



# Boys & Girls Clubs of Collier County

Miracle 1 Program

11C-2442B-2PCC5

## SUMMATIVE EVALUATION REPORT

Project Year 2021-2022



NITA M. LOWEY 21<sup>ST</sup> CENTURY  
COMMUNITY LEARNING CENTERS  
FLORIDA

Deliverable Month

**July**

Due Date

**December 1, 2022 at 11:59PM EDT**

Submission Environment

**EZReports**

## Reporting Period

The Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Summative Evaluation Report will include data for **Summer 2021** and the **2021-2022 Academic Year**. Data for Summer 2022 should not be included in this year's Summative Evaluation Report. Summer 2022 data will be included in next year's report.

## General Notes

1. This report template is a form to be completed. The guidance begins after this page and should be submitted in its totality. To ensure the correct information is included in the Summative Evaluation Report, please refrain from using a template from a previous year.
2. **Instructions for each section of the report will appear in italics. Please provide the appropriate response in the corresponding text box or table.**
3. Summative evaluation reports are public documents and as such are available for public review and posting. Refrain from **including any personal information** about students or families (e.g., names or social security numbers). If a subrecipient decides to include photos, they should secure and maintain appropriate authorization from all individuals or their parent/guardian whose photo is included within their report.
4. This document describes the minimum reporting requirements for the summative evaluation report. Subrecipients are encouraged to add any information that highlights the project's operations and successes or guides improvements or sustainability in the appropriate sections.
5. There is a variety of tables throughout the document. These tables are designed to reflect the project's information and should be edited for content. Delete rows that are not needed. Tables should not be split between pages.
6. Additional **information highlighting your specific project** can be offered as an **introduction** to the template and tables below.
7. Projects with no programming during select reporting periods should keep all items on the report with a statement in each narrative explaining that no programming occurred.
8. You may remove these notes page from your final report.

## Table of Contents

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.

1.0 INTRODUCTION OF PROGRAM .....	5
2.0 STUDENT CHARACTERISTICS .....	6
2.1 Student Enrollment Total and Regularly Participating Students .....	7
Table 1. Student Enrollment: Total Participating Students for Summer 2021 and 2021-2022 Academic Year.....	7
<i>Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming.....</i>	7
2.2 Student Demographics.....	7
Table 2. Population Specifics: Total Participating Students.....	7
Table 3. Student Race and Ethnicity: Total Participating Students.....	7
Table 4. Student Grade for Total Participating Students .....	8
3.0 PROJECT OPERATIONS .....	8
Table 5. Summer 2021 Operations .....	10
Table 6. 2021-2022 Academic Year Operation .....	10
4.0 STAFF CHARACTERISTICS .....	10
Table 7. Program Staff Types by Category .....	11
5.0 OUTCOMES .....	13
5.1 Objectives, Activities, Data Collection Methodology and Outcomes .....	13
5.2 Stakeholder Surveys.....	15
Table 8. Stakeholder Survey Responses.....	15
6.0 PROGRESS TOWARD SUSTAINABILITY .....	16
Table 9. Program Partners .....	16
7.0 PROGRAM REFLECTION .....	17

## 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:**

- The function of the program is “to provide students and families with support and to provide academic and personal enrichment.”
- The program has an overarching purpose “to see students fully develop 21<sup>st</sup> Century skills, to see them make gains and be more confident in their own selves and their abilities, and to become leaders and achieve great things in life.”

### **Program Overview:**

- The program is in the third year of operations.
- The program received \$699,925.00 to implement student-focused services at three sites during summer 2021 and 2021-2022 academic year (afterschool and limited holidays).
- The program was designed and intended to (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve self-discipline; (3) improve visual arts skills; (4) increase engagement in career exploration, and (5) increase adult literacy and parenting skills.

### **Characteristics of Population Served:**

- ***Enrollment / Attendance:*** The program served a total of 430 students, with 39\* attending in the summer 2021 and 391 attending during the 2021-2022 academic year.
- ***Regular Students:*** Of the attending students, 388 (90%) attended at least 1 day for the 2021-2022 grant year.
- ***Average Daily Attendance:*** The program served an average of 282.0 per day within all academic-year\* components.
- ***Student Recruitment:*** The program benefited from a close relationship with school day administration and consistently received student referrals. The program also participated in community and school recruitment events. Additionally, academic data was analyzed on a regular basis to identify students not flagged by administration. The program had a strong working relationship with the other afterschool programs on site as well as community partners. The program continues to benefit from strong word-of-mouth advertising and organic parent outreach.
- The program used multi-faceted approaches to reach students and families with low attendance. School teachers and staff collaborated in sharing information and providing outreach to families. In addition, the program occasionally offered attendance awards and incentives to drive attendance numbers (provided by partners).
- ***Demographics:*** The program director believes the students attending the program reflected the population of students within the targeted groups of students. As approved, the program only serves students in grades 3 to 5.

