This 21st Century Community Learning Center served 251 students from two Title I middle schools in the Hillsborough County Public Schools district during 2018-19.
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- Conclusions 6-1
Boys & Girls Clubs of Tampa Bay
21st Century Community Learning Centers

The program served students from two middle schools in Hillsborough County Public Schools: Shields and Webb.

152
Regular Attenders
(>30 days)
251 enrolled

9/13
Objectives Met

83%
improved school-day attendance

70%
ELA

72%
Math

63%
Science

Percent of students who maintained/improved their class grades from Quarter 1 to Quarter 4

99%
promoted to the next grade level

42%
ELA

49%
Math

40%
Science

Percent of students earning a 3 or better on the FSA.

65% of parents say that without this program their child would be home alone after school.

77% of students say the program definitely helps them understand that following rules is important.

74% of students responded that the program definitely makes them feel safe.
“The activity I've enjoyed this year was the elective things that you get to choose to do and have fun with.”
Introduction

The 21st Century Community Learning Centers (21st CCLC) program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend low-income and low-performing schools. The purpose of the 21st CCLC program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that improve academic achievement, offer enrichment activities designed to reinforce and complement the regular school curriculum, and to provide opportunities for families to be actively engaged in their child’s education.

The Boys & Girls Clubs of Tampa Bay (BGC-Tampa Bay) have a long history of serving students and families in the Tampa Bay area. This evaluation covers the implementation of the 21st CCLC program in two middle schools in 2018-19: Shields and Webb (grant 92B-2447B-7PCC2). Both are high-poverty schools with diverse student populations.

This was the fourth year of programming at these sites through this 21st CCLC grant cycle. It has built on a long history of BGC-Tampa Bay involvement in both Shields and Webb Middle Schools. In 2010, BGC-Tampa Bay implemented a comprehensive summer program at Webb, with support from the United Way of Tampa Bay. That program served 60 middle schoolers each summer for several years and led to a partnership between the school district and BGC-Tampa Bay that included BGC programming on school campuses during the school year and as an elective for 6th graders.

The partnership then expanded to Shields and Van Buren Middle Schools. At the time (2014), Webb (school grade C), Shields (school grade C), and Van Buren (school grade F) were identified as three of the most underperforming Title I middle schools in the district. Fully 40% of economically disadvantaged youth attending one of these schools did not graduate with a standard high school diploma within five years of their entry into ninth grade - double the overall state average. The district had seen a 200% increase of dropouts since 2010, with less than 50% of at-risk students graduating.
In 2018-19, Shields and Webb Middle Schools served a total of 251 students across its summer and school-year programs. Of these, 152 attended for at least 30 days.

Most of the 152 students (95%) qualified for free/reduced lunch. Approximately 10% were current or former English language learners. Most students were Hispanic (65%) or African American (15%).

Students were enrolled in all the targeted grade levels.
The evaluation of the 2018-19 BGC-Tampa Bay 21st CCLC program included both quantitative and qualitative methods:

- FLDOE surveys of students, parents, and the regular school-day teachers of students;
- pre-/post-surveys of parents administered by the program to assess parent confidence in advocating for their child's educational needs and knowledge of educational roles/ responsibilities;
- review of student demographic, attendance, discipline, and academic data from the school district;
- review of student program attendance and academic data;
- site observations completed by the external evaluator; and
- input from program staff and the director.
“I got to plan what career fits me when I'm older.”
In 2018-19, the BGC-Tampa Bay program enrolled a total of 251 students across the summer and school-year programs (unduplicated count). Of these, 152 attended for at least 30 days. Among all students, the median attendance was 54 days. Graphing the number of days attended by each student, the curve is fairly smooth, with an inflection point at 30 days.
At the site level, Shields had slightly more total participants and regular attenders than Webb did.

<table>
<thead>
<tr>
<th>School</th>
<th>All Program Participants</th>
<th>Regular Attenders (30+ days)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer Only</td>
<td>School Year Only</td>
</tr>
<tr>
<td>Shields</td>
<td>33</td>
<td>72</td>
</tr>
<tr>
<td>Webb</td>
<td>32</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>128</td>
</tr>
</tbody>
</table>

This year, the program had a decrease in the number of total participants and the number of regular attenders compared to Year 3. The percentage of students who attended for 30+ days this year (61%) was slightly less than the previous year (63%).

**Trend in Number and Percentage of Students Participating in BGC-Tampa Bay 21st CCLC**

<table>
<thead>
<tr>
<th>Program Year</th>
<th>School Year</th>
<th>Summer Only</th>
<th>School Year Only</th>
<th>Both</th>
<th>Total Students</th>
<th># of Students 30+ days</th>
<th>% of students 30+ days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15-16</td>
<td>0</td>
<td>205</td>
<td>0</td>
<td>205</td>
<td>173</td>
<td>84%</td>
</tr>
<tr>
<td>2</td>
<td>16-17</td>
<td>54</td>
<td>149</td>
<td>69</td>
<td>272</td>
<td>161</td>
<td>59%</td>
</tr>
<tr>
<td>3</td>
<td>17-18</td>
<td>87</td>
<td>138</td>
<td>71</td>
<td>296</td>
<td>186</td>
<td>63%</td>
</tr>
<tr>
<td>4</td>
<td>18-19</td>
<td>65</td>
<td>128</td>
<td>58</td>
<td>251</td>
<td>152</td>
<td>61%</td>
</tr>
</tbody>
</table>
### Shields

