

SUMMATIVE EVALUATION REPORT
Project Year 2022-2023



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

<u>Subgrantee Name</u>
<i>Boys & Girls Clubs of the Emerald Coast</i> 461-2443B-3P001

Due Date

August 5, 2023, at 11:59PM EDT

Submission Environment

EZReports

Summative Evaluation Report Process

The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the Every Student Succeeds Act (ESSA). Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, the specific purposes of the federal law are to:

- provide opportunities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- offer students a broad array of additional services, programs and activities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The **Summative Evaluation Report (SER)** process of the 21st CCLC is a comprehensive assessment that evaluates the program's effectiveness in achieving its goals. This process is a federal and state requirement and is aligned with the GPRA measures and state objectives. The report template has been developed by the FDOE-21st CCLC program office and serves as a tool for subgrantees to conduct self-evaluation.

Subrecipients are expected to complete this **SER** using both qualitative and quantitative information pertaining to various aspects of the program. This includes details on student characteristics, project operations, staff characteristics, outcomes, and sustainability efforts. The purpose of collecting this information is to gauge the overall impact and success of the 21st CCLC program and to identify areas for improvement and future planning. By gathering these data and insights, subgrantees can assess the effectiveness of their programs, make data-informed decisions, and demonstrate accountability to the federal and state agencies involved and the communities served by the grant. This evaluation process plays a crucial role in ensuring that the 21st CCLC program remains focused on achieving its objectives and delivering quality services to students and communities.

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The following Table of Contents is to remain on your report **in the order in which it has been provided**. Use the Table of Contents as a checklist to ensure appropriate reporting for this deliverable. Page numbers should be edited to match the report. After the report is completed, please click on this table of contents and a command box will appear on the upper left side. Click Update Table and choose “Update entire table” from the options provided. This will update your page numbers to align with the length of your report.

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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.*

For more than 30 years Boys & Girls Clubs has provided an afterschool program for students residing in and around the Englewood neighborhood in Pensacola, FL. This site, situated in the Englewood Community Center, serves students in Kindergarten to 12th grade. The Nita M. Lowey 21st CCLC afterschool program was initiated in the fall of the 2016-2017 academic year, providing an incredible opportunity to render project-based learning programs to Kindergarten – 5th grade students who attend Oakcrest Elementary. The club follows the Boys & Girls Clubs model for afterschool programming with rigorous activities based on evidence-based practices. The overall goal of the afterschool program is to provide a safe-haven for students who may otherwise be home by themselves, afterschool, yet need assistance to ensure they make or maintain academic gains.

Within the program, staff work to enhance and reinforce academic skills, positive behaviors, support the school day, lead community outreach initiatives, and provide a nutritious snack. Prior to the implementation of 21st CCLC there were metrics in place to measure academic outcomes; however, most were minute compared to the measurements and outcomes required for 21st CCLC programming. The Club continues to embrace the parameters as an opportunity to set standards, aim for goals, and produce positive academic gains while reducing academic gaps. The 21st CCLC expectation of school day alignment has proved to be a great benefit to not only our students' academic performance, but also demonstrated benefits in the emotional security of our students as they see two entities working together to promote their well-being.

The data outlined below provides an illustration of the participant demographics, staffing used to produce the program along with outcomes highlighting the programmatic gains and outcomes achieved over the academic year. Club staff and administration prioritize operational days to identify student academic and behavioral weaknesses. In turn, curriculum strategies based on Florida standards are the driving force behind weekly lesson plans along with best practices for student engagement intertwine with the afterschool schedule. Evidence based practices developed by Boys & Girls Clubs of America and educational curriculum coupled with engaging lesson plans help the club promote learning gains. Our program has identified these practices as a means to ensure program success in reaching benchmarks over this seven-year period. Our 21st CCLC program also focuses on family engagement activities that cover a broad range of topics to assist families with resources to strengthen the family dynamic and the probability of student success from grade school to graduation.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program. Tables 1,2,3, and 4 require the respondents to provide numeric data about the total number of students who participated in both the Summer and Academic Year programs. Also, provide a brief narrative summary of clarifying information into the following narrative box to complement the tables, to include any challenges encountered in data collection or reporting.

The data outlined below provides an illustration of the participant demographics by population specifics, race/ethnicity, school grade and gender. 68 youth participated in total in the program for Summer 2022 and Academic Year 2022-2023. Table 2 notes that enrollment was equal with both male and females at 50%. Table 3., illustrates that the majority of youth served, 76%, are African American. The largest school grade served is 2nd grade, at 25%, as shown in Table. 100% of the students served received free lunch.

