

BOYS AND GIRLS CLUB OF TABULA RASA
COHORT 15 – YOUTH DETENTION
21ST CENTURY COMMUNITY LEARNING CENTERS

SUMMATIVE EVALUATION REPORT

2018-2019

AUGUST 15, 2019







COPYRIGHT 2019

Center for Assessment, Strategic Planning, Evaluation and Research



All materials and writings contained in this evaluation are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of The Center for Assessment, Strategic Planning, Evaluation and Research (d.b.a. CASPER). Any questions regarding this evaluation may be directed to David Gardner, Vice President of CASPER (www.CasperFL.com).



TABLE OF CONTENTS

TABLE OF CONTENTS.....	4
THE 21 ST CENTURY COMMUNITY LEARNING CENTER INITIATIVE	7
The Need for Afterschool.....	7
Types of Afterschool Programming.....	7
The 21 st CCLC Initiative	8
Benefits of Afterschool Programming.....	10
ENHANCING QUALITY THROUGH EVALUATION	12
The Evaluation Process	12
The Summative Evaluation	14
OVERVIEW AND HISTORY.....	15
Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21 st CCLC Program.....	15
Supplemental Snack and Meal Requirement.....	15
Safety Requirements	16
STUDENT CHARACTERISTICS	18
Student Recruitment and Enrollment	18
21 st CCLC Required Target Populations.....	18
Proposed Target Population.....	19
Student Enrollment.....	20
Regular Student Attendance	20
Student and Family Demographics.....	21
Student Grade Levels.....	22
Race and Ethnicity of Student Attendees.....	23
Student Gender and Age Distribution.....	24
Student Special Services Distribution.....	25
21 ST CCLC PROGRAM OPERATIONS	27



Required Program Operations	27
Summer Operations	28
Academic Year Operations	28
STAFF CHARACTERISTICS	30
Proactive Planning: Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention)	30
Staff Characteristics	31
Staff Development and Training	34
OBJECTIVES AND OUTCOMES: ACADEMIC ENRICHMENT	36
Need-Based Academic Objectives	36
Academic Activities Provided	37
Objective Assessment	37
OBJECTIVES AND OUTCOMES: PERSONAL ENRICHMENT SERVICES	47
Need-Based Objectives	47
Personal Enrichment Activities Provided	48
Objective Assessment	48
OBJECTIVES AND OUTCOMES: ADULT FAMILY MEMBER SERVICES	65
Need-Based Objectives	65
Activities Provided	65
Objective Assessment	67
OBJECTIVES AND OUTCOMES: SURVEY FINDINGS	74
Academic Improvement: Teacher Survey	74
Student Satisfaction Surveys	75
Parent Satisfaction Surveys	75
Student Success Snapshot	76
SUSTAINABILITY PLAN	78
Progress Toward Sustainability	78



RECOMMENDATIONS	81
Implement Proposed Programmatic/Data Collection Changes	81



THE 21ST CENTURY COMMUNITY LEARNING CENTER INITIATIVE

THE NEED FOR AFTERSCHOOL

A great need exists for afterschool activities providing appropriate youth supervision and involvement. Academic literature suggests that children and parents are well served by carefully organized and supervised youth programs during afterschool hours. Programs can extend social, educational, and recreational activities for children, while protecting them from unhealthy environments (Posner & Vandell, 1994; Riley, 1994). Although there is no established formula for quality afterschool programs, most successful programs combine academic, recreational, physical, and artistic elements in a curriculum designed to engage youth in a variety of structured and supervised activities. The activities can fulfill numerous needs of children, families, and communities, while also providing safe and positive environments to nurture the cognitive, social, physical, and emotional development of youth (Reno & Riley, 2000). Consensus usually exists among program administrators that these components serve four key program objectives: (1) scholastic development, grade improvement, and increased performance on standardized tests (e.g., disguised learning, homework assistance, remediation, career awareness, and technology education); (2) improve behavior and social skills (e.g., behavior modification, character development, social skills education, conflict resolution; and substance abuse education); (3) provide a caring and safe environment, thus reducing negative impacts of unsupervised activities and allowing parents to be less worried about their child's safety, more appreciative of their child's talents, and more comfortable concentrating on their vocations (Wallace, 2002); and (4) provide children with personal inspiration, improving feelings of self-worth, self-concept, self-confidence, overall self-esteem, and self-perceptions of ability (Davis, 2001; Sanacore, 2002; Sanderson, 2003), as well as motivation to succeed in life and school.

TYPES OF AFTERSCHOOL PROGRAMMING

It is important to distinguish between three major types of after school programs. Child Care and Day Care (or “after care”) programs are typically the least structured



programs with a primary focus on providing a supervised place for children while parents are still in work. Extracurricular programs are typically more structured, school-run programs with a primary focus in single areas (e.g., after school band, football, debate, etc.). Finally, “afterschool program” (or “Extended Learning Program”) is a term typically used to describe the most structured types of programs offering a wide breadth of activities to enrich the minds and bodies of participating students. The latter are those programs generally included in research studies and are more likely to receive federal, state, and local funding. Ultimately, 21st CCLC programs, including the one at focus within this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida.

THE 21ST CCLC INITIATIVE

The national need for structured afterschool programming spawned the creation of the 21st Century Community Learning Centers (CCLC) initiative in 1994, when the U.S. Congress authorized the establishment of the federal afterschool programs. In 1998, the 21st CCLC program was refocused on supporting schools to provide school-based academic and recreational activities during after school hours, summer, and other times when schools were not in regular session. The development of the *No Child Left Behind Act of 2001* brought further political focus and federal funding to afterschool programs, which signified the beginning of federal funding aimed at directly addressing the need for afterschool programs in a systematic manner. Total federal funding began with \$750,000 in 1995 and grew to approximately \$1.2 billion dollars in 2013 (United States Department of Education, 2012).



The 21st Century Community Learning Center (21st CCLC) initiative, as outlined in federal law under the “No Child Left Behind Act” of 2001, is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing them to learn new skills and discover new opportunities after the regular school day has ended. As described by the US Department of Education:

The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition 21st CCLC programs



provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

Authorized under Title IV, Part B, of the Every Student Succeeds Act (ESSA), as amended, the specific purposes of this federal program are to:

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for literacy and related educational development.

Since the inception of the federal 21st CCLC initiative, Florida's 21st CCLC programs have been among the most structured and diverse out-of-school programs for students attending Florida's low-income, Title I school-wide-program-eligible schools. Regardless of the age of participating students, all 21st CCLC programs are required to provide each attending student a full repertoire of wrap-around services, to include (1) academic remediation in reading, (2) academic remediation in math, (3) academic remediation in science, and (4) literacy education and/or other educational development for adult family members of participating students. Academic remediation activities must be project-based, fun, creative, engaging, and enhancing to the lessons provided during the regular school day.

