



Bay County Boys and Girls Clubs Inc.
Formative Evaluation
2013-2014

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Program Introduction

Boys and Girls Clubs of Bay County ("Subgrantee") received funding for 21st Century Community Learning Center (21st CCLC) Request for Application (RFA or approved grant application) for the Project Year 2013-2014 (August 1, 2013 to July 31, 2014). The funding is used to provide afterschool and summer programming for students 11 – 18 at two of The Boys and Girls Clubs of Bay County Inc. club sites; Chapman Center and Hilton Teen Center. In accordance with the law 21st CCLC programs must be evaluated for effectiveness (Section 4205(b) of Title IV, Part B). This formative evaluation is intended to assess the subgrantee's progress towards providing high-quality opportunities for academic enrichment and achieving the objectives proposed in the approved grant application. The results of the formative evaluation will be reviewed by all stakeholders as a tool help refine, improve and strengthen our program. Evaluation data will be made available to the public upon request. The formative evaluation will be followed by a summative evaluation at the end of the 2013-2014 21st CCLC program which will end July 31, 2014.

Overview/History

As part of the "No Child Left Behind" Act, the 21st Century Community Learning Center (CCLC) is a key component. This component supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. It helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and promotes parent involvement with the families of participating children. The program provides funds to local school districts so that students and their families will continue to learn new skills, discover new opportunities and improve old skills after the regular school day has ended.

The 21stCCLC program of Bay has four main goals that we are constantly working and striving to achieve. The four main goals this grant period are:

- Improve Academic Achievement** – as measured by FCAT and other achievement data as well as teacher ratings of student progress.
- Increase Positive Behavior** - as measured by referral and attendance data as well as teacher ratings of students.
- Increase Family Involvement** – as measured by activities designed to help students and adult family members reconnect.
- Improve Student Health and Well-Being** – as measured by students' engagement in community and improved well-being through physical education, personal enrichment through art and music, and through service learning projects.

Purpose of Evaluation

The purpose of this evaluation is to assess the effectiveness of the 21st CCLC Bay County program mid-way through the 2013-2014 grant period. This is the fifth year Bay County has partnered with 21st CCLC to bring after school and summer programming to middle school and high school aged students. The program is designed to provide engaging after school programming that helps students improve behaviors and increase academic success. The 21st CCLC programs in Bay County include Project Based Learning, Homework and Tutor assistance, Mentoring services, Enrichment programs and Recreational Activities for the students in an after school context. It also includes parent involvement activities for adult family members to help them be more engaged in their child's learning.

Student Attendance

The following tables breakdown attendance for Summer 2013 and School Year 2013-2014 August – January.

Table 1: Student Enrollment: Total Enrolled and Regularly Participating

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Total	Summer Only	Fall Only	Both Summer and Fall	Total	Summer Only	Fall Only	Both Summer and Fall
Hilton Teen Center	50	19	47	31	36	14	0	22
Joseph F. Chapman	47	0	8	39	34	0	7	27

Table 2: Joseph F. Chapman Center by Program Months

Joseph F. Chapman	Average Daily Attendance for the Month After School	Summer Program
August 2013	21 (76%)	27 (60%)
September 2013	30 (106%)	
October 2013	30 (106%)	
November 2013	33 (120%)	
December 2013	34 (121%)	
January 2014	29 (105%)	

Student Attendance Continued

Attendance Summary for Chapman:

Chapman site has exceeded its target number since school started. The proposed after school number was 28 and summer was 45. The actual after school number has been 25 (90%) and Summer was 27 (60%) however the summer program was an average of the last 8 days of the summer program. This time period was just before school started and student's attendance was low due to students preparing for school to begin. Once school began the program has almost doubled its proposed number of students.