### **Community Enhancement:**

- The program has a significant impact on the community served, primarily parents and families. Many parents work long hours and are unable to supervise their children afterschool and help with their homework. Many families experience food insecurity and rely upon the program’s meal and snacks. The program is significant because parents know they can depend on the program to fill these educational and social gaps.

**Tangible and Intangible Benefits:**

- **Tangible:** Food, safe facilities, instruction in art and music, nutritional information for parents, access to college and career readiness resources, academic support and improved academic performance.
- **Intangible:** Respect among peers and staff, life skills practice, serve as a communicator between parents and students, interviewing and job seeking skills, and increased self-efficacy and self-esteem among students.

## 2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21<sup>st</sup> CCLC Program. Also, provide a brief narrative summary of clarifying information to complement the tables, to include any challenges encountered in data collection or reporting.

**Characteristics of Population Served:**

- **Enrollment / Attendance:** The program served a total of 430 students, with 39\* attending in the summer 2021 and 391 attending during the 2021-2022 academic year.
- **Regular Students:** Of the attending students, 388 (90%) attended at least 1 day for the 2021-2022 grant year.
- **Average Daily Attendance:** The program served an average of 282.0 per day within all academic-year\* components.
- **Student Recruitment:** The program benefited from a close relationship with school day administration and consistently received student referrals. The program also participated in community and school recruitment events. Additionally, academic data was analyzed on a regular basis to identify students not flagged by administration. The program had a strong working relationship with the other afterschool programs on site as well as community partners. The program continues to benefit from strong word-of-mouth advertising and organic parent outreach.
- The program used multi-faceted approaches to reach students and families with low attendance. School teachers and staff collaborated in sharing information and providing outreach to families. In addition, the program occasionally offered attendance awards and incentives to drive attendance numbers (provided by partners).
- **Demographics:** The program director believes the students attending the program reflected the population of students within the targeted groups of students. As approved, the program only serves students in grades 3 to 5.

## 2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students for Summer 2021 and 2021-2022 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 (attending at least one day)	
	Summer	Academic Year
<i>Eden Park ES</i>	22	131
<i>Lake Trafford ES</i>	17	130
<i>Pinecrest ES</i>	14	130

## 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
Eden Park ES	77	41	139	74	67
Lake Trafford ES	54	31	133	61	73
Pinecrest ES	102	24	133	71	62

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**
Eden Park ES	0	0	23	114	0	40	2	76
Lake Trafford ES	1	2	42	84	0	80	1	9
Pinecrest ES	0	0	22	111	0	21	0	90

\*Students may be counted more than once.  
 \*\*Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

Table 4. Student Grade: Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Eden Park ES	--	--	--	--	59	36	42	4							141
Lake Trafford ES	--	--	--	--	41	41	49	4							135
Pinecrest ES	--	--	--	--	42	46	45	0							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 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*

- 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, afterschool, and limited holidays during the 2020-2021 reporting year.
- **Summer:** Operations started 06/21/2021 and ended 07/02/2021 – providing 50 hours of total programming at 8 hours/day.
- **Academic Year:** Operations started 8/23/2021 and ended 05/25/2022 with total programming at each site operating 2.5 hours/day.

**Type of Programming:**

- All program was provided in face-to-face format only.

**Summary of Operations:**

- **Summer:** Total of 10 days of summer services at each site – operating 5 days per week and 8 hours per day.
- **Academic Year:** Total of 161 days of academic year services at Eden Park and Pinecrest, and 132 days at Lake Trafford. Eden Park and Pinecrest operated 5 days/week for 2.5 hours/day, while Lake Trafford operated only 4 days/week for 2.5 hours/day. All three sites provided a holiday (spring break) component for 5 days and 8 hours/day.

**Types of Activities:**

- **Summer:** Activities included STEM (e.g., STEMfinity, Discover Education, 4H), Zumba (fitness), academic Kahoots, 7-Habits, mindfulness practice, outside enrichment, and arts.
- **Elementary:** Computers were used for educational exploration (iReady, ALEKS, IXL). Students participate in small group reading and math interventions. 7 Habits of Happy Kids “Leader in Me” curriculum, United Arts Council classes in watercolor painting, dance, musical instrument instruction and Girl Scouts rounded out options.

**Transitions:**

- Students observe a “homeroom style” setup, where activities rotate throughout classes instead of students rotating. For some groups, teachers would transition with the activities, while students remained in their same room.



Complete the tables below as indicated in the headers.