In addition to these activities, all 21st CCLC programs are required to provide a variety of personal enrichment activities from at least four (4) of the following categories: (1) physical education and recreation; (2) dropout prevention and character education; (3) service learning; (4) tutoring (e.g., homework help) and mentoring services; (5) arts and music education; (6) entrepreneurial education; (7) programs for limited English proficient students that emphasize language skills and



academic achievement; (8) telecommunications and technology education; (9) expanded library service hours; and/or (10) drug and violence prevention and/or counseling. In addition to wrap-around services for each participating student, 21st CCLC programs must also assure the FDOE that: (1) all targeted students receive services regardless of special need, (2) services are provided with safe and well-planned program facilities and transportation services, (3) there will be a high level of communication with students' schools, (4) adequate professional development will be provided for employed staff, and (5) daily snacks/meals will be provided to all participating students using other funding sources.

In essence, 21st CCLC programs provide structured, academically-focused, safe learning environments for students during non-school hours. The programs include a wide variety of wrap-around services and activities for students and family members.

BENEFITS OF AFTERSCHOOL PROGRAMMING

Research on the benefits of afterschool programs are generally limited to highly structured programs. With this caveat, research often shows a number of positive impacts on children and families, often depending on the types of activities offered. The most common benefit, spanning all activities and programs, is that children are kept safe and out of trouble. Many studies have shown that children in afterschool programs have a reduced incidence of juvenile delinquency, violence, and drug use. In addition, research has shown the following benefits of regular participation in a high-quality program:

- Gains in academic grades, standardized test scores, and quality of school work.
- Improved motivation and dedication to school and learning.
- Enhanced creativity and interest in school.
- Improved in-school behaviors and greater self-reported control over behaviors.
- Reduced stress for students and parents.
- Improved self-esteem, self-efficacy, and greater hope for the future.
- Improved well-being, improved physical fitness, and decrease in obesity.
- More connection to the community (particularly with service learning).



Afterschool programs can also offer many intangible benefits, such as the opportunity to engage in activities that help children realize they have something to contribute; the opportunity to work with diverse peers and adults to create projects, performances, and presentations; and the opportunity to develop a vision of life's possibilities that, with commitment and persistence, are attainable.



ENHANCING QUALITY THROUGH EVALUATION

THE EVALUATION PROCESS

Given the impacts of high quality afterschool programs, federal, state, city, and community efforts and numerous initiatives across the U.S. have established and expanded afterschool enrichment programs in both public and private settings. However, as afterschool enrichment programs move toward greater recognition and become a more institutionalized social function, they are continuously challenged to demonstrate quality by reaching more children, strengthening programs and staff, and providing adequate facilities and equipment. Indeed, program quality has already become a public concern (Halpern, 1999) and, since the early 1990s, researchers have become more interested in identifying characteristics of quality and effective afterschool programs for children. In fact, poor quality educational programs have been reported to put children's development at risk for poorer language acquisition, lower cognitive scores, and lower ratings of social and emotional adjustment (Scarr & Eisenberg, 1993). Although hours of program operation, program stability, and type of activities can impact children's achievement, research has established the greatest influence to be program quality (Caspari et al., 2002).

Evaluation of program quality is integral to maintaining high quality programs and assessing progress toward achieving the primary program objectives. Program evaluation provides information for curriculum and activity adjustment, reallocation of funding, staff development, decision-making, and accountability (McGee, 1989). However, it is critically important to carefully establish evaluation procedures to effectively and accurately monitor the quality of afterschool programs. Toward this end, it is impossible to determine the effectiveness of an afterschool program without an in-depth assessment of all aspects of an individual program. Methods of assessment tend to be qualitative in nature to ensure that program goals are being met, although quantitative data can often allow for more concrete conclusions about program effectiveness. Thus, a mixed method approach is typically the most advantageous (Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Valleri, 2003; Piha & Miller, 2003).

Although assessing specific activities or services is often the basis for establishing program quality, it is also important to collect data from participants, parents, and program staff. For instance, recognizing that feedback from the participants is essential to assess program quality and to encourage continued participation, a number of assessments are available to measure participant perceptions and satisfaction with afterschool enrichment programs. Numerous researchers (e.g., Byrd et al., 2007; Deslandes & Potvin, 1999; Grolnick et al., 2000) have also indicated that parental involvement in the education of their children is an important aspect of effective education programs from the elementary through high school years. Indeed, children often make better transitions in educational programs and have a more positive orientation if their parents are more involved in their learning. As such, it is important for an evaluation to include assessment of parent participation in and parent perceptions about the afterschool programs. Finally, the opinions of program staff are fundamental for recognizing the importance and future directions of afterschool enrichment programs. Program staff members are the first-line deliverers of the program and are best able to provide immediate feedback about program operation.

Byrd, et al. (2007) and Smith et al. (2002) have suggested that evaluating the effectiveness of structured afterschool programs necessitates the assessment of a number of variables in addition to the opinions of program participants, parents, and facilitators. These variables include: (a) characteristics of program sites; (b) program operations and finance; (c) characteristics of participants and staff members; (d) program curriculum; (e) program attendance; (f) academic achievement in test performance, school attendance, and school behaviors; and (g) prevention of delinquent behaviors and fostering of good citizenship. Other researchers have suggested that fundamental evaluations of implementing quality afterschool programs should generally include the following 10 areas: (a) community needs assessment, (b) clarification of goals and intended outcomes, (c) program structure, (d) curriculum content, (e) program environment, (f) program facilities and infrastructure, (g) staff competency, (h) community partnership, (i) parent involvement, and (j) linkage to regular day school (Byrd et al., 2007; Friedman, 2003; Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003). Finally, Baker and Witt (1996) and Byrd et al. (2007) suggested reporting community characteristics and assessing the effect of afterschool achievement programs on the enhancement of participants' self-esteem levels. Clearly, there exists a plethora of variables from which an individualized, effective, and accurate evaluation of program quality can be generated.



THE SUMMATIVE EVALUATION

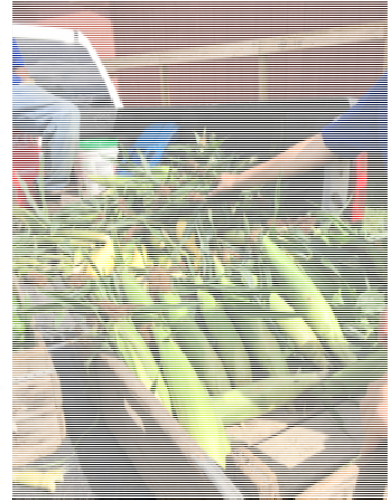
For the purposes of the summative evaluation, a number of variables are assessed and reported. The primary focus is on (1) a review of operational accomplishments and challenges (e.g., hiring staff, student recruitment/retention, etc.), (2) actual versus proposed operation (e.g., days of operation, attendance), (3) a review of each objective (e.g., data collected, progress), (4) partnerships and sustainability, and (5) recommendations for addressing any identified challenges. To enhance the quality and effectiveness of the 21st CCLC programs, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions. As such, using a developmental model of evaluation, the Center for Assessment, Strategic Planning, Evaluation, and Research (CASPER) has already been working with the program in identifying and implementing the recommendations provided throughout this report.