<table>
<thead>
<tr>
<th>Program Year</th>
<th>School Year</th>
<th>Summer Only</th>
<th>School Year Only</th>
<th>Both</th>
<th>Total Students</th>
<th># of Students 30+ days</th>
<th>% of students 30+ days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15-16</td>
<td>0</td>
<td>122</td>
<td>0</td>
<td>122</td>
<td>119</td>
<td>98%</td>
</tr>
<tr>
<td>2</td>
<td>16-17</td>
<td>25</td>
<td>79</td>
<td>29</td>
<td>133</td>
<td>74</td>
<td>56%</td>
</tr>
<tr>
<td>3</td>
<td>17-18</td>
<td>38</td>
<td>62</td>
<td>31</td>
<td>131</td>
<td>86</td>
<td>66%</td>
</tr>
<tr>
<td>4</td>
<td>18-19</td>
<td>33</td>
<td>72</td>
<td>27</td>
<td>132</td>
<td>78</td>
<td>59%</td>
</tr>
</tbody>
</table>

### Webb

<table>
<thead>
<tr>
<th>Program Year</th>
<th>School Year</th>
<th>Summer Only</th>
<th>School Year Only</th>
<th>Both</th>
<th>Total Students</th>
<th># of Students 30+ days</th>
<th>% of students 30+ days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15-16</td>
<td>0</td>
<td>83</td>
<td>0</td>
<td>83</td>
<td>54</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>16-17</td>
<td>29</td>
<td>70</td>
<td>40</td>
<td>139</td>
<td>87</td>
<td>63%</td>
</tr>
<tr>
<td>3</td>
<td>17-18</td>
<td>49</td>
<td>76</td>
<td>40</td>
<td>165</td>
<td>100</td>
<td>61%</td>
</tr>
<tr>
<td>4</td>
<td>18-19</td>
<td>32</td>
<td>56</td>
<td>31</td>
<td>119</td>
<td>74</td>
<td>62%</td>
</tr>
</tbody>
</table>

Student demographics for all program participants and just the regular attenders are provided in the tables that follow. As shown, there were few differences in demographics between the two groups. The average regular attender was slightly more likely to be male at Shields but female at Webb. The average regular attender at either school was most likely to be Hispanic, in 6th grade, and neither limited English proficient nor identified as needing special education.
### All Program Participants

<table>
<thead>
<tr>
<th>School</th>
<th>Male</th>
<th>Female</th>
<th>DK</th>
<th>Age Range</th>
<th>Male</th>
<th>Female</th>
<th>DK</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shields</td>
<td>69</td>
<td>83</td>
<td>0</td>
<td>12-16</td>
<td>42</td>
<td>36</td>
<td>0</td>
<td>12-16</td>
</tr>
<tr>
<td>Webb</td>
<td>51</td>
<td>68</td>
<td>0</td>
<td>12-16</td>
<td>27</td>
<td>47</td>
<td>0</td>
<td>12-16</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>131</td>
<td>0</td>
<td></td>
<td>69</td>
<td>83</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Students with Special Needs

<table>
<thead>
<tr>
<th>School</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shields</td>
<td>16</td>
<td>114</td>
<td>2</td>
<td>24</td>
<td>106</td>
<td>2</td>
<td>8</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>Webb</td>
<td>9</td>
<td>110</td>
<td>0</td>
<td>19</td>
<td>100</td>
<td>0</td>
<td>7</td>
<td>67</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>224</td>
<td>0</td>
<td>43</td>
<td>206</td>
<td>0</td>
<td>15</td>
<td>137</td>
<td>0</td>
</tr>
</tbody>
</table>

### Regular Attenders

<table>
<thead>
<tr>
<th>School</th>
<th>Limited English Proficient</th>
<th>Identified with Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Shields</td>
<td>16</td>
<td>114</td>
</tr>
<tr>
<td>Webb</td>
<td>9</td>
<td>110</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>224</td>
</tr>
</tbody>
</table>
### Grade in School: All Program Participants

<table>
<thead>
<tr>
<th>School</th>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shields</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Webb</td>
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</tbody>
</table>

### Grade in School: Regular Attenders

<table>
<thead>
<tr>
<th>School</th>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shields</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Webb</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>
Over time, the profile of a regular attender has shifted only slightly in certain areas. In 2017-18, the greatest proportion of students were in 8th grade but this year, more regular attenders were 6th graders. Somewhat higher percentages of students this year were eligible for free/reduced lunch.

### Free/Reduced Lunch Status

<table>
<thead>
<tr>
<th>School</th>
<th>All Program Participants</th>
<th>Regular Attenders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Free/Reduced-Price Lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Shields</td>
<td>123</td>
<td>7</td>
</tr>
<tr>
<td>Webb</td>
<td>115</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>11</td>
</tr>
</tbody>
</table>

### Percent in Grade

<table>
<thead>
<tr>
<th></th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>46%</td>
<td>31%</td>
<td>23%</td>
</tr>
<tr>
<td>2016-17</td>
<td>32%</td>
<td>32%</td>
<td>36%</td>
</tr>
<tr>
<td>2017-18</td>
<td>32%</td>
<td>25%</td>
<td>43%</td>
</tr>
<tr>
<td>2018-19</td>
<td>39%</td>
<td>32%</td>
<td>29%</td>
</tr>
</tbody>
</table>

### Demographic Information

<table>
<thead>
<tr>
<th></th>
<th>% Male</th>
<th>% Hispanic</th>
<th>% Limited English</th>
<th>% Free/Reduced w/ Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>43%</td>
<td>53%</td>
<td>17%</td>
<td>93%</td>
</tr>
<tr>
<td>2016-17</td>
<td>54%</td>
<td>62%</td>
<td>2%</td>
<td>90%</td>
</tr>
<tr>
<td>2017-18</td>
<td>49%</td>
<td>61%</td>
<td>23%</td>
<td>92%</td>
</tr>
<tr>
<td>2018-19</td>
<td>45%</td>
<td>65%</td>
<td>10%</td>
<td>95%</td>
</tr>
</tbody>
</table>
“I got to learn about mysteries and how to find clues.”
This year, the BGC-Tampa Bay program operated at two middle schools, Shields and Webb. The sites share a common set of resources, including both curriculum and staff training. However, each center is expected to adapt to its population. The result is a mix of central organization, where the project director oversees the general functioning of each site, staff training, and the provision of materials, and site-specific organization, where the site coordinator works with each school's leadership to obtain space, recruit students, and determine the specifics of the program's offerings. For example, since student choice is an important principle for the program, students may be offered the same set of opportunities at both sites, but students at one site may choose to do activities that students at the other site do not.
### Summer 2018 Operation

<table>
<thead>
<tr>
<th>Total Number of Weeks Open</th>
<th>Typical Number of Days Open per Week</th>
<th>Typical Number of Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shields</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>47.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Webb</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>47.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

### School Year Operations

During the school year, the program operated before and after school:

- **before school, Monday through Friday:** 7:30 am to 9:00 am
- **after school, Monday:** 3:30 pm to 6:00 pm
- **after school, Tuesday through Friday:** 4:30 pm to 6:00 pm

The program operated every day that school was in session.