Table 5. Summer 2021 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		
			Weekdays	Weekday Evenings	Weekends/Holidays	Weekdays	Weekday Evenings	Weekends/Holidays
Eden Park Elementary	2	5	8			10	10	10
Lake Trafford Elementary	2	5	8			10	10	10
Pinecrest Elementary	2	5	8			10	10	10

Table 6. 2021-2022 Academic Year Operation

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			
			Before School	During School	After School	Weekends/Holidays	Before School	During School	After School	Weekends/Holidays
Eden Park Elementary	36	5			2.5				161	
Lake Trafford Elementary	37	4			2.5				132	
Pinecrest Elementary	36	5			2.5				161	

#### 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:**

- A total of 40 individuals supported the program.
- Staff included 36 females and 4 males.
- No volunteers in schools due to COVID restrictions.

**Staff Quality:**

- Staffing included 19 certified teachers present for academics.
- 2 had advanced degrees; 21 had undergraduate degrees; 17 had high school diplomas.
- Greatest strength of staff: “staff are from the community, understand the needs, and are committed to supporting students.”
- All staff receive background checks through DCF and drug screenings.

**Turnover:**

- 5 staff left and were replaced during reporting period.
- Program provides staff support and training to reduce turnover.
- On boarded a new Program Director and two site coordinators; once fully on boarded no further challenges. Program was not disrupted.

**Professional Development:**

- Nine (9) trainings were provided during the year, 2 in-person and 7 virtual.
- Regular staff meetings provided additional support.

**Ratio:**

- Academics at 1:10 and Enrichment at 1:20 (maximum).

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	Eden Park Elementary		Lake Trafford Elementary		Pinecrest Elementary			
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	1		2		2			
College Students			3		4			
Community Members								
High School Students								
School Day Teachers (including substitutes)	10		4		5			
Non-teaching School Day Staff			2		2			

Sub-contracted Staff	<b>UAC: 1</b> <b>GS: 2</b>		<b>UAC: 3</b> <b>GS: 3</b>		<b>UAC: 1</b> <b>GS:3</b>			
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 words 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.*

Program Performance Report 2021-2022							
Project #: 11C-2442B-2PCC5		Project Name: Miracle 1					
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 (ELA)	1.A.1	409	246	60%	82	33%	N
English Language Arts (ELA)	1.A.2	409	29	7%	16	55%	N
English Language Arts (ELA)	1.A.3	409	385	94%	239	62%	N
English Language Arts (ELA)	1.A.4	409	4	1%	0	0%	N
Mathematics	1.B.1	409	244	60%	123	50%	N
Mathematics	1.B.2	409	28	7%	19	68%	N
Mathematics	1.B.3	409	385	94%	220	57%	N
Mathematics	1.B.4	409	2	0%	0	0%	N
Grade Point Average (GPA) for Secondary Students	1.C	0	0	0%	0	0%	N
Attendance/Drop out Prevention	2.A	409	0	0%	0	0%	N
Behavior	3.A.1	409	0	0%	0	0%	N
Behavior	3.A.2	409	0	0%	0	0%	N
Engagement/Safe and Supportive Relationships	4.A.1	409	335	82%	254	76%	Y
Engagement/Safe and Supportive Relationships	4.A.2	409	335	82%	288	86%	Y

**Data Collection Methodology:**

- Academic data were collected directly from the District using StopWatch dashboards.
- Personal enrichment data were collected three times per year by enrichment staff.
- All data were entered into EZReports directly by the program director.

**Outcomes Met:**

- All reported outcomes based on regularly participating students (1+ Days Attended).
- 63% improved or maintained high performance in English Language Arts grades, 61% in mathematics, and the average science grade improved from 2.25 to 2.6 (from Q1 to Q4).
- 62%\* of students made gains on their ELA grades; 57%\* of students improved their Math grades.
- 38%\* of third graders tested at or above grade level for FSA Reading performance.
- 80% improved/maintained skills in self-discipline.
- 92% improved/maintained performance in visual arts skills.

*\* indicates objective was not met as proposed; however, promotion is no longer solely determined by FSA score.*

*\*\* As this was the first year of reporting for the updated GPRA measures in Objectives 1.C, 2.A, 3.A.1, and 3.A.2, there is no comparative outcome data for GPA, School Day Attendance, Dropout Prevention nor Behavior Domains available for the 2021-2022 academic year. The first outcomes for these annually reported measures will be provided in the 2022-2023 Summative Evaluation Report.*

**Impact on Population Served:**

- Aside from the outcomes above, the primary impact of the 21st CCLC program, as per the program director, was the impact on the social and emotional well-being of the participating students. Specific curriculum was provided to support student growth, and all activities combined with a supportive staff to impact student motivation to become productive citizens of the community.
- Program will work to recruit more regularly-scheduled certified teachers to help reach program objectives for ELA and Math academics. School sites are still facing large learning setbacks due to COVID-19. Program staff will attempt to get more teachers in the program classrooms through stakeholders, day school administration staff and contacts through NCEF's OSTI Programs. Job postings can also help recruit certified teachers. The teachers will be encouraged to focus on reading intervention curriculum, ELA and Math test prep. This will provide the students with more instructional support with certified teachers running academic enrichment, while program staff can focus on the personal enrichment/SEL piece.