There are no barriers or challenges that prevent the organization from collecting student demographics outlined in Tables 1-4. Organization follows a defined method of data collection for each student. As outlined in the initial proposed scope of work, the organization uses a computer programming service that is cloud-based, to track data student demographic information. This cloud- based system is used when a student starts the program and at the club site each day programming is in session. The 21st CCLC Site Coordinator ensures the collection of each student's data and reviews demographic data when a student starts the program as well as every nine weeks for accuracy.

This standard practice for the organization ensures all students have accurate demographic data available for review and analysis at all times.

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students* for Summer 2022 and 2022-2023 Academic Year

*A participating student can be defined as any student who attends at least one hour of programming in the 21st CCLC.

Site Name	Total Participating Enrollment	
	Summer	Academic Year
<i>Pensacola Club</i>	33	57

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	Other
<i>Pensacola Club</i>	6	0	68	34	34	0

Table 3. Student Race and Ethnicity: Total Participating Students

*Students may be counted more than once.

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

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 **
<i>Pensacola Club</i>	0	0	52	6	0	7	3	0

Table 4. Student Grade: Total Participating Students

*Students may not be counted more than once.

Site Name	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>Pensacola Club</i>	0	8	13	17	9	11	10	0	0	0	0	0	0	0	68

3.0 PROJECT OPERATIONS

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

This narrative should at a minimum:

- *include the typical and total time of operation for various reporting timeframes,*
- *describe the type of programming provided,*
- *include a summary of or enhance the information provided in the tables below,*
- *explain any discrepancies between the reported operations and the proposed operations from the approved site profile worksheet,*
- *address the types of activities chosen for programming, and*
- *describe how transitions between activities are planned and executed.*

21st CCLC students arrive at the club by 1:40 pm and depart by 6:00 pm. Each day students have an opportunity to engage in project-based learning activities that not only foster learning, but also make learning fun and engaging. The curriculum is based on Florida educational standards and align with school day curriculum mapping. When students arrive, they are greeted by staff and offered a nutritious snack. By 2:00 pm, students are in their respective groups (K-1, 2-3, 4-5) and gear up to participate in a rotation of activities to include: Reading, Science, Physical fitness, Health and Wellness, and Character Education. Groups are led by a Center staff member. Curriculum and instruction lessons are administered by a FL certified teacher.

The Pensacola Club at Englewood site serves students during the traditional school year and during the summer months; however, the Club does not operate during school breaks nor holidays. For the 2020-2021 school term, the Englewood Center served as scheduled from August 10, 2022-May 23, 2023 from 1:30p-6:00p. The summer 2022 program operated June 7, 2022-June 30, 2022, serving students from 12:30pm-5pm. Summer project-based learning activities included: Reading, Science, Character Education, Health and Wellness, and Physical Education.

Complete the tables below as indicated in the headers.

Table 5. Summer 2022 Operations

Please indicate when **the site was open**.

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
<i>Pensacola Club</i>	4	4	5	0	15	0

Table 6. 2022-2023 Academic Year Operation

Please indicate when **the site was open**.

**Only Extended Learning Programs (ELPs) provide services during school.*

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day				Total # days			
			Before School	During School*	After School	Weekend - Holidays	Before School	During School*	After School	Weekend - Holidays
<i>Pensacola Club</i>	37	5	0	0	4.5	0	0	0	178	0

4.0 STAFF CHARACTERISTICS

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

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

The 21st Century team is primarily comprised of FL certified teachers and program staff. However, the program is led and managed by a Site Coordinator. The Club's Director, Membership Coordinator and Program Director provide administrative support to ensure programs successful operations. There is also a bus driver who safely transports the students to the Club site afterschool each week. Although maintaining a high-quality staff is challenging, the club maintains a program ratio of 1:15. As research notes, student teacher ratio is a major indicator of student success and engagement. Also, with lower ratios staff are able to develop and maintain healthy one on one relationships. There has been very little turnover with direct staff during the 2022–2023-year program year except the transfer of the Club Director whom was immediately replaced in the Summer 2023.

All staff are required to be certified in CPR/First Aid. All staff participate in monthly professional development opportunities, including but not limited to topics such as: Hands on Learning; Active Learning; Building Curiosity through STEM; Human Resource Management: Disciplining Employees~ Management Professional; Emotional Safety; Stress Impact Brain and Behavior; Child and Club Safety 101; Cultural Responsiveness and Inclusion.

Table 7. Program Staff Types by Category

Please indicate **the number of staff** members based on their positions.