<table>
<thead>
<tr>
<th>Total # Weeks</th>
<th>Total # Days</th>
<th>Typical # Days per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shields</td>
<td>38</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.8</td>
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<tr>
<td></td>
<td></td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>180</td>
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<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>180</td>
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<td>0</td>
</tr>
<tr>
<td>Webb</td>
<td>38</td>
<td>180</td>
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<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
The focus is on academics in the morning, including tutoring and homework help (sometimes termed Power Hour in Boys & Girls Clubs). The afternoons focus on enrichment activities, including student-choice programs such as:

- Fine and Performing Arts - multiple programs that allowed students to learn and practice various forms of fine and performance arts, including painting, drawing, and sculpting, as well as dance, spoken word, and theatre. Students used these programs as a form of self-expression and to deepen their understanding and appreciation of famous individuals in these fields;

- DIY STEM - a hands-on, activity-based Science Technology Engineering and Math (STEM) curriculum with five modules: energy and electricity; engineering design; food chemistry; aeronautics; and robotics;

- NetSMARTZ - curriculum that focused on cyber safety and what it means to be a good digital citizen. Students also learned how to handle and prevent cyber bullying, plagiarism, and unsafe internet/social media practices;

- SMART Moves - Skills Mastery and Resiliency Training (SMART) Moves is a national Boys & Girls Club program that focuses on drug, alcohol, and sexual activity prevention. Students learn skills for handling various situations they may encounter during their formative years;

- Triple Play - a program that emphasizes good nutrition, regular physical activity, and improving overall well-being. With both team and individual sports, the program has a promising research base.

In the afternoons, the typical daily schedule was supper in the cafeteria from 4:30 to 4:45, followed by programming in one of three rooms on campus. One room provided physical activity options and the other two rotated among curriculum areas such as science and interest-based, project-based learning. The extra time on Monday afternoons was typically spent in Academic Building Blocks or team building.
I enjoyed...“going to field trips to help people and drawing in my art club.”
There are two kinds of paid staff involved in the 21st CCLC. First, there are BGC staff members, who are full-time and who have been trained in the BGC culture, which is to empower and support youth to succeed in school and life. Second, there are staff members hired by BGC-Tampa Bay to provide specific services. These staff members are largely teachers recruited from the school sites and who support the goals of the program. Other paid staff include college students who provide mentoring and activity supervision.

This year, the previous Shields site coordinator moved into the project director role. A number of teachers working in the program changed from last year to this year, but otherwise operations at the two sites in Year 4 were largely the same as in Year 3. Webb enjoyed the continuity afforded from having the same principal in Years 2, 3, and 4. The new principal at Shields is a former administrative liaison for the 21st CCLC program.
As in years past, program staff tended to mirror student demographics. Program leaders are African American, Asian, and Hispanic. Program teachers and staff were observed to be African American, Asian, Hispanic, and White.

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</table>
The student-to-staff ratio in academic enrichment programs maintained a 1:10 ratio and for personal enrichment activities a 1:20 ratio. Activities were often supported by BGC 21st CCLC teachers, to ensure students received adequate support and guidance.

Similar to Years 1-3, the BGC-Tampa Bay staff met often for informal training. At the beginning of the program/school year, the program held a lesson plan training for staff involved in adapting curricula to each site. This training focused on measurable outcomes and the importance of tying each activity back to an outcome. A total of 4 (2 at Shields and 2 at Webb) completed that training this year, which lasted 2 hours; other staff members had completed the same training in prior years. A total of 7 (4 at Shields and 3 at Webb) completed a combined training class on classroom management and programming that lasted 4 hours. The Site Coordinators each completed a variety of training, including:

- Lesson Planning & Alignment with School-Day Standards
- Classroom Management
- Program Training: Triple Play
- Program Training: DimensionU
- Budget Training
- Emergency Procedures & Club Safety
- Compliance with 21st Century
- 21st Century Overview
- First Fridays
- Program Schedule Development
I enjoyed...“being with my friends.”
Program Outcomes

Objectives and Outcomes

In its grant application, the BGC-Tampa Bay 21st CCLC program established 13 objectives.