Table 3: Hilton Teen Center by Program Months

Hilton Teen Center	Average Daily Attendance for the Month After School	Summer Program
August 2013	31 (64%)	41 (75%)
September 2013	31 (64%)	
October 2013	22 (46%)	
November 2013	27 (56%)	
December 2013	34 (72%)	
January 2014	30 (63%)	

Attendance Summary for Hilton:

Hilton has struggled this year attendance wise. Our proposed after school number is 48 and summer 55. Our actual daily attendance at Mid-Year for after school was 24 (50%) and the summer program which was the last 8 days of the summer program was 41 (75%). An attendance plan was developed and implemented which began with a media blitz, Radio and TV. Flyers were distributed to all eligible schools. Meetings were held with School officials (Principals, Guidance) to promote the program. Staff took our total student roster and called each student asking questions as to their attendance issues (Absences). From this we are seeing a slow increase in our daily attendance numbers. We have had several new members to the program. Efforts will continue until goal is met.

Overall Attendance:

When projections were made in the RFA for 2013 – 2014 every effort was made to take all factors into the calculation of student numbers per site. However looking at the data it's like the site's did a flip and the one we thought would have the lower participation is now having the most and vice versa.

Student and Family Demographics

We have several schools in the area participating in the program. We collaborate with middle-school through high-school aged groups. Our participating schools in the area are Jinks Middle School, Bay High-school, Everitt Middle School and Rutherford High school. We currently have no private school participation.

Table 4: Student Demographics for Participating Students

Site Name	Total Student Population 97			Regularly Participating 70		
	Gender		Age Range	Gender		Age Range
	Male	Female		Male	Female	
Hilton Teen Center	37 (37%)	10 (10%)	12-18	27(39%)	6 (9%)	12-18
Joseph F. Chapman	28 (28%)	22 (22%)	12-18	18 (26%)	19 (26%)	12-18

Table 5: Students with Special Needs of Total Population (97)

[illegible]

Table 6: Student Race and Ethnicity of Participating Students

[illegible]

Student and Family Demographics Continued

Table 7: Grade Levels of All Participating Students

Site Name	Grade In School (N = 97 Students)													
	P K	K	1	2	3	4	5	6	7	8	9	10	11	12
Hilton Teen Center (47)	0	0	0	0	0	0	0	10	10	4	5	7	9	2
Joseph F Chapman (50)	0	0	0	0	0	0	0	7	16	5	5	3	12	0

Table 8: Family Demographics of All Participating Students

Site Name	Identified as Single Parent			Free or Reduced-Price Lunch		
	Yes (Female Head)	Yes (Male Head)	Both	Yes	No	DK
Hilton Teen Center (47)	21(45%)	5(10%)	21(45%)	47 (100%)	0	0
Joseph F. Chapman (50)	28 (56%)	4 (8%)	18 (36%)	50 (100%)	0	0

Table 9: Family Involvement Activities

Site Name	August	September	October	Nov./Dec	January
	NA	Education Day	Lights On	Spirit Night	The Sky's the Limit
Hilton Teen Center (47)	NA	22 (47%)	20 (43%)	Cancelled	11(23%)
Joseph F. Chapman (50)	NA	28 (56%)	18 (36%)	Cancelled	12 (24%)

Program Operation

The 2013-2014 Bay 21st CCLC program will span 180 after school day programming and 45 summer programming days.

Summer Operation

The summer program runs four hours a day Monday – Friday within our extended day from 7:30-5:30. The students are provided with breakfast and lunch and also longer periods for enrichment activities. The certified teachers do a continuation of tutoring/teaching to keep the club members in a scholastic routine.

After School Operation

The afterschool program runs three hours a day Monday – Friday 3:00 – 6:00pm. Students are served a healthy snack before beginning rotations which include the following - Weekly: Academic enrichment with a certified teacher, Technology Integration, Personal Health and Fitness, Art from a contracted Art instructor and Martial Arts classes from a contracted Martial Arts instructor.