OVERVIEW AND HISTORY

BOYS AND GIRLS CLUB OF TABULA RASA (COHORT 15 – YOUTH DETENTION) 21ST CCLC PROGRAM

Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) provides free 21st CCLC programming Monday through Friday after school, on holiday/break days, on Saturdays, and during the summer for each student. The program has identified four primary areas of focus based on the target population's needs: 1) community isolation and lack of services, 2) high number of at-risk families, 3) persistent poor academic performance, and 4) participation in anti-social behaviors. The program offers students in grades 6 through 12 a variety of academic and personal enrichment activities that help student achievement in reading/language arts, math, and science. Beyond academic achievement, the program strives to help students improve their pro-social behaviors, demonstrate increased knowledge of technology, improve physical well-being, increase parental engagement in education, and improve educational transition outcomes; all while reducing re-entry into the juvenile justice system.



SUPPLEMENTAL SNACK AND MEAL REQUIREMENT

All 21st CCLC programs in the State of Florida are required to provide food to all actively participating 21st CCLC students during program operational hours. More specifically, each 21st CCLC program must provide supplemental meals when the program is open as follows: (1) daily, nutritious snack when operating only during after-school hours; (2) daily, nutritious breakfast and snack when operating during both before-school and after-school hours; and (3) daily, nutritious breakfast, lunch, and snack when operating on non-school days (dependent on hours of operation). In Florida, as in many states, the afterschool snack is often the final meal for many children each day. However, Florida rules disallow the use of state funding to purchase meals and/or food items, such that funding for snacks/meals cannot be drawn from 21st CCLC funds and must come from other sources (e.g., grocery store



donations, private donations, private foundations or endowments, etc.). Finally, as 21st CCLC programs serve primarily low-income students, programs in Florida are not permitted to charge students for any costs associated with supplemental snacks and meals. The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program provides snacks and meals in accordance with the requirements of the grant.

SAFETY REQUIREMENTS

Safety of students participating in Florida's 21st CCLC programs is of the highest priority to the Florida Department of Education (FDOE). Within Florida, each 21st CCLC program must demonstrate that students will participate in structured activities in a safe environment, supervised by well-trained and caring staff. To this end, each program provides a safety plan that, at a minimum, describes the following: (a) how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, presence of school resource officer) and during off-site activities (if applicable), (b) how personnel hired to work at the center will meet the minimum requirements set forth by the district or agency and that the personnel will have all required and current licenses and certifications where applicable, (c) how safe transportation needs will be addressed, (d) how families will safely access the program's services, and (e) how the community learning center will assure that students participating in the program will travel safely to and from the center. As the target student population attends schools that are located within state contracted residential commitment facilities, the safety requirements and procedures for the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program comply with all appropriate regulations and standards required by 21st CCLC, the Department of Juvenile Justice, the Department of Children and Families, and accreditation standards by the Commission for the Accreditation of Residential Facilities. All staff hired receive a level 2 background screening and pass a drug screening administered by Twin Oaks prior to commencement of employment.

At the end of the school day, 21st CCLC staff meet students in designated secure areas where attendance is taken and students are escorted to the first program area. Students are accompanied by staff members when they transition from one area to the next. A formal student sign-in and sign-out process is conducted daily to track student attendance and ensure that supervision ratios are met. Boys and Girls Club of Tabula Rasa follows a strict protocol in the case of emergency, so that at no time is a group

of students left unsupervised while a crisis is addressed. Each staff member supervising youth has a two-way radio. Equipment and supplies used for program activities are stored in a secured area to avoid inappropriate use or the possibility of accident. Equipment is properly maintained and routinely inspected to avoid injury from possible defects or misuse. Students receive after-school services at their residential facility, so no transportation to or from program services is required.



STUDENT CHARACTERISTICS

STUDENT RECRUITMENT AND ENROLLMENT

The ultimate purpose of designing a high-quality, research-based, and well-rounded 21st Century Community Learning Center (CCLC) program is to recruit, retain, and serve students in low-income areas that are at-risk for lower levels of academic achievement. The focus of any program, whether it is in Florida or elsewhere in the nation, falls squarely upon the students being served. Even with outstanding activities, well-planned schedules, high-quality staff, and continuous professional development, a program will only have widespread and significant impact if they are able to recruit and retain the participation of eligible students and their family members. As such, to better understand the population of students and families impacted by the 21st CCLC program, this section provides information about attendance, enrollment, and demographics of those students participating in the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program activities during the operational components described in the *21st CCLC Program Operations* section of this report.

21ST CCLC REQUIRED TARGET POPULATIONS

Students: Florida's 21st CCLC afterschool programs are designed to help students meet state and local academic achievement standards in core academic subjects, particularly those who attend low-income, low-performing schools. Across the state of Florida, the 21st CCLC program targets at-risk students from kindergarten to twelfth grade. Recipients must target only those students attending schools eligible for Title I School-Wide Program services, attending schools with at least 40% low-income families (as demonstrated by free and reduced-price lunch status), or living within the district-defined service areas of such schools.

Students with Special Needs: In accordance with State and Federal laws, Florida's children with special needs must be afforded the same opportunities as children in the general population. Eligibility for funding under Florida's 21st CCLC initiative requires all programs to demonstrate the capacity to equitably serve students with special needs. In Florida, students with special needs include those who may be identified as Limited English Proficient (LEP), homeless, migrant, or with a physical,



developmental, psychological, sensory, or learning disability that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. In Florida, no child may be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated.

Adults and Families: In addition to services for eligible students, federal law allows 21st CCLC funds to support services to family members of participating students. Within Florida, all 21st CCLC programs are required offer some level of services to support parent involvement, family literacy, and/or related educational development. As per federal law, the 21st CCLC program may only propose services to adult family members of students actively participating in the 21st CCLC program. In Florida, services for adult family members cannot extend beyond the dates of the ongoing program for students.

PROPOSED TARGET POPULATION

All four schools targeted for the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) program are Title I schools that serve the severely at-risk population of youth in Juvenile Justice residential commitment facilities. According to a joint report by the Departments of Education and Justice, there are three to four times more students with disabilities who require special education and related services, such as those identified with emotional disturbance or specific learning disabilities, in the adjudicated youth population than among students in community schools (DOE, DOJ, 2014). This specifically holds true for this program’s target populations. According to the program’s needs assessment, 48% of the target population is performing at one year below grade level and 35% of targeted students are performing at two years below grade level. Risk factors that are most salient to the targeted students, schools, districts, and state agencies include: (1) academic failure – indicated by grade repetition, reading inefficiency, math inefficiency, and low standardized test scores; and (2) lack of commitment to school – indicated by low school enrollment, low average daily attendance, and dropout. By virtue of their commitment assignments, all youth are determined as high risk and in need of services. Commitment to the residential facility determines the selection process. The Boys and Girls Club of Tabula Rasa works closely with the districts, partners, and stakeholders to identify needs and strategies to best serve this at-risk population.