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics: English Language Arts</td>
<td>1. 80% of regularly participating students will improve to a satisfactory English Language Arts (ELA) grade or above, or maintain a high grade across the program year.</td>
</tr>
<tr>
<td></td>
<td>2. 40% of regularly participating students will achieve a satisfactory level or above on the ELA FSA.</td>
</tr>
<tr>
<td></td>
<td>3. 80% of regularly participating students will improve their ELA skills as measured by local pre-/post-assessment.</td>
</tr>
<tr>
<td>Academics: Mathematics</td>
<td>4. 80% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.</td>
</tr>
<tr>
<td></td>
<td>5. 40% of regularly participating students will achieve a satisfactory level or above on the Math FSA.</td>
</tr>
<tr>
<td></td>
<td>6. 80% of regularly participating students will improve their math skills as measured by local pre-/post-assessment.</td>
</tr>
<tr>
<td>Academics: Science</td>
<td>7. 80% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.</td>
</tr>
<tr>
<td></td>
<td>8. 40% of regularly participating students will achieve a satisfactory level or above on the Science FSA.</td>
</tr>
<tr>
<td></td>
<td>9. 80% of regularly participating students will improve their knowledge of science as measured by local pre-/post-assessment.</td>
</tr>
<tr>
<td><strong>Personal Enrichment</strong></td>
<td>10. 80% of regularly participating students will decrease their absences as measured by school / district records.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Dropout Prevention/ College &amp; Career Readiness</strong></td>
<td>11. 80% of regularly participating students will increase their grade promotion as measured by school / district records.</td>
</tr>
<tr>
<td><strong>Adult Family Member Performance</strong></td>
<td>12. 25% of the adult family members of regularly participating students will increase their literacy as measured by local pre-/post-assessment.</td>
</tr>
<tr>
<td></td>
<td>13. 25% of the adult family members of regularly participating students will increase their involvement in student education as measured by event logs.</td>
</tr>
</tbody>
</table>

Through a data sharing agreement with Hillsborough County Public Schools, the program obtained students' report cards, FSA results, grade promotion results, school attendance, school disciplinary, and demographic data via electronic files, eliminating the need for much paper-based data collection. The remaining data necessary to assess the program's progress in reaching its objectives were collected locally by program staff.

Few difficulties were encountered in collecting data files from the school district. Likewise, program staff was diligent in collecting sign-in sheets at family events and had no missing data in that area. Administration of pre-/post-assessments with students and parents faced the usual challenges of some students/families leaving the program without notice, leaving no opportunity to collect post data.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Data Source/Instrument</th>
<th>Data Collection Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ELA class grades</td>
<td>School district database file</td>
<td>End of each school quarter</td>
</tr>
<tr>
<td>2. ELA FSA</td>
<td>School district database file</td>
<td>End of the school year</td>
</tr>
<tr>
<td>3. ELA local assessment (FSA prep)</td>
<td>Program staff administers the assessments and calculates scores for each student</td>
<td>Beginning, middle, and end of school year</td>
</tr>
<tr>
<td>4. Math class grades</td>
<td>School district database file</td>
<td>End of each school quarter</td>
</tr>
<tr>
<td>5. Math FSA</td>
<td>School district database file</td>
<td>End of the school year</td>
</tr>
<tr>
<td>6. Math local assessment (FSA prep)</td>
<td>Program staff administers the assessments and calculates scores for each student</td>
<td>Beginning, middle, and end of school year</td>
</tr>
<tr>
<td>7. Science class grades</td>
<td>School district database file</td>
<td>End of each school quarter</td>
</tr>
<tr>
<td>8. Science FSA</td>
<td>School district database file</td>
<td>End of the school year</td>
</tr>
<tr>
<td>9. Science local assessment (FSA prep)</td>
<td>Program staff administers the assessments and calculates scores for each student</td>
<td>Beginning, middle, and end of school year</td>
</tr>
<tr>
<td>10. Student attendance</td>
<td>School district database file</td>
<td>End of each school quarter</td>
</tr>
<tr>
<td>11. Student grade level promotion</td>
<td>School district database file</td>
<td>End of the school year</td>
</tr>
<tr>
<td>12. Adult family member 21st CCLC event attendance</td>
<td>Event sign-in sheets</td>
<td>At each 21st CCLC event</td>
</tr>
<tr>
<td>13. Adult family member literacy skills local assessment</td>
<td>Local</td>
<td>Beginning and end of the school year</td>
</tr>
</tbody>
</table>
Progress in ELA Objectives

For all of the ELA objectives, only those students who were regular attenders during the school year and had available scores were included in the assessment of progress. Success was measured in these ways:

- Class Grades - earning an A/B on the 4th Quarter report card or improving from a D/F in the 1st Quarter to a C in the 4th Quarter;
- FSA - earning a 3 or better; and
- Local Assessment - any improvement in score from the pre-assessment to the post-assessment.

In this area, the program achieved one objective (#2). Webb students maintained/improved their class grades at a slightly higher rate and showed higher rates of improvement on the FSA prep assessment, as well as greater proficiency on the FSA than Shields students.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard of Success</th>
<th># of Students Measured</th>
<th># of Students Successful</th>
<th>% of Students Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ELA class grades</td>
<td>80%</td>
<td>Total: 150</td>
<td>Total: 105</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 77</td>
<td>Shields: 51</td>
<td>66%</td>
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<td></td>
<td></td>
<td>Webb: 73</td>
<td>Webb: 54</td>
<td>74%</td>
</tr>
<tr>
<td>2. ELA FSA</td>
<td>40%</td>
<td>Total: 149</td>
<td>Total: 62</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 76</td>
<td>Shields: 23</td>
<td>30%</td>
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<tr>
<td></td>
<td></td>
<td>Webb: 73</td>
<td>Webb: 39</td>
<td>53%</td>
</tr>
<tr>
<td>3. ELA local assessment (FSA prep)</td>
<td>80%</td>
<td>Total: 135</td>
<td>Total: 96</td>
<td>71%</td>
</tr>
<tr>
<td></td>
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<td>Shields: 63</td>
<td>Shields: 44</td>
<td>70%</td>
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<tr>
<td></td>
<td></td>
<td>Webb: 72</td>
<td>Webb: 52</td>
<td>72%</td>
</tr>
</tbody>
</table>
Based on these data, the program should work to support students in improving their ELA class grades by:

- facilitating additional review activities specific to current classwork during the morning 21st CCLC sessions; and
- requesting that classroom teachers provide specific guidance regarding areas in need of improvement for students earning less than a B in each quarter.

These actions are the only programmatic changes indicated by the data. The only data collection improvement needed is in the area of FSA pre-/post-assessments. Program staff should strive to collect FSA prep data from a larger percentage of the students.