**Data Collection Challenges:**

- No challenges collecting academic data from the District's StopWatch system.
- No challenges reported for collecting enrichment data, with staff providing make-up assessments for absent 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.

- The program provided both paper and electronic surveys depending on teacher and site preferences in order to optimize response rates, with a rate of 81%.
- The findings were overwhelmingly positive: 86% reported increased student engagement and 85% reported students experienced an increase in supportive relationships (or stayed the same).

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 <sup>st</sup> CCLC program improved student engagement ( <i>Increased and Did Not Need to Increase</i> ).
Teacher	<b>81%</b>	<b>86%</b>

## 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.

### **Progress Towards Sustainability:**

- The program believes 50% of current funding would be needed to sustain the program if federal funding ended. Strong relationship with community and BGC partners would help leverage resources to sustain programming, though services would be scaled back.
- Program noted some continuing challenges due to COVID19 including the need to limit in-person partner meetings and host collaborative events virtually.
- To maintain partnerships, the out-of-school-time initiative provided regular meetings to engage partners and keep them informed about the program.
- Program reported no new partners, though maintained 6 continuing partners this year.

### **Advisory Board:**

- Advisory board included the program director, site coordinators, Boys & Girls Club administrators, partners, principals, teachers, and parents.
- Board met twice during the year (December and April).
- Board members shared positive feedback about impact of program and increased student interest in spring camp.

### **Contributions to Program:**

- The program received an estimated \$590,000 in contributions to support 21st CCLC activities and services, with the bulk of contributions coming in the form of direct programming for students, trainings, staffing, and materials to support the program.
- This is equivalent to 84.3% of the 2021-2022 grant award amount (\$699,925).

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Collier County School District	Daily Nutrition Services/Meals; Technology; Student	\$300,000.00	Partner

	Data; Transportation; Teachers		
FSU Center for Child Stress & Health	Mental health services for students; educational student support and skill-building group sessions; Adult family member sessions; Staff training; Resources	\$100,000.00	Partner
Naples Children & Education Foundation	Materials; staffing; training; resources	\$70,000.00	Partner
University of Florida Family Extension	Adult family member sessions; Resources	\$20,000.00	Partner

## 7.0 PROGRAM REFLECTION

*In 300 words or less, provide a narrative with an overall assessment of your 21<sup>st</sup> 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*

Overall, the program met the Engagement/Safe and Supportive Relationships objectives. To achieve these outcomes, the program utilized a variety of activities to improve (1) academic achievement; (2) self-discipline; (3) visual arts skills; (4) career exploration, and (5) adult parenting skills. Despite challenges from COVID-19, the program provided both all in-person afterschool components for summer and academic year programming.

### **Reflections and Lessons Learned:**

- While there are many points of pride for the program, the greatest was the organization's commitment to providing high-quality, consistent programming in the face of continued challenges due to COVID disruptions and workforce challenges. The program implemented a range of new recruitment, training and staff support measures to reduce disruptions and retain staff; staff turnover dropped dramatically during 2021-2022.
- The program saw the introduction of several new staff including a new Program Director mid-year (late November) and two new site coordinators. Despite the challenges that come with onboarding a new team, this brought new perspectives and energy to the program and the staff finished the year strong.

### **Recommendations:**



- Program is encouraged to engage volunteers or mentors in the schools now that COVID-19 restrictions are lifting. Program is interested in exploring this as an option to leverage existing academic support and small-group reading interventions to provide further interventions to support English Language Arts learning, which has been a challenge due to COVID-related learning loss. The program is exploring options through its existing partnerships with the Out of School Time Initiative with NCEF.
- Program is encouraged to return to in-person adult family activities to further engage families in parenting supports and resources in collaboration with University of Florida Family Extension office, with planning already underway for 2022-23.
- Program will work to recruit more regularly-scheduled certified teachers to help reach program objectives for ELA and Math academics. School sites are still facing large learning setbacks due to COVID-19. Program staff will attempt to get more teachers in the program classrooms through stakeholders, day school administration staff and contacts through NCEF's OSTI Programs. Job postings can also help recruit certified teachers. The teachers will be encouraged to focus on reading intervention curriculum, ELA and Math test prep. This will provide the students with more instructional support with certified teachers running academic enrichment, while program staff can focus on the personal enrichment/SEL piece.