Boys & Girls Clubs of Collier County

Miracle 2 Program
11C-2442B-2PCC6

SUMMATIVE EVALUATION REPORT
Project Year 2021-2022

<u>Deliverable Month</u>
July

<u>Due Date</u>
December 1, 2022 at 11:59PM EDT

<u>Submission Environment</u>
EZReports

Reporting Period

The Nita M. Lowey 21st Century Community Learning Center (21st 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

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 for academic and personal enrichment.
- The program has an overarching purpose "to see students fully develop 21st 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 second year of operations.
- The program received $699,955.00 to implement student-focused services at four sites during the 2021-2022 academic year (i.e., 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, (5) increase graduation rate, and (6) increase adult literacy and parenting skills.
- Because of the wide gamut of grade levels served by the program, activities were tailored to students by grade level. For instance, high school students focused on credit recovery, while middle school students participated career readiness, math labs, and reading interventions and support.

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. Financial struggles make food insecurity an ongoing need, which program meets by providing snacks and dinner. The program is significant because parents know they can rely on the program to fill these educational and social gaps.

Tangible and Intangible Benefits:
- ***Tangible***: Food, safe facilities, instruction in visual arts, 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 21st 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 468 students during the 2021-2022 academic year.
- ***Regular Students***: Of the attending students, 381 (78%) attended at least 1 day and are considered "regular participants" for the 2021-2022 grant year.
- ***Average Daily Attendance***: The program served an average of 213 per day within all academic-year components.
- ***Student Recruitment***: Program collaborates closely with school administrators and teachers to obtain student referrals for those whom would benefit most from the program. Staff attend community events and school "Meet the Teacher" events to recruit families. Program collaborates with other afterschool programs to share information on students for recruitment (with some other programs only serving specific age groups).
- ***Demographics***: The program director believes based on outcome data and ongoing feedback from school administrators/teachers that the students attending the program reflected the population that the program aims to reach. However, the program noted high schoolers with extracurricular commitments were difficult to recruit, especially juniors and seniors, due to the nature of the program not being a drop-in model.

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**
Immokalee High School	N/A*	162
Immokalee Middle School	N/A*	100
Highlands Elementary	18	90
Village Oaks Elementary	18	116

*Site did not offer summer programming

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
Immokalee High School	89	33	156	111	51
Immokalee Middle School	63	18	96	55	45
Highlands Elementary	60	26	101	52	52
Village Oaks Elementary	70	31	121	59	63

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**
Immokalee High School			53	102		61	6	42
Immokalee Middle School		2	42	48		4		52
Highlands Elementary			5	97		16	5	78
Village Oaks Elementary	1		44	77		74	1	2

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
Immokalee High School											47	63	35	17	162
Immokalee Middle School							1	36	27	36					100

Highlands Elementary					42	25	27	10							104
Village Oaks Elementary					42	43	33	4							122
* 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 second year of operations, providing afterschool and limited holiday services during the 2021-2022 reporting year.
- Operations started 8/23/2021 and ended 06/01/2022.

Type of Programming:
- The program only provided face-to-face services during the academic year.

Summary of Operations:
- Total of 161 days of academic year service at Highlands and Village Oaks, 135 days at Immokalee High, and 132 days at Immokalee Middle. The elementary school sites operated 5 days/week and 2.5 hours/day, while the middle and high school sites operated 4 days/week and 2 hours/day. The elementary school sites also provided five days of holiday programming (spring break) for 8 hours/day.

Types of Activities:
- ***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, painting, dance, drama classes and Girl Scouts rounded out options.
- ***Middle***: Computers provided educational exploration (ALEKS, MobyMax). Small group reading and math interventions were offered. 7 Habits of Happy Highly effective teens, MicroBits, arts instruction and Girl Scouts were student options.
- ***High***: Computers were used for educational exploration (ALEKS, SAT/ACT prep). Small group reading and math sessions were offered. 7 Habits of Happy Highly effective teens, Junior Achievement, engineering, Girl Scouts, watercolor and yoga classes, and Taste the Impact rounded out the slate of options.

Transitions:
- Some 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. For middle and high schools, the students transition along with a staff member to ensure effectiveness and safety.

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
Immokalee High School	0	0	0	0	0	0	0	0
Immokalee Middle School	0	0	0	0	0	0	0	0
Highlands Elementary	2	5	8	0	0	10	10	10
Village Oaks Elementary	2	5	8	0	0	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
Immokalee High School	37	4			2				135	
Immokalee Middle School	36	4			2				132	
Highlands Elementary	36	5			2.5				161	
Village Oaks 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 95 individuals supported the program during 2021-2022.
- Staff included 84 females and 11 males.
- No volunteers were allowed in schools due to COVID restrictions.

Staff Quality:
- Staffing included 38 certified teachers present for academic-based programming.
- 4 had advanced degrees; 60 had undergraduate degrees; 31 had a high school diploma.
- Greatest strength of staffing: "staff are from this community and are passionate about supporting families and students with the unique challenges they face."
- All staff receive background checks through DCF and drug screenings.

Turnover:
- 3 staff left and were replaced during reporting period.
- Program provides support and training to reduce turnover.
- No significant issues from turnover. Program designed for quick transitions of staff.