**Progress in Math Objectives**

For all of the Math objectives, only those students who were regular attenders during the school year and had available scores were included in the assessment of progress. Success was measured in these ways:

- Class Grades - earning an A/B on the 4th Quarter report card or improving from a D/F in the 1st Quarter to a C in the 4th Quarter;
- FSA - earning a 3 or better; and
- Local Assessment - any improvement in score from the pre-assessment to the post-assessment.

In this area, the program achieved two objectives (#5 and #6). Shields students maintained/improved their class grades at a slightly higher rate and showed higher rates of improvement on the FSA prep assessment than Webb students. Despite this, the Webb students demonstrated greater proficiency on the FSA.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard of Success</th>
<th># of Students Measured</th>
<th># of Students Successful</th>
<th>% of Students Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Math class grades</td>
<td>80%</td>
<td>Total: 150</td>
<td>Total: 108</td>
<td>Total: 72%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 77</td>
<td>Shields: 56</td>
<td>Shields: 73%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webb: 73</td>
<td>Webb: 52</td>
<td>Webb: 71%</td>
</tr>
<tr>
<td>5. Math FSA</td>
<td>40%</td>
<td>Total: 133</td>
<td>Total: 65</td>
<td>Total: 49%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 69</td>
<td>Shields: 26</td>
<td>Shields: 38%</td>
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<td></td>
<td>Webb: 64</td>
<td>Webb: 39</td>
<td>Webb: 61%</td>
</tr>
<tr>
<td>6. Math local assessment (FSA prep)</td>
<td>80%</td>
<td>Total: 135</td>
<td>Total: 116</td>
<td>Total: 86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 63</td>
<td>Shields: 57</td>
<td>Shields: 90%</td>
</tr>
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<td>Webb: 72</td>
<td>Webb: 59</td>
<td>Webb: 82%</td>
</tr>
</tbody>
</table>

Based on these data, the program should work to support students in improving their math class grades by:

- facilitating additional review activities specific to current classwork during the morning 21st CCLC sessions; and

- requesting that classroom teachers provide specific guidance regarding areas in need of improvement for students earning less than a B in each quarter.

These actions are the only programmatic changes indicated by the data. Program staff should strive to collect FSA prep data from a larger percentage of the students.
For all of the Science objectives, only those students who were regular attenders during the school year and had available scores were included in the assessment of progress. Success was measured in these ways:

- Class Grades - earning an A/B on the 4th Quarter report card or improving from a D/F in the 1st Quarter to a C in the 4th Quarter;
- FSA - earning a 3 or better; and
- Local Assessment - any improvement in score from the pre-assessment to the post-assessment.

In this area, the program achieved two objectives (#8 and #9). Shields students maintained/improved their class grades at a higher rate while the Webb students showed higher rates of improvement on the FSA prep assessment and demonstrated greater proficiency on the FSA.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard of Success</th>
<th># of Students Measured</th>
<th># of Students Successful</th>
<th>% of Students Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Science class grades</td>
<td>80%</td>
<td>Total: 150</td>
<td>Total: 94</td>
<td>Total: 63%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 77</td>
<td>Shields: 54</td>
<td>Shields: 70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webb: 73</td>
<td>Webb: 40</td>
<td>Webb: 55%</td>
</tr>
<tr>
<td>8. Science FSA</td>
<td>40%</td>
<td>Total: 43</td>
<td>Total: 17</td>
<td>Total: 40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 25</td>
<td>Shields: 9</td>
<td>Shields: 36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webb: 18</td>
<td>Webb: 8</td>
<td>Webb: 44%</td>
</tr>
<tr>
<td>9. Science local assessment (FSA prep)</td>
<td>80%</td>
<td>Total: 134</td>
<td>Total: 111</td>
<td>Total: 83%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 63</td>
<td>Shields: 51</td>
<td>Shields: 81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webb: 71</td>
<td>Webb: 60</td>
<td>Webb: 85%</td>
</tr>
</tbody>
</table>
Based on these data, the program should work to support students in improving their science class grades by:

- facilitating additional review activities specific to current classwork during the morning 21st CCLC sessions; and
- requesting that classroom teachers provide specific guidance regarding areas in need of improvement for students earning less than a B in each quarter.

These actions are the only programmatic changes indicated by the data. Program staff should strive to collect FSA prep data from a larger percentage of the students.

---

**Progress in Other Student Objectives**

For these two student objectives, regular attenders in either or both of the summer or school-year programs were included in the assessment of progress. Success was measured in these ways:

- **School-Day Attendance** - students who improved their rate of attendance from last year to this year, had 95%+ attendance both years, or had 95%+ attendance this year and lacked data for the prior year; and
- **Grade Promotion** - students who were promoted at the end of this year to the next grade level.

**In this area, the program achieved both objectives.** Regarding attendance, 7 students had perfect attendance and another 102 had 95%+ attendance this year. Nearly all BGC-Tampa Bay students were promoted to the next grade level this year.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard of Success</th>
<th># of Students Measured</th>
<th># of Students Successful</th>
<th>% of Students Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Improved school day attendance</td>
<td>80%</td>
<td>Total: 151</td>
<td>Total: 126</td>
<td>Total: 83%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 77</td>
<td>Shields: 64</td>
<td>Shields: 83%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webb: 74</td>
<td>Webb: 62</td>
<td>Webb: 84%</td>
</tr>
<tr>
<td>11. Promotion to the next grade level</td>
<td>40%</td>
<td>Total: 152</td>
<td>Total: 151</td>
<td>Total: 99%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 79</td>
<td>Shields: 78</td>
<td>Shields: 99%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webb: 73</td>
<td>Webb: 73</td>
<td>Webb: 100%</td>
</tr>
</tbody>
</table>

### Progress in Adult Family Member Objectives

For these two adult family member objectives, only families where the student was a regular attender in the school year program were included. Success was measured in these ways:

- **Event Attendance** - families who attended one or more program events during the school year; and
- **Improved Knowledge of Parental Role in Education** - families who demonstrated improved knowledge of their role in their child’s education from pre- to post-assessment.