Table 10: Summer 2013 Operation: August 1, 2013 – August 9, 2013

Site Name	Total number of <u>weeks</u> THIS site was open:	Typical number of <u>days per week</u> THIS site was open.	Typical number of <u>hours per week</u> THIS site was open on		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Hilton Teen Center	9	5	20	0	0
Joseph F. Chapman	9	5	20	0	0

Table 11: School Year 2013-2014 Operation: August 20, 2013 – January 2014

Site Name	Total number of <u>weeks</u> THIS site was open:	Typical number of <u>days per week</u> THIS site was open.	Typical number of <u>hours per week</u> THIS site was open on		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Hilton Teen Center	21	5	15	0	0
Joseph F. Chapman	21	5	15	0	0

Program Objectives & Activities Assessment

Table 12: Objectives 1.1

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
1.1: 70% of regularly participating students will increase their Reading skills as demonstrated by FCAT scores , report card grades, formative assessment, district assessments, pre-mid and post assessments (e.g., teacher created, computer based or curriculum based assessments/tools/)	Activity 1: Reading/Language Arts Activities – Fun Centers/Stations Activity 2: Homework Help Activity 3: Triple Play BLP Projects: Project 2: Recycle Center Project 3: The Sky is The Limit	August 2013 – January 2014	Discovery Education Assessment Administered by Bay District Test A and Test B	Discovery Education Scores were compared from Test A to Test B in Reading of the 70 Regularly Participating Students	Maintained Same Level = 30% Growth from Test A To Test B = 70% Showed Decline = 0

Objective 1.1 Recommendations:

Continue to incorporate reading into each day's academic lesson. A suggestion would be to incorporate DEAR (Drop Everything and Read) for 15 minutes to highlight the importance of reading. Students could read newspapers, magazines, textbooks to help foster a love of reading. For the more you read the better reader you become.

Program Objectives and Activities Continued

Table 13: Objective 1.2

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
1.2 : 70% of regularly participating students will increase their Reading/Language Arts skills as demonstrated by FCAT scores , report card grades, formative assessment, district assessments, pre-mid and post assessments (e.g., teacher created, computer based or curriculum based assessments/tools/)	<p>Activity 1: Reading/Language Arts Activities – Fun Centers/Stations</p> <p>Activity 2: Homework Help Activity</p> <p>Activity 3: Triple Play</p> <p>BLP Projects:</p> <p>Project 2: Recycle Center</p> <p>Project 3: The Sky is The Limit</p>	August 2013 – January 2014	Report Card Grades from First Nine Week and Second Nine Week	First Nine Weeks Report Card Reading/Language Arts Grade and Second Nine Weeks Reading/Language Arts Grade were analyzed of the 70 Regularly Participating Students	<p>Maintained Same Grade = 11%</p> <p>Growth from First Nine Weeks to Second Nine Weeks = 76%</p> <p>Showed Decline = 13%</p>

Objective 1.2 Recommendations:

Continue to incorporate Reading/Language Arts into every PBL (Project Based Learning Activity). Also as mentioned in Objective 1.1 the incorporation of DEAR would be an excellent way to increase Reading and Language Arts. Another thought to make it fun is to set up an academic team where they compete against each other or individually. Like the game show Jeopardy but adapted to what activities and PBL is going on that month.

Program Objectives & Activities Continued

Table 14: Objective 1.3

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
1.3: 70% of regularly participating students will increase their Math skills as demonstrated by FCAT scores , report card grades, formative assessment, district assessments, pre-mid and post assessments (e.g., teacher created, computer based or curriculum based assessments/tools/)	<p>Activity 2: Homework Help</p> <p>Activity 1: Reading/Language Arts Activities – Fun Centers/Stations</p> <p>Activity 3: Triple Play</p> <p>BLP Projects:</p> <p>Project 2: Recycle Center</p> <p>Project 3: The Sky is The Limit</p>	August 2013 – January 2014	Report Card Grades from First Nine Week and Second Nine Week	First Nine Weeks Report Card Math Grade and Second Nine Weeks Math Grade were analyzed of the 70 Regularly Participating Students	<p>Maintained Same Grade = 10%</p> <p>Growth First Nine Weeks to Second Nine Weeks = 73%</p> <p>Showed Decline = 17%</p>

Objective 1.2 Recommendations:

To help students become quicker in Math, 2 minute drills can be incorporated into the curriculum. Students compete against themselves each time a 2 minute drill is taken to beat their score the time before. This self-monitoring practice helps students to challenge themselves all while increasing their math skills.