STUDENT ENROLLMENT

Any actualized impact of the 21st CCLC program requires successful implementation of the recruitment and enrollment plan, thus ensuring the highest level of student participation. Over the course of the program year, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program enrolled a total of 240 students.

REGULAR STUDENT ATTENDANCE

In addition to student enrollment (representing the number of students attending the 21st CCLC program for at least one day of activities), it is important to explore daily student attendance. Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program collects data on both (1) the total number of students who participated in 21st CCLC programming over the course of the year, and (2) the number of these students meeting the United States Department of Education (USED) definition of “regular attendee” by participating in 21st CCLC activities for 30 days or more during the program year. The first indicator (total participants) can be utilized as a measure of the breadth of the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program’s reach, whereas the second indicator (regular participants) can be construed as a partial measure of how successful the program was in retaining students in 21st CCLC services and activities across the program year.

The US Department of Education has determined the minimum dosage for afterschool programs to be impactful is 30 days of student attendance. As such, the US Department of Education requires data to be reported separately for students that attended at least one day (i.e., enrolled) and those attending at least 30 days of 21st CCLC activities (i.e., regularly participating students). While this “dosage” has not been clearly supported by research, data is presented consistent with this threshold in order to match data reported to the US Department of Education.



Table 1: Student Enrollment: Total and Regularly Participating Students for Summer 2018 and 2018-2019 Academic Year

Center Name	Total Enrolled Attending (at least one day)			Regularly Participating Enrollment (30 days or more)		
	Total	Summer	Academic Year	Total	Summer	Academic Year
Apalachicola Forest Youth Camp (AFYC)	67	14	67	59	0	59
DOVE Vocational Academy	75	33	75	62	0	57
Liberty Wilderness Academy (JUST)	77	37	77	68	0	66
Residential Alternative for the Mentally Challenged (RAMC)	21	21	16	12	0	9

As defined by the US Department of Education, it is reasonable to assume that regular attendees are more likely to represent those students who have received a sufficient "dose" of the 21st CCLC programming for it to have a positive impact on academic and/or behavioral outcomes. In order to show progress toward this federal metric, Table 1 provides a breakdown of total enrollment versus regular attendance (i.e., those who attended at least 30 days). As shown, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program was largely successful in retaining student participants – achieving an outstanding 83.8% rate of regular attendees compared to total enrollment (201 of 240 students). In general, any proportion over 50% suggests successful retention and student engagement.

STUDENT AND FAMILY DEMOGRAPHICS

When educators, administrators, and policymakers look at the academic and developmental impacts of out-of-school programming, it is imperative that they attend to the issues of access and equity by addressing two important questions: who is being served and how equitable is the quality of services across centers. To better understand the types of students being served in 21st CLCC programming, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program submitted data on characteristics of all student participants served during the 2018-2019 program operational year.



Student Grade Levels

Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the characteristics of students served by the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention), the program provided a distribution of student grade levels served during the 2018-2019 program year. School grade levels were reported for all 240 students in the 21st CCLC program. Table 2 shows enrollment (students who attended at least one day) by grade level during the academic year. Table 3 provides a breakdown of regular participants (students who attended at least 30 days) by grade level during the academic year.

Table 2: 2018-2019 Academic Year – Student Grade for Total Participating Students

Center Name	Grade In School*														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
AFYC	--	--	--	--	--	--	--	10	9	11	17	16	3	1	67
DOVE	--	--	--	--	--	--	--	--	--	--	13	12	18	32	75
JUST	--	--	--	--	--	--	--	7	8	14	20	18	7	3	77
RAMC	--	--	--	--	--	--	--	3	1	6	7	4	0	0	21
* Grade levels are exclusive, as students can only be in one grade level.															

Table 3: 2018-2019 Academic Year – Student Grade for Regularly Participating Students

Center Name	Grade In School*														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
AFYC	--	--	--	--	--	--	--	10	8	9	16	13	2	1	59
DOVE	--	--	--	--	--	--	--	--	--	--	10	11	17	24	62
JUST	--	--	--	--	--	--	--	7	5	12	17	17	7	3	68
RAMC	--	--	--	--	--	--	--	2	1	4	4	1	0	0	12
* Grade levels are exclusive, as students can only be in one grade level.															



Race and Ethnicity of Student Attendees

Table 4: Summer 2018 – Student Race and Ethnicity: Total and Regularly Participating Students

Center Name	Total Participating Students								Regularly 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*	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
AFYC	0	0	10	0	0	4	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
DOVE	0	0	16	3	0	14	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
JUST	0	0	17	1	0	19	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
RAMC	0	0	0	0	0	0	0	21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 5: 2018-2019 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students

Center Name	Total Participating Students								Regularly 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*	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
AFYC	0	0	47	3	0	17	0	0	0	0	41	3	0	15	0	0
DOVE	0	0	43	5	0	27	0	0	0	0	37	5	0	20	0	0
JUST	0	0	32	4	0	41	0	0	0	0	30	4	0	0	0	0
RAMC	0	0	0	0	0	0	0	16	0	0	0	0	0	0	0	12

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

To better understand the types of students being served and to examine access to 21st CCLC services, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth



Detention) 21st CCLC program also submitted racial and ethnic data about those students participating in the 21st CCLC program. Based on the data in Tables 4 and 5, it appears that the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program was successful in retaining students from all racial and ethnic groups.

Student Gender and Age Distribution

Table 6: Summer 2018 – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided*		Male	Female	Data Not Provided	
AFYC	11	3	0	12-18	n/a	n/a	n/a	n/a
DOVE	2	21	0	12-18	n/a	n/a	n/a	n/a
JUST	37	0	0	12-18	n/a	n/a	n/a	n/a
RAMC	0	0	21	12-18	n/a	n/a	n/a	n/a

* Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.

Table 7: 2018-2019 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided*		Male	Female	Data Not Provided	
AFYC	55	12	0	12-18	49	10	0	12-18
DOVE	2	73	0	12-18	1	61	0	12-18
JUST	77	0	0	12-18	68	0	0	12-18
RAMC	0	0	16	12-18	0	0	12	12-18

* Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.

In addition to ethnicity, it is also important to understand the degree to which the 21st CCLC program achieved gender equity in their enrollment. Tables 6 and 7 provide an overview of gender and age distribution of program participants.



Student Special Services Distribution

In addition to the above characteristics, another way of examining the equity and reach of the 21st CCLC program is to examine the participation of students with different special needs and backgrounds. As such, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program reported data on the number of students eligible for three primary special services: Limited English Proficiency, Free or Reduced Price Lunch, and services for students with a Special Need or Disability. Distributions of those students on whom data were reported according to these demographic descriptors are shown in Tables 8 through 10. In addition to total participants, it is important to report data on regularly participating students (i.e., students attending at least 30 days of program operations). As shown in Table 11, the distribution of regularly participating students in the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program within the identified special services were approximately equal to the distributions for all students. Overall, data show that the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program is providing 21st CCLC services to students that demonstrate the identified needs and target population proposed in the original grant application submitted to the Florida Department of Education.