Position	Site Name 1	
	Paid	Volunteer
Administrators and Coordinators	2	6
College Students	0	3
Community Members	0	12
High School Students	0	7
School Day Teachers (including substitutes)	3	1
Non-teaching School Day Staff	4	8
Sub-contracted Staff	1	1
Other	0	0

5.0 OUTCOMES

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

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

Please 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.
- Provide the Program Performance Report that can be generated from EZReports to present outcomes against State Objectives.

Program Performance Report 2022-2023							
Project #: 461-2443B-3P001				Project Name: Pensacola Club (C20)			
Domain	Objective #	Total # of Participants Served	Total # of Participants Measured	% of Participants Measured	Total # of Participants Meeting SOS	% of Participants Meeting SOS	Benchmark Met
English Language Arts - FSA Scores	1.A.1	57	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	57	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	57	49	86%	38	78%	Y
English Language Arts - Progress Reports	1.A.4	57	49	86%	38	78%	Y
Mathematics - FSA Scores	1.B.1	57	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	57	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	57	49	86%	21	43%	N
Mathematics - Progress Reports	1.B.4	57	49	86%	21	43%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	49	16	33%	11	69%	N
In-School Suspensions	3.A.1	49	14	29%	11	79%	Y
Behavior Referrals	3.A.2	49	14	29%	14	100%	Y
Safe and Supportive Relationships	4.A.1	49	37	76%	17	46%	N
Engagement	4.A.2	49	37	76%	18	49%	N

The performance report above indicates some of the academic outcomes resulting from service delivery in the 2022-2023 year. While the academic benchmarks related to Mathematics report card grades were not met, notable gains were made with almost half, 43% of students meeting the standard of success. The academic benchmarks related to Mathematics Progress Reports were also not met, yet some gains were also made with almost half, 43% of students meeting the standard of

success. In turn, the academic benchmarks related to English Language Arts report card grades and Progress Reports, were met. In that area, more than three quarters or 78% of the participating students met the standard of success. Regarding the behavior of youth being served, 79% met the standard of success with minimal in-school suspensions and all or 100% of youth refrained from obtaining behavior referrals. The program participants just missed the goal related to attendance with 69% of the students attending school and the program regularly. There are noted struggles with meeting the standard of success for Engagement/Safe and supportive relationships. However, almost half of the school day teachers indicated they agree the Club provides such relationships and strong engaging opportunities. There are several domains where there were no participants that were measured due to the evaluation of this program only serving grades K to 5th: English Language Arts - FSA Scores, English Language Arts - FSA Monitoring, Mathematics - FSA Scores, Mathematics - FSA Monitoring and Grade Point Average (Unweighted). Although no analysis has occurred, this results in an auto-generated "N" in the benchmark met column.

Nonetheless, in 2023.2024 programs, there will be no data collection changes and Boys & Girls Clubs will continue with current curriculum. However, the Site Coordinator, Club Director, program director, both program staff and both certified teachers will all review grades at monthly staff meeting or sooner, if needed. Frequent reviews will aid in a greater understanding of academic barriers students are experiencing sooner than the end of the nine-week period. The certified teaching staff and site coordinator will consult with specific school day teachers (for students not meeting the standard of success) then develop individualized lesson plans (within 2-3 days of meeting) parallel to Florida Standards to help bridge academic gaps. They will also work closely with school day staff to strengthen relationships so that that both entities can capitalize off of each other's resources to impact students.

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the teacher end-of-year stakeholder surveys, to include any challenges encountered in collecting surveys.

Findings from the stakeholders' surveys gives an illustration of the Impact or lack of Impact the 21st CCLC has had on the students they served in the 2022.2023 academic year. Data notes that teachers have a healthy perception of the afterschool program but there is room for improvement. It also means the program is providing the support needed to the students being served but there need to be a clearer indication of supportive relationships demonstrated between the students, Club staff and school day teachers. 44% of teachers indicated that there was an increase in the rate the participating student's level of safe and supportive relationships with peers and adults for the 2022-2023 School Year. 46% were satisfied with the level of student engagement. Just 24% gave responses on what could the 21st CCLC program do to better assist this student. No challenges were encountered collecting surveys however, 76% of teachers failed to respond to the question requesting suggestions to improve the program.