Compared to last year, data collection of the pre-/post-assessments was improved. Last year, program staff only collected a pre- and post-assessment from 84 adult family members. This year, that figure increased to 99.
In this area, the program achieved both objectives (#12 and #13). Nearly three-fourths of all program families attended one or more events this year, with a slightly higher percentage of Shields families attending events. A majority of the families with pre-/post-assessment data demonstrated improved knowledge of their role in their child’s education and comfort in advocating for their child’s educational needs, with a higher percentage of Shields families demonstrating improvements.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard of Success</th>
<th># Measured</th>
<th># Successful</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Improved family member literacy skills based on event attendance</td>
<td>25%</td>
<td>Total: 131</td>
<td>Total: 104</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 67</td>
<td>Shields: 57</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webb: 64</td>
<td>Webb: 47</td>
<td>73%</td>
</tr>
<tr>
<td>13. Improved family literacy skills based on pre/post</td>
<td>25%</td>
<td>Total: 99</td>
<td>Total: 67</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shields: 38</td>
<td>Shields: 28</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webb: 61</td>
<td>Webb: 39</td>
<td>64%</td>
</tr>
</tbody>
</table>

In Year 4, the program modified the paper-based parent survey to improve readability and facilitate quicker data entry. No programmatic changes are indicated by the data.

Other Findings

The Florida Department of Education provided end-of-year survey instruments for 21st CCLC programs to distribute to teachers, parents, and students. In Year 4, the external evaluator hosted the surveys in order to include additional questions.
Teacher Surveys

Of the 123 teacher surveys received, many responded that their student(s) either did not need to improve or had improved over the course of the year in the areas provided (such as behavior, attendance, performance, etc.). Looking only at responses for students with room for improvement, the majority of teachers responded that they had seen improvement in the areas of turning in homework on time, completing quality homework, academic performance, and self-efficacy.

Parent Surveys

Only one of the 103 parents who responded to the survey reported dissatisfaction with the program as a whole. Responses were almost entirely positive across all areas. Question 19 of the survey asked parents/guardians where their child would be if the after school program were no longer available. 63% responded that their child would be home alone, which was an increase over the previous year's 45%.
Student Surveys

There were 122 survey responses from students in the BGC-Tampa Bay program. The majority of students answered that their after school program helped them understand:

- setting goals is important;
- doing drugs is wrong; and
- violence is wrong.

74% of students said they feel safe at the after school program and 77% said the program has helped them understand that following rules is important. Only 3% of students said they did not enjoy the activities in the program.

Site Observations

The external evaluator completed two observations at each site this year. The programs were assessed in these areas:

- Florida Monitoring Items - 20 items
- Environment/Climate and Relationships - 8 items
- Programming/Activities - 3 items
- Activity Observations - 4 items per activity

Items were scored from 1 to 4 (unsatisfactory, needs improvement, satisfactory, and excellent). On the days of the second observation, the programs were found to need improvement in eight areas. Three areas related to space and largely stem from the lack of dedicated space for after school in the schools. The other areas were:

- "Program incorporates relationship-building opportunities among peers." (Shields)
- "Program offers project-based, experiential, and hands-on activities." (Shields)
- "Initial reflection time is apparent prior to transitions and/or dismissal of the program." (Shields)
Programming was found to be either academic or recreational and so one activity that was observed did not meet developmental or activity planning expectations. (Shields)

The computer lab and cyber security activities were also, overall, in need of improvement. (Webb)

On the days of observation, programming included:

- building a model of the layers of the earth;
- a game of charades with lessons on hygiene;
- architecture competition with uncooked spaghetti where teams competed to build the strongest tower;
- cyber safety with a school deputy;
- holiday decoration creation; and
- FSA practice with a focus on reading comprehension and tools to help students do well.
Ricardo is a 14 year old student in the 8th grade at Shields Middle School. Ricardo has been part of the Boys and Girls Club family since he was in the 6th grade. During the first semester of 8th grade, Ricardo was struggling with his academics and by the time report cards came out he had a few unsatisfactory grades. He was also struggling emotionally and he seemed very sad at times. Ricardo and the site coordinator met to discuss his grades and what he needed to do to increase them. During the conversation, the student shared that he was having a hard time getting along with his father and he did not know how to work things out at home. He shared that his anger and disappointment had distracted him from doing well in school and treating others with respect. There was a noticeable attitude from the student that was not seen in the first few weeks of him joining the program. Ricardo and the site coordinator sat down to talk about his grades and behavior and his ability to do well in school. They came up with targetable goals that would help him increase his grades and overall behavior. He also was paired up with a program staff member to get one-on-one mentoring every day he was at the program. Throughout the semester Ricardo improved his grades and behavior. Ricardo strives each and every day to be a respectful and caring mentor to his peers, especially the younger students. Ricardo continued to maintain his grades and positive attitude each and every day.

*not his real name*
Joshua at Webb Middle School*

Joshua started the program this year as he entered 6th grade. Joshua was very shy, incredibly athletic, and unsure of his ability to lead. As the year continued, Joshua started to bloom. He became more social during the program and started to stand out as a peer leader. His athletic abilities helped him out of his shell. He says, "If it wasn't for the program giving me the opportunity to play sports during interest programs, I don't think I would have as many friends as I do now or be considered the leader that I am now." He found his voice and became a positive role model and leader for his peers. The staff at the program recall Joshua as being the student they could count on for anything and he would help without hesitation. The staff look forward to cheering him on throughout his middle school career.

*not his real name
Longitudinal comparisons are important in evaluating program success, particularly when students may need several years of support before they make noticeable improvements in academic performance.

This year, the program demonstrated growth over the previous year in:

- the percentage of students who scored proficient on the ELA FSA and Math FSA;
- the percentage of students who improved from pre-/post-assessment on the Math and Science FSA prep;
- ELA and Math class grades;
- school-day attendance; and
- promotion to the next grade level.