Table 8: Summer 2018 – Population Specifics: Total Participating Students

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided *	Yes	No	Data Not Provided	Yes	No	Data Not Provided
AFYC	0	0	14	14	0	0	14	0	0
DOVE	0	0	33	3	30	0	33	0	0
JUST	0	0	37	4	33	0	37	0	0
RAMC	0	0	21	0	0	21	0	0	21

* Data Not Provided = Information is unknown, cannot be verified, or not reported.



Table 9: 2018-2019 Academic Year – Population Specifics: Total Participating Students

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided *	Yes	No	Data Not Provided	Yes	No	Data Not Provided
AFYC	0	0	67	67	0	0	67	0	0
DOVE	0	0	75	9	66	0	75	0	0
JUST	0	0	77	13	64	0	77	0	0
RAMC	0	0	16	0	0	16	0	0	16

** Data Not Provided = Information is unknown, cannot be verified, or not reported.*

Table 10: 2018-2019 Academic Year – Population Specifics: Regularly Participating Students

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided *	Yes	No	Data Not Provided	Yes	No	Data Not Provided
AFYC	0	0	59	59	0	0	59	0	0
DOVE	0	0	62	8	54	0	62	0	0
JUST	0	0	68	11	57	0	68	0	0
RAMC	0	0	12	0	0	12	0	0	12

** Data Not Provided = Information is unknown, cannot be verified, or not reported.*

21ST CCLC PROGRAM OPERATIONS

REQUIRED PROGRAM OPERATIONS

To best serve the children of working families, centers must establish consistent and dependable hours of operation. Based on the 2016-2017 Request for Proposal (the program's initial year of the current funding cycle), programming must begin within one (1) week of the school start date and continue through at least one (1) week before the end of the school year. Each center serving elementary school students during afterschool hours in the state of Florida is required to be open for a minimum of:

- 12 hours per week (Monday through Friday); and
- Four (4) days per week (Monday through Friday).

Programs serving middle school and high school students must operate for a minimum of:

- Nine (9) hours per week (Monday through Friday); and
- Three (3) days per week (Monday through Friday).

Summer programs that serve elementary and middle school students are required to operate for a minimum of:

- Six (6) weeks;
- Four (4) hours per day (Monday through Friday); and
- Four (4) days per week (Monday through Friday).

21st CCLC services must be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer). The 21st CCLC program may offer services to students during normal school hours only on days when school is not in session (e.g., school holidays or teacher professional development days). However, federal law allows limited 21st CCLC activities to take place during regular school hours (e.g., those targeting adult family members or pre-kindergarten students), as these times may be the most suitable for serving these populations.



SUMMER OPERATIONS

The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program was in its third year of operations under the current funding cycle, such that the Summer of 2018 must be reported to the US Department of Education (USED) as part of the 2018-2019 operational year. Unlike the state-defined budget financial period, the program operational year is defined by the USED and governs the submission of data to the federal data collection system. The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program began providing Summer 2018 services on May 29, 2018 and ended on August 21, 2018, for a total of 69 days of service (58 weekdays, 11 weekend days). As shown in Table 11, the program operated an average of four (4) hours per day on weekdays and five (5) hours per day on weekend days. Any impact of summer programming reported by the program is reflected in the objectives analysis section of this evaluation report.

Table 11: Summer 2018 Operations

	Total number of <u>weeks</u> THIS site was open:	Typical number of days per week THIS site was open.	Typical number of hours per week site was open		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
AFYC	13	6	20	--	5
DOVE	13	6	20	--	5
JUST	13	6	20	--	5
RAMC	13	6	20	--	5

ACADEMIC YEAR OPERATIONS

The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program began providing 21st CCLC academic year services on August 22, 2018, within the required starting date established by the Florida Department of Education. The program ended academic year operation on May 22, 2019. The 21st CCLC program was approved by the FDOE to operate an afterschool component five days per week (Monday – Friday) for four (4) hours per day at each site for a total of 180 days during the academic year. The program was also approved to operate five (5) hours per day on designated holiday/break days and Saturdays throughout the year. Table 12 includes operational information from August 2018 through May 2019.

Table 12: 2018-2019 Academic Year Operation

Center Name	Total # weeks THIS center was open	Total # days THIS center was open	Typical # days per week THIS center was open	Typical # hours per week THIS center was open				Total # days THIS center operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
AFYC	40	210	6	0	0	20	5	0	0	178	32
DOVE	39	206	6	0	0	20	5	0	0	177	29
JUST	40	213	6	0	0	20	5	0	0	181	32
RAMC	11	60	6	0	0	20	5	0	0	49	11

Table 12 provides a summary of the overall academic year operations of the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program during the 2018-2019 academic year. Ultimately, the program operated mostly as proposed in the approved grant application. The RAMC site was closed as a 21st CCLC site during the 2018-2019 academic year. The RAMC program is a privately owned residential treatment facility contracted through the Department of Juvenile Justice. The owner of this facility, Twin Oaks Juvenile Development, was notified that they were outbid for the contract renewal to provide services at this facility and that the contract had been awarded to another vendor. In these situations, the youth are transferred to a new facility. Due to the fact that this is a detention facility, this in turn left RAMC with no youth for the program to serve through 21st CCLC. The program was also impacted by Hurricane Michael in October 2018, resulting in temporary closures at the AFYC and DOVE sites and a lower number of days of operation for those sites in comparison to the JUST site.



STAFF CHARACTERISTICS

PROACTIVE PLANNING: BOYS AND GIRLS CLUB OF TABULA RASA (COHORT 15 – YOUTH DETENTION)

The focus of the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program during the initial weeks of academic year operation was to plan the successful implementation of a high-quality program while reengaging and/or enrolling students into the program. This implementation planning process helped ensure that all students, both those continuing from the summer of 2018 and new enrollees, would be afforded the most complete and comprehensive program possible without enduring significant changes that could detract from receiving the full breadth of services and/or lead to premature termination of students secondary to frustration and confusion. Unlike many other agencies initiating such a complex educational program, the outstanding ties between the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program and the schools and communities where services are located, as well as relationships with the founding 21st CCLC partners, allowed for an efficient and effective implementation of the program, with services starting within the required 30 days after receipt of the 21st CCLC award letter from the Florida Department of Education.

As quality of state-funded educational programming becomes a public concern, it is imperative that program quality be more than just monitored and measured. Rather, it must be actively managed with a view toward continuous improvement and development. Within such active management, it is important to account for the impact of both program structure and delivery processes on the quality of the program. For instance, effective programs must match the developmental needs of their participants, and they must also fit the demands and resources of the particular settings in which they are implemented. A key to successful implementation of high-quality programming is to be proactive when planning and structuring the program to overcome or account for predetermined areas that may be problematic. Indeed, it is critical to take corrective actions during the design of the program, rather than waiting until corrective actions could have detrimental impacts. For such proactive planning to be successful, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program required a program-wide commitment to continuous quality improvement and continuous process improvement. Program staff members worked collaboratively to develop a culture of critical inquiry and ensured that quality

processes and outcomes are central to the vision, goals, and priorities of all staff and within all program activities.