Professional Development:
- Nine (9) trainings provided during the year, 1 in-person and 7 virtual.
- Regular staff meetings provided for ongoing communication and planning.

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

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	Immokalee High School		*Immokalee Middle School*		*Highlands Elementary*		*Village Oaks Elementary*	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	2		2		2		1	
College Students	1				6		3	
Community Members								

High School Students								
School Day Teachers (including substitutes)	7		7		6		11	7
Non-teaching School Day Staff	2		5		3		3	2
Sub-contracted Staff	UAC: 3		UAC: 3		UAC: 2 GS: 4 UF: 4		UAC: 2 GS: 4	UAC: 3
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.*

<table>
<tr><td colspan="8" align="center">Program Performance Report 2021-2022</td></tr>
<tr><td colspan="8">Project #: 11C-2442B-2PCC6   Project Name: Miracle 2</td></tr>
<tr>
<th>Domain</th>
<th>Objective #</th>
<th>Total # of Participants Served</th>
<th>Total # of Participants Measured</th>
<th>% of Participants Measured</th>
<th>Total # of Participants Meeting SOS</th>
<th>% of Participants Meeting SOS</th>
<th>Benchmark Met</th>
</tr>
<tr><td>English Language Arts (ELA)</td><td>1.A.1</td><td>501</td><td>210</td><td>42%</td><td>71</td><td>34%</td><td>N</td></tr>
<tr><td>English Language Arts (ELA)</td><td>1.A.2</td><td>501</td><td>33</td><td>7%</td><td>15</td><td>45%</td><td>N</td></tr>
<tr><td>English Language Arts (ELA)</td><td>1.A.3</td><td>501</td><td>437</td><td>87%</td><td>242</td><td>55%</td><td>N</td></tr>
<tr><td>English Language Arts (ELA)</td><td>1.A.4</td><td>501</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
<tr><td>Mathematics</td><td>1.B.1</td><td>326</td><td>194</td><td>60%</td><td>99</td><td>51%</td><td>N</td></tr>
<tr><td>Mathematics</td><td>1.B.2</td><td>501</td><td>34</td><td>7%</td><td>19</td><td>56%</td><td>N</td></tr>
<tr><td>Mathematics</td><td>1.B.3</td><td>501</td><td>414</td><td>83%</td><td>211</td><td>51%</td><td>N</td></tr>
<tr><td>Mathematics</td><td>1.B.4</td><td>501</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
<tr><td>Grade Point Average (GPA) for Secondary Students</td><td>1.C</td><td>288</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
<tr><td>Attendance/Drop out Prevention</td><td>2.A</td><td>501</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
<tr><td>Behavior</td><td>3.A.1</td><td>501</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
<tr><td>Behavior</td><td>3.A.2</td><td>501</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
<tr><td>Engagement/Safe and Supportive Relationships</td><td>4.A.1</td><td>501</td><td>402</td><td>80%</td><td>274</td><td>68%</td><td>N</td></tr>
<tr><td>Engagement/Safe and Supportive Relationships</td><td>4.A.2</td><td>501</td><td>402</td><td>80%</td><td>282</td><td>70%</td><td>N</td></tr>
</table>

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
- 60% improved or maintained high performance in English Language Arts grades and 59% in mathematics.
- 55%* made gains on their ELA grades; 51%* made gains on their Math grades.
- 60%* of third graders were eligible for promotion based on FSA Reading performance.
- 100% of seniors in the program graduated from high school.
- 80% improved/maintained skills in self-discipline.
- 83% improved/maintained performance in visual arts skills.
- 100% improved/maintained engagement in career exploration.
- *indicates objective changed by district – promotion no longer determined solely 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 additional overwhelming impact of the program, as per the program director, was the support of the social and emotional well-being of the participating students.
- 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 activities and curriculum.

Data Collection Challenges:

- The only challenges collecting academic data from the District's StopWatch system involved obtaining end-of-algebra exam outcomes, which is pending resolution at the time of this report submission.
- No challenges reported for collecting enrichment data, with the 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.

- Teachers were provided electronic or paper surveys depending on the needs of the teacher/site and in order to optimize return rates which was 81%.
- 70% saw an increase in student engagement and 68% reported that the level of safe and supportive relationships increased for participants (or did not need to increase).

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21st CCLC program improved student engagement (*Increased and Did Not Need to Increase*).
Teacher	**81%**	**70%**

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 Boys and Girls Club 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 and 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 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 ($699,955).

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 Data; Transportation; Teachers	$300,000.00	Partner
University of Florida Family Extension	Adult family member sessions; student sessions; Resources	$20,000.00	Partner
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

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*

Despite continued challenges from COVID-19, in-person services were provided throughout the 2021-2022 academic year.

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.
- Due to the ongoing impacts of COVID, the program saw increased need for curriculum to support student self-discipline measures as well as challenges due to learning lags in English Language Arts.

Recommendations:

- Program is encouraged to explore curriculum and personal enrichment to support further student emotional and mental health and improve student self-discipline outcomes.
- Program is encouraged to further collaborate with administrators, teachers and partners to find innovative ways to address learning gaps due to COVID. This includes new curriculum and partnerships to enhance existing supports with small group reading and math interventions.
- Program is encouraged to resume in-person Adult Family Activities in the coming academic year to provide further parenting support to families.
- 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 activities and curriculum.