Table 8. Stakeholder Survey Responses

Survey Questions	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
Q1. Student Engagement Level	100%	49%
Q2. Level of Safe and Supportive relationships	100%	46%

6.0 PROGRESS TOWARD SUSTAINABILITY

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

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

The sustainability of the afterschool program is crucial. Therefore, an active sustainability plan is the link to ensure program continues to operate. The total estimated value of contributions to the program \$220,622. Annually, the program uses \$249,499 to successfully operate. The percentage toward sustainability is 88%. This percentage shown above illustrates that it is necessary for Boys & Girls Clubs organization to monitor, maintain and continue to diversify financial resources. The leadership has employed specific person and a resource development team to seek out new community partnerships. This team is dedicated to developing resources both monetary and in-kind to assist with program sustainability. There is a strategic plan in place, with benchmarks and is reviewed annually. Such plan works to ensure organization has constant funding. It also works to withstand shifts in individual and corporate giving that is influenced by activities such as a pandemic or a recession. The program feels confident there are other local, state and federal grants along with corporate partnerships to continue funding the program in the years ahead.

Meeting with the Program Team have been productive, insightful and positive. Communications at meetings allow members to understand operations, discuss program happenings and concerns. Members share resources that should be included to ensure the programs continued success. Suggestions included students participating in STEM camps or visits to robotics labs as well as donors who could serve as sponsors for Clubs financial and in-kind needs.

Table 9. Program Partners

In terms of sustainability progress, the partnership should include all in-kind and monetary contributions.

Agency Name	Type of Service Provided	<u>Estimated Value (\$) of Service or Contribution</u>	<u>Type of Contribution</u>
Boys & Girls Clubs of the Emerald Coast	Partner will provide volunteers to support family engagement program implementation to the 21 st CCLC program, 4 paid staff, that provides continuous oversight of program operations and services without cost to the 21 st CCLC program budget (i.e. VP of Operations, CEO, Finance Director, Area Director,) access to materials and supplies to support the program at no cost to 21 st CCLC, access to equipment at no cost to 21 st CCLC (e.g. computers, tablets, laptops, projection screens, monitors,) ability to participate in monthly Professional Development opportunities (minimum of 12) for 21 st CCLC staff at no cost to the program	98,000	<u>In-kind</u>
Escambia County Government	Partner provides 10,824 sq.ft. facility to BGCEC to operate youth enrichment programming for \$1.00 per year	120,000	<u>Monetary</u>
Escambia County School District	Staff will secure Parental Consent, provide school grades, attendance records, behavior records, progress notes and any additional information needed for reporting purposes. transport students to program site daily for afterschool program,	2,600	<u>In-kind</u>

	assist in the recruitment of students		
Feeding the Gulf Coast	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.	14,000	<u>In-kind</u>
Oakcrest Elementary School	Staff will secure Parental Consent, provide school grades, attendance records, behavior records, progress notes and any additional information needed for reporting purposes.	5,500	<u>In-kind</u>
StarPoint Screening	Company will provide all pre-employment/background screening for new hires at no cost to the organization.	2,500	<u>In-kind</u>

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,*
- *reflections of the impact of the worldwide pandemic on programming, staffing and/or operations*
- *recommendations to enhance the quality of services offered to students and families for the next year.*

This post COVID-19 era has present the challenge of having to play “catch-up” with many of our youth academically. The need and desire for youth to have safe and supportive relationships to ensure their well-being is critical. When Boys & Girls Clubs acts as a conduit and host programming such as 21st CCLC we serve as a vital community resource and safe haven for children. The staff and volunteers are showing up for the young people in the Englewood neighborhood; present for the parents who rely on us to provide a safe place for their children; and here as a community resource that provides a link to the school day. We were fortunate to find unwavering support from the Escambia County School District as well as Oakcrest Elementary school day staff. They have provided information and guidance to help us build and strengthen our program for the 2023.2024 school year.

While there have been some challenges with keeping a high-quality leaders and obtaining some FL IDs on a few students, operationally program is functioning as proposed. Organization is continuously investing in training for its leaders and staff who directly serve youth to ensure impactful programming. This includes Out-of-County and virtual training opportunities with cost that are absorbed by the Emerald Coast organization. Boys & Girls Clubs are also working to attract and retain a high-quality staff by offering competitive wages.

Additional recommendations for the upcoming year include implementing informal mental health components to support participants; crisis-based training for staff; continuing the implementation of Trauma-Informed practices in the afterschool program. Regarding our parents and providing family engagement opportunities, it's important to continue to have positive relationships and support the family. We look forward to continuing to expand our Family Engagement opportunities, especially after the successful re-launch June Jam, an informative community resource fair for 21st CCLC families. Program seeks to provide more learning opportunities for parents to learn additional skillsets that will build stronger families.