In cooperation with such a proactive planning process, Elias et al. (2003) proposed the following list of factors associated with the successful implementation of an enduring program: (a) presence of a program coordinator or committee to oversee implementation and resolution of day-to-day problems, (b) involvement of individuals with highly shared morale, good communication, and a sense of ownership, (c) employment of qualified personnel, (d) ongoing processes of formal and informal training, including the involvement of knowledgeable experts, (e) high inclusiveness of all school stakeholders, (f) high visibility in the school and the community, (g) program components that explicitly foster mutual respect and support among students, (h) varied and engaging instructional approaches, (i) linkage to stated goals of schools or districts, (j) consistent support from school principals, and (k) balance of support from both new and seasoned administrators.

Each element of the proactive planning process rests upon high-quality leadership, effective staffing, and program visibility. The importance of a physical presence in the community cannot be understated for the purposes of proactive planning and to help establish a stronger, more dedicated staff. Over the course of the initial weeks and months of operation, Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) leveraged and enhanced their strong community presence, while also focusing on hiring necessary staff to implement the highest quality program for future student participants. In addition, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program revised their comprehensive student enrollment packet, student application form, parent agreement/consent form, and other critical forms for the 21st CCLC program.

STAFF CHARACTERISTICS

Regardless of the adequacy and depth of the proactive planning process, and regardless of the quantity of operations and services (discussed later in this report), implementing and maintaining high-quality out-of-school programming depends heavily upon consistently effective program management. Ultimately, program management is a process of planning, organizing, leading, and controlling program resources and the work of program staff members to achieve stated program objectives. In turn, achievement of program objectives depends upon the extent to which program activities are formulated, organized, and coordinated in terms of human, financial, and material resources. Within this process, leadership plays a vital



role in establishing a new culture, developing new directions, mobilizing change, creating opportunities, and motivating staff members.

Table 13: Regular Staff by Paid and Volunteer Status

Staff Type* - AFYC	Summer 2018		2018-2019 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	0	0	0	0
College Students	0	0	0	0
Community Members	0	0	0	0
High School Students	0	0	0	0
Parents	0	0	0	0
School Day Teachers (former and substitute)	0	0	0	0
Other Non-teaching School Day Staff	0	0	0	0
Sub-contracted Staff	3	0	12	0
Other**	0	0	0	0

¹For all staff categories, report only staff paid with 21st CCLC funds.

* These categories represent the regular responsibilities of program staff during the regular school day.

** Use this category if staff member does not fit in specific categories provided

Staff Type* -DOVE	Summer 2018		2018-2019 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	0	0	0	0
College Students	0	0	0	0
Community Members	0	0	0	0
High School Students	0	0	0	0
Parents	0	0	0	0
School Day Teachers (former and substitute)	0	0	0	0
Other Non-teaching School Day Staff	0	0	0	0
Sub-contracted Staff	8	0	11	0
Other**	0	0	0	0

¹For all staff categories, report only staff paid with 21st CCLC funds.

* These categories represent the regular responsibilities of program staff during the regular school day.

** Use this category if staff member does not fit in specific categories provided



Table 13: Regular Staff by Paid and Volunteer Status

Staff Type* - JUST	Summer 2018		2018-2019 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	0	0	0	0
College Students	0	0	0	0
Community Members	0	0	0	0
High School Students	0	0	0	0
Parents	0	0	0	0
School Day Teachers (former and substitute)	0	0	0	0
Other Non-teaching School Day Staff	0	0	0	0
Sub-contracted Staff	9	0	9	0
Other**	0	0	0	0
¹ For all staff categories, report only staff paid with 21 st CCLC funds. * These categories represent the regular responsibilities of program staff during the regular school day. ** Use this category if staff member does not fit in specific categories provided				
Staff Type* - RAMC	Summer 2018		2018-2019 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	0	0	0	0
College Students	0	0	0	0
Community Members	0	0	0	0
High School Students	0	0	0	0
Parents	0	0	0	0
School Day Teachers (former and substitute)	0	0	0	0
Other Non-teaching School Day Staff	0	0	0	0
Sub-contracted Staff	6	0	4	0
Other**	0	0	0	0
¹ For all staff categories, report only staff paid with 21 st CCLC funds. * These categories represent the regular responsibilities of program staff during the regular school day. ** Use this category if staff member does not fit in specific categories provided				



In addition to program leaders, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program successfully attracted experienced staff members to provide both core academic enrichment and personal growth activities to actively participating 21st CCLC students. As required by the Florida Department of Education, all academic-based 21st CCLC projects and programming are provided by teachers certified by the FDOE. Personal enrichment activities are provided by certified teachers and/or qualified non-certified instructors. Regardless of the activity, the teachers and instructors appear to be adequately qualified to provide the specific activities and have been trained in the federal and state 21st CCLC initiative, as well as the specific model proposed by the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program. The program experienced minimal staff turnover, with a total of six (6) staff members leaving the program and being replaced by new staff providing the same services at three (3) of the four (4) sites (four at AFYC and one each at DOVE and JUST). The turnover did not impact program quality or objective achievement

Table 13 demonstrates that the program is well-staffed and is capable of maintaining the proposed ratio of students-to-teachers in both academic and personal enrichment activities. Indeed, sites maintained a student-to-staff ratio of 20:1 for enrichment labs, 15:1 for PBL activities, 10:1 for fitness activities, and 15:1 for homework/tutoring. It is important to note that Table 13 does not necessarily suggest that these are the number of staff each day, rather this is the total number of staff members who worked in the program during the operational year. This table provides information that is required to be reported to the US Department of Education through an online reporting system.

STAFF DEVELOPMENT AND TRAINING

Effective leadership requires a great deal of wisdom, skill, and persistence to design and implement a quality educational program; and the leadership process is vital to ensure that stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Indeed, effective leadership will engage students, parents, teachers, paraprofessionals, and administrators, while also providing them with the necessary support to help bridge achievement gaps through program activities. Toward this end, conducting quality assessments, offering professional



training, and providing technical assistance are necessary elements for an optimal education program and can have measurable effects on students' academic performance and social behaviors.

To support student services through the 21st CCLC program, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC leadership provided staff development for those hired to provide 21st CCLC services. In addition to program and policy training, staff members have been provided more informal in-vivo trainings from the district leaders, including walkthroughs, demonstrations, and guided implementation of 21st CCLC projects. A list of professional trainings dates and topics are provided below.