Program Objectives & Activities Continued

Table 15: Objective 1.4

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
1.4: 70% of regularly participating students will increase their Science skills as demonstrated by FCAT scores , report card grades, formative assessment, district assessments, pre-mid and post assessments (e.g., teacher created, computer based or curriculum based assessments/tools/)	BLP Projects: Project 2: Recycle Center Project 3: The Sky is The Limit Activity 1: Reading/Language Arts Activities – Fun Centers/Stations Activity 2: Homework Help Activity 3: Triple Play	August 2013 – January 2014	Report Card Grades from First Nine Week and Second Nine Week	First Nine Weeks Report Card Science Grade and Second Nine Weeks Science Grade were analyzed of the 70 Regularly Participating Students	Maintained Same Grade = 15% Growth from First Nine Weeks To Second Nine Weeks = 72% Showed Decline = 13%

Objective 1.4 Recommendations:

Science and Technology are the areas of major focus with the introduction of STEM into Bay County Schools. Though, the data indicates that our students are maintaining. This area of STEM is an area that needs further exploration and knowledge gained in order to pass it along to the students.

Program Objectives & Activities Continued

Table 16: Objective 2.1

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
2.1: 70% of regularly participating students will increase their knowledge of nutrition as demonstrated by such measures as pre, mid, and post assessment (e.g. teacher created assessments and curriculum based assessments/tools.	Activity: 3 Triple Play	August 2013 – January 2014	Pre-test data to Mid-Year test data	Percentage Of Growth From Baseline data on pre-test to Mid-Year test Data of the 70 Regularly Participating Students	Maintained Same Grade = 15% Growth from Pre-test o Mid-Year Test = 85% Showed Decline = 0%

Objective 2.1 Recommendations:

Students love the Triple Play portion of the 21stCCLC program. When it comes to food they are all in. The recommendation would be to continue the Triple Play program as is.

Table 17: Objective 2.2

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
2: 70% of regularly participating students will increase their knowledge of performing and/or visual arts as demonstrated by such measures as pre, mid, and post assessment (e.g. teacher created assessments and curriculum based assessments/tools	Activity 4: Performance Surveys	August 2013 – January 2014	Pre-test data to Mid-Year test data	Percentage Of Growth From Baseline data on pre-test to Mid-Year test Data of the 70 Regularly Participating Students	Maintained Same Grade = 12 % Growth from Pre-test o Mid-Year Test = 87% Showed Decline = 1%

Objective 2.2 Recommendations:

Though data shows that we are progressing toward our goal; students are asking for more days to do these types of activities. Students have said that their family do not have funds to give them Art and Martial Arts lessons and they really like that it's part of their after school program. Survey the students and find out their interest.

Program Objectives and Activities Continued

Table 18: Objective 2.3

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
2.3: 50% of regular participating students will improve or maintain acceptable levels (no more than two behavior referrals/write-ups per quarter) or behavior (school or Program) as demonstrated by such measures as quarterly suspension reports, and/or quarterly discipline reports.	Activity 5: Character Counts Activity 6: Keystone/Torch Activity 7: Diplomas to Degrees (d2D)	August 2013 – January 2014	Quarterly Behavioral Data	Review of quarterly discipline and suspension reports for the first two quarters of the grant year of the 70 Regularly Participating Students	<p>Showed Acceptable Behavior 82%</p> <p>Showed Decrease in Behavior 18%</p>

Objective 2.3 Recommendations:

Continue to closely monitor student behavioral data. Being proactive with our Character Counts and Keystone and Torch Club programs and activities gives students a sense of belonging and self-worth which helps keep the behavior referrals down. Students who fell in the 18% of Decreased Behaviors are being looked at individually to help each student work through their specific difficulty.

