he first arrived he was very shy and was hesitant to join in the various activities. His mother attended our open house and staff discussed with her ways we wanted to work with her son and suggested she could reinforce them at home. She not only agreed to do that but did an excellent job and our student began to participate. As a result he has gone on to become one of

our star students. In checking with his school we were pleased to hear that the same growth in participation was occurring in the classroom.

- **Overall Findings for Each Objective**

The Program's current grant has 7 major objectives. Of these objectives, the program met or exceeded the benchmark for three of the seven. They approached the benchmark on the other four.

- **PROGRESS TOWARD SUSTAINABILITY**

Senior Staff have been researching community organizations, faith-based organizations, and national non-profit organizations to solicit interest and future material and contributions. Such organizations include:

- **Libraries**
- **Museums**
- **Local Parks**
- **Theme Parks**
- **Boys and Girls Club**
- **YMCA/ YWCA**
- **Local Faith Based Organizations**
- **City, County, State Government**
- **Universities**

6.2 Partners

Partner Agency Name	Contribution Type/Value	Contribution Description	Method for determining value
University of West Florida	\$97	Partner will provide guidance on STEM Activities at no cost to the program	Based on the national value of volunteer time of \$24.14 per hour 1 Volunteers at 4 hours
Escambia County School District	\$290	Staff will secure Parental Consent, provide school grades, attendance records, behavior records, progress notes and any additional information needed for reporting purposes.	Based on the national value of volunteer time of \$24.14 per hour 2 Volunteers at 12 hours
United Way of Escambia County	\$579	Partner will provide professional development and training for 21 st CCLC staff at no cost to the organization or program through-out year.	Based on the national value of volunteer time of \$24.14 per hour 3 Volunteers at 24 hours total
Feeding the Gulf Coast (Bay Area Food Bank)	\$2,611- snacks \$2,617 breakfast and lunch in summer	Partner will provide USDA snacks for After school program plus USDA breakfast and lunch during summer months at no cost to organization or program participants. Provide healthy eating/cooking curriculum at no cost.	The reimbursement rates from the USDA are: For After School: Snack = \$0.88 per snack served For Summer: Breakfast = \$2.19 per breakfast served/ \$3.92 per lunch served Snack served Breakfast/lunch served
Escambia County Government	\$43,600	Partner provides 10,824 sq.ft. facility to BGCEC to operate youth enrichment programming for \$1.00 per year	Rental estimate per square foot per year

- **New Partners**

Wal-mart--- One of our parents works at Wal-mart, contacted management per her instruction and the Executive Director was able to develop a relationship that produced additional volunteers from that store to support our afterschool program.

- **Partner Upkeep**

Once our partners see the needs of our students and the good their contribution makes it becomes fairly easy to maintain our partners. Program staff maintain an open line of communication with partners as well as implementing a consistent method of expressing gratitude for the partnership. Agency also offers continuous engagement opportunities.

- **Partner Contributions**

Please see the chart above

7.0 LESSONS LEARNED AND RECOMMENDATIONS

The Englewood 21st CCLC program continues to be an emerging and growing program with knowledgeable and dedicated staff. Strong, supportive relationships are being forged with the school administrators, classroom teachers, and participant parents thus enriching the out-of-school learning environment for its students. Quality opportunities for students to continue to learn new skills and discover new opportunities after the regular school day are provided in accordance with grant expectations. While facing hurdles, the program continues to strive to provide like quality services to the parents of their participating students as well. Teachers, staff and student participants overwhelmingly report the value of the program and its positive impact. These stakeholders expressed a belief that the program serves as a catalyst for the academic improvement as well as for improvement in student behaviors, attitudes and efficacy.

RECOMMENDATIONS

Englewood 21st CCLC program is well on its way to improving classroom academic achievement, behavior, attitudes and beliefs of its student participants. The leadership team is making substantial progress in establishing a strong program for a high need population. The 21st CCLC program has an impressive and unique opportunity to impact the lives of high need students and their families. Strong relationships are being built with both school administrators and classroom teachers in schools within its service area. Regarding the program's continual challenge of increasing parent participation, the program has made some great strides.

As noted previously, while the program has made progress in improving parental involvement, involvement of parents is a great challenge for the program. The program works with parents of little means and poor self-concept. The parents typically lack the background to assist their students academically, feel insecure and fearful when meeting with school teachers and officials, and lack an understanding of how to provide the best encouragement and environment and set acceptable high expectations for their children academically. The program's efforts to solicit their involvement have been very taxing and often bear a small return on their investment of time and resources. However, it is recommended that the program continue to explore and pilot strategies and create opportunities to motivate and encourage parents to become more involved with the program and their children.

While the program has met some of its objectives and is making progress towards others, it is important to continue to focus upon all objectives to ensure continued improvement.

In conclusion, the Englewood 21st CCLC program has a truly impressive and unique opportunity to impact the lives of students and their families in Escambia County. The program currently offers students a wide variety of well-established activities that blend academics, enrichment, recreation, and character development. As you look to next year I encourage you to continue to build upon this blended curriculum, monitor and collect data from day one, encourage new community partnerships, and build upon the strong foundation you have in place.