- August 8, 2018: Deliverable Requirements (all sites, 5 participants)
- August 16, 2018: Team Building (JUST and AFYC, 5 participants)
- September 5, 2018: Team Builders and Ice Breakers (all sites, 11 participants)
- October 4, 2018: Positive Work Skills (JUST and AFYC, 8 participants)
- November 7, 2018: Time and Task Management (JUST AND AFYC, 5 participants)
- December 3, 2018; BGC Blue Culture (JUST and AFYC, 7 participants)
- January 11, 2019: Intentional Planning (DOVE, 4 participants)
- January 31, 2019: Leadership and Influence (JUST and AFYC, 7 participants)
- February 6, 2019: Effective Communication Skills (JUST and AFYC, 7 participants)
- March 7, 2019: BGC Blue Culture (DOVE, 3 participants)
- April 16, 2019: Grant Objectives (DOVE, 5 participants)
- May 23, 2019: Grant Narrative and Objectives Reviewed (all sites, 4 participants)



OBJECTIVES AND OUTCOMES:

ACADEMIC ENRICHMENT

Within the state of Florida, every 21st CCLC program is required to provide a strong academic component in each of three areas: (1) reading and language arts, (2) mathematics, and (3) science. Each of these academic components must be delivered by teachers certified by the Florida Department of Education. Programs are encouraged to make each of these academic components creative, fun, and designed to foster a love of reading, math, and science – in addition to focusing all such activities on project-based learning plans accepted by the Florida Department of Education. As such, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program has written lesson plans and project-based learning plans for all academic activities, ensuring that the activities provided during the 21st CCLC program do not mirror the regular school day. Instead, the federal law encourages programs to design activities that reinforce topics taught during the regular day school. Florida programs are given some level of flexibility in the dosage of academic, project-based activities to provide during any specific week of operation, with each student required to receive at least one hour of project-based, academic-focused, teacher-provided activities per day of out-of-school programming. Activities must be provided in such a dosage that the program is able to meet the proposed objectives included in the grant application. Programs are not permitted to reduce the level of academic services throughout the five-year term of the grant.

NEED-BASED ACADEMIC OBJECTIVES

The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program developed individual objectives based on an assessment of student, parent, family, and community needs. Each of the annual objectives, as approved by the Florida Department of Education, was designed to be measurable, quantitative, challenging (yet achievable), and assessed throughout the project year (continuous assessment). In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served. All objectives are program-wide, though center-specific objectives may be created in the future if warranted.

- 80% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
- 80% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
- 80% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
- 80% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.
- 80% of regularly participating students will graduate within their 4-year cohort.

ACADEMIC ACTIVITIES PROVIDED

With established need-based objectives, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program developed and implemented project-based learning activities aligned to the approved 21st CCLC academic objectives. It is important to note that the Florida Department of Education does not require each activity to have a separate objective, such that multiple activities can be provided under a single objective and/or one activity can be provided to support multiple objectives (e.g., an objective for science might include robotics, technology, and rocketry activities; while a robotics activity can support reading, math, and science). As per federal law and state rules, programs are only permitted to provide activities that will help meet the stated objectives approved by the Florida Department of Education (i.e., objective-driven activities). The proposed activities are detailed in the approved grant application, and the program is striving to adhere to those specified activities, with the addition of some additional project-based learning activities that support the approved objectives.

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to assess objective progress, the USED requires each objective to be rated in the federal data collection system within one of the below categories (indicated on the right). The



star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education's required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.

5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective
3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective

Domain: Academic – English Language Arts/Writing

Objective: 80% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1, 2, and 4

Number of Participants Measured at End of Year: 28

Number of Participants Meeting Success Criterion at End of Year: 18

Percent of Participants Meeting Success Criterion at End of Year: 64%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify



students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to reading instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and last available quarter reading report card grades, 64% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C. Compared with the objective assessment benchmark of 80%, this indicates that the program made meaningful progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – English Language Arts/Writing

Objective: 80% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1, 2, and 4

Number of Participants Measured at End of Year: 65

Number of Participants Meeting Success Criterion at End of Year: 44

Percent of Participants Meeting Success Criterion at End of Year: 68%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed



necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to reading instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and last available quarter reading report card grades, 68% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C. Compared with the objective assessment benchmark of 80%, this indicates that the program made meaningful progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – Mathematics

Objective: 80% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1, 2, and 4

Number of Participants Measured at End of Year: 25

Number of Participants Meeting Success Criterion at End of Year: 14

Percent of Participants Meeting Success Criterion at End of Year: 56%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)



End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to math instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and last available quarter math report card grades, 56% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C. Compared with the objective assessment benchmark of 80%, this indicates that the program made meaningful progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – Mathematics

Objective: 80% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. (High School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1, 2, and 4

Number of Participants Measured at End of Year: 67

Number of Participants Meeting Success Criterion at End of Year: 39

Percent of Participants Meeting Success Criterion at End of Year: 58%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)



End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to math instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and last available quarter math report card grades, 58% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C. Compared with the objective assessment benchmark of 80%, this indicates that the program made meaningful progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – Science

Objective: 80% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1, 2, and 4

Number of Participants Measured at End of Year: 24

Number of Participants Meeting Success Criterion at End of Year: 15

Percent of Participants Meeting Success Criterion at End of Year: 63%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)



End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to science instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and last available quarter science report card grades, 63% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C. Compared with the objective assessment benchmark of 80%, this indicates that the program made meaningful progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic – Science

Objective: 80% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year. (High School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)

Data Collection Timeframe: Academic grades for quarters 1, 2, and 4

Number of Participants Measured at End of Year: 70

Number of Participants Meeting Success Criterion at End of Year: 39

Percent of Participants Meeting Success Criterion at End of Year: 56%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)



End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to science instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and last available quarter science report card grades, 56% of participating students maintained an A/B grade or improved from a grade of C to B or a grade of D/F to C. Compared with the objective assessment benchmark of 80%, this indicates that the program made meaningful progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district.

Domain: Academic Benchmarks – Algebra I End-of-Course Exam

Objective: 80% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam. (Middle School Students)

Measure: Algebra I EOC Exam

Standard of Success: Attain an Achievement Level 3 or higher on the Florida Standards Assessment - Algebra I EOC assessment

Data Collection Timeframe: End of School Year

Number of Participants Measured at End of Year: n/a

Number of Participants Meeting Success Criterion at End of Year: n/a

Percent of Participants Meeting Success Criterion at End of Year: n/a

Stars Achieved (Objective Status): n/a



End-of-Year Programmatic Changes and Rationale: No middle school students were enrolled in Algebra I.

End-of-Year Data Collection/Evaluation Changes and Rationale: No middle school students were enrolled in Algebra I.

Domain: Academic Benchmarks – Algebra I End-of-Course Exam

Objective: 80% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam. (High School Students)

Measure: Algebra I EOC Exam

Standard of Success: Attain an Achievement Level 3 or higher on the Florida Standards Assessment - Algebra I EOC assessment

Data Collection Timeframe: End of School Year

Number of Participants Measured at End of Year: 6

Number of Participants Meeting Success Criterion at End of Year: 0

Percent of Participants Meeting Success Criterion at End of Year: 0%

Stars Achieved (Objective Status): n/a

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify the students in greatest need of additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to math instructional time and/or focus.