Also this year, the program reached the highest number of objectives thus far, achieving 9 out of its 13 objectives.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard of Success</th>
<th>2015-16 Year 1</th>
<th>2016-17 Year 2</th>
<th>2017-18 Year 3</th>
<th>2018-19 Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ELA class grades</td>
<td>80%</td>
<td>70%</td>
<td>66%</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td>2. ELA FSA</td>
<td>40%</td>
<td>21%</td>
<td>37%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>3. ELA local assessment (FSA prep)</td>
<td>80%</td>
<td>98%</td>
<td>66%</td>
<td>77%</td>
<td>71%</td>
</tr>
<tr>
<td>4. Math class grades</td>
<td>80%</td>
<td>67%</td>
<td>57%</td>
<td>61%</td>
<td>72%</td>
</tr>
<tr>
<td>5. Math FSA</td>
<td>40%</td>
<td>46%</td>
<td>48%</td>
<td>46%</td>
<td>49%</td>
</tr>
<tr>
<td>6. Math local assessment (FSA prep)</td>
<td>80%</td>
<td>96%</td>
<td>66%</td>
<td>78%</td>
<td>86%</td>
</tr>
</tbody>
</table>

1 All 2015-16 figures are for only the Shields and Webb sites and do not include data for the third site operated by BGC-Tampa Bay that year.
### Objective

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard of Success</th>
<th>2015-16 Year 1</th>
<th>2016-17 Year 2</th>
<th>2017-18 Year 3</th>
<th>2018-19 Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Science class grades</td>
<td>80%</td>
<td>65%</td>
<td>59%</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>8. Science FSA</td>
<td>40%</td>
<td>NA</td>
<td>26%&lt;sup&gt;2&lt;/sup&gt;</td>
<td>43%</td>
<td><strong>40%</strong></td>
</tr>
<tr>
<td>9. Science local assessment (FSA prep)</td>
<td>80%</td>
<td>99%</td>
<td>70%</td>
<td>78%</td>
<td><strong>83%</strong></td>
</tr>
<tr>
<td>10. Improved school-day attendance</td>
<td>80%</td>
<td>48%</td>
<td>85%</td>
<td>60%</td>
<td><strong>83%</strong></td>
</tr>
<tr>
<td>11. Promotion to the next grade level</td>
<td>80%</td>
<td>94%</td>
<td>97%</td>
<td>96%</td>
<td><strong>99%</strong></td>
</tr>
<tr>
<td>12. Improved family member literacy skills based on event attendance</td>
<td>25%</td>
<td>NA</td>
<td>NA</td>
<td>73%</td>
<td><strong>79%</strong></td>
</tr>
<tr>
<td>13. Improved family member literacy skills based on pre/post</td>
<td>25%</td>
<td>NA</td>
<td>65%</td>
<td>69%</td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>

### Sustainability

In Year 3, the program strengthened its relationship with its primary project partner, Hillsborough County Public Schools and continued that positive relationship in Year 4. The official data sharing agreement signed by both parties in Year 3 will continue to be used after the conclusion of grant funding. As a joint venture between Boys & Girls Clubs of Tampa Bay and Hillsborough County Public Schools, the use of additional partners in this project is limited. However, this year the program did partner with the Crisis Center of Tampa Bay, the Salvation Army, and the Junior League of Tampa Bay to enhance parent events.

<sup>2</sup>Year 1 and Year 2 evaluations only considered the 8th grade general science FSA. In Year 3 and 4, both the general science and the biology FSA scores were included, since students who took biology would not also have taken general science.
I enjoyed...“hanging out with my friends and having fun with them and doing other activities with them and adults.”
Conclusions and Recommendations

Conclusions

The BGC-Tampa Bay 21st CCLC program had a successful Year 4 at Shields and Webb Middle Schools. In addition to continuing the work of the first three years, the program worked with the evaluator to expand and host stakeholder surveys. In conducting observations, the evaluator found program staff to be determined and dedicated to supporting the academic and social-emotional growth of their students.

The program served 251 students, of which 152 attended for at least 30 days. The program achieved 9 of its 13 objectives. The program came close to achieving one other.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard of Success</th>
<th>2018-19 Year 4</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ELA class grades</td>
<td>80%</td>
<td>70%</td>
<td>Approaching Benchmark</td>
</tr>
<tr>
<td>2. ELA FSA</td>
<td>40%</td>
<td>42%</td>
<td>Exceeds Benchmark</td>
</tr>
<tr>
<td>3. ELA local assessment (FSA prep)</td>
<td>80%</td>
<td>71%</td>
<td>Approaching Benchmark</td>
</tr>
<tr>
<td>4. Math class grades</td>
<td>80%</td>
<td>72%</td>
<td>Approaching Benchmark</td>
</tr>
<tr>
<td>5. Math FSA</td>
<td>40%</td>
<td>49%</td>
<td>Exceeds Benchmark</td>
</tr>
<tr>
<td>6. Math local assessment (FSA prep)</td>
<td>80%</td>
<td>86%</td>
<td>Exceeds Benchmark</td>
</tr>
<tr>
<td>7. Science class grades</td>
<td>80%</td>
<td>63%</td>
<td>Meaningful Progress</td>
</tr>
<tr>
<td>8. Science FSA</td>
<td>40%</td>
<td>40%</td>
<td>Meets Benchmark</td>
</tr>
<tr>
<td>9. Science local assessment (FSA prep)</td>
<td>80%</td>
<td>83%</td>
<td>Exceeds Benchmark</td>
</tr>
<tr>
<td>10. Improved school-day attendance</td>
<td>80%</td>
<td>83%</td>
<td>Exceeds Benchmark</td>
</tr>
<tr>
<td>11. Promotion to the next grade level</td>
<td>80%</td>
<td>99%</td>
<td>Exceeds Benchmark</td>
</tr>
<tr>
<td>12. Improved family member literacy skills based on event attendance</td>
<td>25%</td>
<td>68%</td>
<td>Exceeds Benchmark</td>
</tr>
<tr>
<td>13. Improved family member literacy skills based on pre/post</td>
<td>25%</td>
<td>68%</td>
<td>Exceeds Benchmark</td>
</tr>
</tbody>
</table>
Lessons Learned

Program staff and the evaluator learned new ways to better reach stakeholders for survey distribution. They also created a new pre-/post-assessment for parents that will roll out in the 2019-20 school year.