Program Objectives and Activities Continued

Table 19: Objective 2.4

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
2.4: 70% of regular participating students will improve or maintain acceptable levels (No more than 3 unexcused absences per quarter) of school attendance as demonstrated by such measures as quarterly attendance data.	Activity 5: Character Counts Activity 6: Keystone/Torch Club Activity 7: Diplomas to Degrees (d2D)	August 2013 – January 2014	Quarterly Attendance Data	Review of quarterly attendance reports for the first two quarters of the grant year of the 70 Regularly Participating Students	Showed Acceptable Attendance 89% Showed Decrease in Attendance 11%

Objective 2.4 Recommendations:

As reported before attendance over all is acceptable however when you break it down by club sites the difference is noted. The Chapman site is doing well and efforts will continue at Hilton to bring up their numbers. Site Director is making daily calls when a student is absent to keep the contact and communication open with the family.

Program Objectives and Activities Continued

Table 19: Objective 2.5

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
2.5: 70% of regular participating students will increase their knowledge of positive character traits as demonstrated by such measures as pre-, mid-, and post assessments (e.g., teacher created assessments, curriculum –based assessments/tools).	Activity 5: Character Counts Activity 6: Keystone/Torch Club Activity 7: Diplomas to Degrees (d2D)	August 2013 – January 2014	Character Traits Pre-Test an Mid-Year Character Traits Test	Percentage Of Growth From Baseline data on pre-test to Mid-Year test Data of the 70 Regularly Participating Students	Showned Increase from Pre-test to Mid-Year test 93% Showned Decrease 7 %

Objective 2.5 Recommendations:

Keep up the good work.

Table 20: Objective 3.1

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
3.1 80% of adult family members of regular participating students will attend 4 family events based on program offerings 21 st CCLC/targeted schools as demonstrated by such measures as sign-in sheets.	Activity 1: Adult Family Member activities: Open House/Family Fun Events	August 2013 – January 2014	Sign In Sheets from Each Event Aug – Jan.	Number of signed in at each site divided by total number of students of the Regularly Participating Students Chapman = 37 Hilton - 33	Chapman: 56% Hilton: 35%

Objective 3.1 Recommendation:

Survey parents and students to see what type of activities they would like to do together.

Program Objectives and Activities Continued

Table 20: Objective 3.2

Measureable Objective	Activities	Timeframe	Data Type /Frequency	How Data was Analyzed	Progress Toward Goal
3.2 60% of adult family members of regular participating students will increase their involvement in their child's education as demonstrated by such measures as pre-,mid – and post-program surveys	Activity 2: Surveys	August 2013 – January 2014	Pre and Mid Year Parent Survey	Number of surveys returned at each site divided by total number of students Chapman = 37 Hilton - 33	Chapman: 89% Hilton: 75 %

Objective 3.2 Recommendation:

Surveys at the beginning of the program show a good participation because the survey is part of the member packet. However the Mid-Year survey is sent home to the parents via the students and the amount returned is low. Strategy would be to mail home the Mid-Year Survey with a self-address stamped envelope.

Summary

The information gathered as the result of this formative evaluation will be shared with all stakeholders of the 21st CCLC programs in Bay County. With 100% of our students on Free or Reduced lunch the social economic status of our students and families is always in the forefront. Overall the formative assessment results indicates that our program is making good progress toward the desired goal as presented in the 2013-2014 RFA. Two areas in need of attention are Hilton attendance and Parent Involvement at both sites (Hilton and Chapman). Attendance at Hilton center is in critical need. An attendance improvement plan has been written and implemented and time will tell if growth will occur. Until then all efforts will be made to increase attendance among currently enrolled students as well as gain new members through the media campaign. Parent Involvement is another area of weakness. The 21 CCLC staff will brainstorm and survey parents to see how we can offer events that motivate parents to participate in their child's educational process thus increasing parent involvement.