Recommendations

- **Increase coordination between ELA, math, and science classroom content and 21st CCLC supports.** Program staff could do this by continuing to facilitate additional review activities specific to current classwork during the morning 21st CCLC sessions and requesting that classroom teachers provide specific guidance regarding areas in need of improvement for students earning less than a B each quarter.

- **Discuss with staff and teachers the possible underlying causes for the seeming underperformance of students on the FSAs.** In both class grades and FSA prep assessments, the Shields students outperformed the Webb students in math and science. However, on the FSA itself, the Webb students performed better. The opposite was true for ELA. Discussing what might be causing this relative underperformance could help the program raise its rates of FSA proficiency in all areas at both sites.

- **Increase explicit opportunities to hear student voices.** Providing reflection time at the conclusion of an activity is considered a best practice in after school programming. Doing so explicitly offers students an opportunity to voice their opinions of each activity and fosters discussions between program staff and participants that can lead to improvements.

- **Introduce curriculum that blends education with recreation.** The program provides both educational and fun activities for students but often these are separate, resulting in academic activities creating the feel of an extended school day.

- **Introduce curriculum that utilizes Multiple Modalities.** Multiple Modalities can be used to increase student engagement and provide diverse layers to the content across various learning styles. By incorporating Multiple Modalities, instructional activities present the content in several different ways. This instructional style also allows lessons to be infused.
with elements of the five senses, as well as creativity and recreational components, such as art and music.

- **Communicate to parents and students at Webb the need to attend and actively engage in the entire program each day.** During observations it was noted that students often arrive late in the morning, resulting in programming being delayed. Students also regularly had cell phones out to communicate early pick-up with their parents.
While we received a total of 84 pre-/post-assessments, we have complete response data for 77 of those assessments.

The following questions were asked regarding parent confidence. While the survey did allow the choice of Not Confident At All, it was only selected twice (3%) on the pre-assessment and only selected once (1%) on the post-assessment.

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>How confident are you in your ability to make choices about your child's schooling?</td>
<td>92%  8%</td>
<td>99%  1%</td>
</tr>
<tr>
<td>How confident are you that you can help your child develop good friendships?</td>
<td>91%  9%</td>
<td>97%  3%</td>
</tr>
<tr>
<td>How confident are you in your ability to connect with other parents?</td>
<td>86%  13%</td>
<td>84%  16%</td>
</tr>
<tr>
<td>How confident are you that you can motivate your child to try hard in school?</td>
<td>91%  9%</td>
<td>97%  3%</td>
</tr>
<tr>
<td>How confident are you in your ability to support your child's learning at home?</td>
<td>93%  5%</td>
<td>93%  5%</td>
</tr>
<tr>
<td>How confident are you in your ability to make sure your child's school meets your child's learning needs?</td>
<td>87%  11%</td>
<td>89%  9%</td>
</tr>
<tr>
<td>How confident are you in your ability to help your child deal with his or her emotions appropriately?</td>
<td>92%  8%</td>
<td>91%  9%</td>
</tr>
</tbody>
</table>
Parents could select any or all choices to the following questions:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is primarily responsible for making sure that a child reviews and corrects school-related work?</td>
<td>81% 16% 31%</td>
<td>91% 32% 44%</td>
</tr>
<tr>
<td>Who is primarily responsible for making sure that a child engages in fun activities that are unrelated to schoolwork?</td>
<td>75% 22% 21%</td>
<td>82% 21% 19%</td>
</tr>
<tr>
<td>Who is primarily responsible for helping a child deal with his or her emotions appropriately?</td>
<td>86% 18% 19%</td>
<td>96% 19% 17%</td>
</tr>
<tr>
<td>Who is primarily responsible for identifying what a child is most interested in learning?</td>
<td>58% 39% 29%</td>
<td>62% 47% 29%</td>
</tr>
<tr>
<td>Who is primarily responsible for ensuring good communication between home and school?</td>
<td>65% 36% 22%</td>
<td>79% 47% 39%</td>
</tr>
<tr>
<td>Who is primarily responsible for calling attention to decisions about learning that do not seem to be in the best interest of a child?</td>
<td>70% 35% 16%</td>
<td>88% 42% 12%</td>
</tr>
<tr>
<td>Who is primarily responsible for making sure that a child’s learning environment is safe?</td>
<td>60% 62% 14%</td>
<td>71% 73% 9%</td>
</tr>
<tr>
<td>Who is primarily responsible for making sure that a child is supported to do his or her best in school?</td>
<td>78% 38% 25%</td>
<td>92% 44% 17%</td>
</tr>
<tr>
<td>Who is primarily responsible for making sure that a child understands what is being taught in school?</td>
<td>56% 48% 23%</td>
<td>66% 70% 38%</td>
</tr>
<tr>
<td>Who is primarily responsible for making sure that a child has an adult to talk to at school?</td>
<td>56% 55% 13%</td>
<td>61% 66% 5%</td>
</tr>
<tr>
<td>Who is primarily responsible for making sure that a child has enough time set aside to do all of his or her school-related work?</td>
<td>78% 25% 21%</td>
<td>86% 29% 32%</td>
</tr>
<tr>
<td>Who is primarily responsible for making sure that a child has good relationships with his or her peers?</td>
<td>64% 29% 48%</td>
<td>71% 42% 51%</td>
</tr>
</tbody>
</table>