Rationale: Based on 2018-2019 Algebra I End-of-Course (EOC) data, 0% of regularly participating students reached an achievement level 3 (satisfactory) or higher. Compared with the objective assessment benchmark of 80%, this indicates that the program made little progress toward the benchmark by the end of the project year.



End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting state assessment scores and progress monitoring data from the school district.

Domain: Academic Benchmarks – High School Graduation

Objective: 80% of regularly participating students will graduate within their 4-year cohort.

Measure: Standard Diploma

Standard of Success: Attain a standard high school diploma within their 4-year cohort

Data Collection Timeframe: December, End of School Year

Number of Participants Measured at End of Year: 21

Number of Participants Meeting Success Criterion at End of Year: 21

Percent of Participants Meeting Success Criterion at End of Year: 100%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Graduation data indicate that 100% of participating students graduated within their 4-year cohort. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting graduation data.



OBJECTIVES AND OUTCOMES:

PERSONAL ENRICHMENT SERVICES

In addition to academic remediation and enrichment, a second specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the education process. As per rules established by the Florida Department of Education, personal enrichment must include a variety of structured activities, as well as encourage active participation regardless of individual student skill levels. All personal enrichment activities must directly or indirectly support the academic achievement of participating students. According to Section 4205(A) of ESSA, as amended, 21st CCLC programs are limited to providing additional services within the following categories: physical education and recreation activities; dropout prevention and character education activities; tutoring and mentoring services; educational arts and music activities; entrepreneurial education programs; programs for limited English proficient students; telecommunications and technology education programs; expanded library service hours; and/or drug and violence prevention and/or counseling activities.

NEED-BASED OBJECTIVES

In addition to academic-focused objectives and activities, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) developed the following need-based objectives to help guide personal enrichment activities for student participants.

- 80% of regularly participating students will maintain high performance or improve their physical and personal wellness.
- 80% of regularly participating students will maintain high performance or improve their physical activity.
- 80% of regularly participating students will maintain high performance or improve their self-efficacy.



- 80% of regularly participating students will maintain high performance or improve their drugs/alcohol prevention.
- 80% of regularly participating students will maintain high performance or improve their application of positive character traits.
- 80% of regularly participating students will maintain high performance or improve their transition to adulthood skills.
- 80% of regularly participating students will maintain high performance or improve their grade promotion.

PERSONAL ENRICHMENT ACTIVITIES PROVIDED

With established need-based objectives for personal enrichment activities, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) developed and implemented a broad array of activities aligned to at least one of the personal enrichment objectives and designed to support the academic achievement of participating students. The specific proposed enrichment activities are outlined in the approved grant application, and the program strived to adhere to those specified activities, along with project-based learning activities that support the approved personal enrichment objectives. However, some activities were different than those proposed, as project-based and problem-based activities tend to be “living” and can significantly change as the project progresses and students’ interest piques about various topics.

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to assess objective progress, the USED requires each objective to be rated in the federal data collection system within one of the below categories (indicated on the right). The star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education’s required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.

5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective

3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective

Domain: Personal Enrichment – Health & Nutrition

Objective: 80% of regularly participating students will maintain high performance or improve their physical and personal wellness. (Middle School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 23

Number of Participants Meeting Success Criterion at End of Year: 17

Percent of Participants Meeting Success Criterion at End of Year: 74%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will add an updated curriculum from Boys and Girls Club of America, Triple Play: Healthy Habits to the current Healthy Habits classes.

Rationale: Pre/mid/post test scores indicate that 74% of participating students maintained high performance or improved their physical and personal wellness. Compared with the objective assessment benchmark of 80%, this indicates that the program approached the benchmark, but fell short, by the end of the project year.



End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Personal Enrichment – Health & Nutrition

Objective: 80% of regularly participating students will maintain high performance or improve their physical and personal wellness. (High School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 58

Number of Participants Meeting Success Criterion at End of Year: 48

Percent of Participants Meeting Success Criterion at End of Year: 86%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will add an updated curriculum from Boys and Girls Club of America, Triple Play: Healthy Habits to the current Healthy Habits classes.

Rationale: Pre/mid/post test scores indicate that 86% of participating students maintained high performance or improved their physical and personal wellness. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.



Domain: Personal Enrichment – Health & Nutrition

Objective: 80% of regularly participating students will maintain high performance or improve their physical activity. (Middle School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 20 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 39

Number of Participants Meeting Success Criterion at End of Year: 12

Percent of Participants Meeting Success Criterion at End of Year: 31%

Stars Achieved (Objective Status): 1 Star (Limited Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum while also introducing Triple Play: Body curriculum into the 2019-2020 school year.

Rationale: Pre/mid/post test scores indicate that 31% of participating students maintained high performance or improved their physical activity. Compared with the objective assessment benchmark of 80%, this indicates that the program made limited progress toward the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Personal Enrichment – Health & Nutrition

Objective: 80% of regularly participating students will maintain high performance or improve their physical activity. (High School Students)

Measure: Pre-, Mid-, Post-Assessment



Standard of Success: Maintain a score of 20 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 118

Number of Participants Meeting Success Criterion at End of Year: 47

Percent of Participants Meeting Success Criterion at End of Year: 40%

Stars Achieved (Objective Status): 2 Stars (Some Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum while also introducing Triple Play: Body curriculum into the 2019-2020 school year.

Rationale: Pre/mid/post test scores indicate that 40% of participating students maintained high performance or improved their physical activity. Compared with the objective assessment benchmark of 80%, this indicates that the program made some progress toward the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their self-efficacy. (Middle School Students)

Measure: Perceptual Survey (Parent)

Standard of Success: Maintain or show improvement in scores

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 39

Number of Participants Meeting Success Criterion at End of Year: 29



Percent of Participants Meeting Success Criterion at End of Year: 74%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will introduce enhanced programming focused on self-efficacy and increasing confidence in youth.

Rationale: Parent survey data indicate that 74% of participating students maintained high performance or improved their self-efficacy. Compared with the objective assessment benchmark of 80%, this indicates that the program approached the benchmark, but fell short, by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting survey data.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their self-efficacy. (High School Students)

Measure: Perceptual Survey (Parent)

Standard of Success: Maintain or show improvement in scores

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 117

Number of Participants Meeting Success Criterion at End of Year: 79

Percent of Participants Meeting Success Criterion at End of Year: 68%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will



introduce enhanced programming focused on self-efficacy and increasing confidence in youth.

Rationale: Parent survey data indicate that 68% of participating students maintained high performance or improved their self-efficacy. Compared with the objective assessment benchmark of 80%, this indicates that the program made meaningful progress toward the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting survey data.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their self-efficacy. (Middle School Students)

Measure: Perceptual Survey (Student)

Standard of Success: Maintain or show improvement in scores

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 43

Number of Participants Meeting Success Criterion at End of Year: 23

Percent of Participants Meeting Success Criterion at End of Year: 53%

Stars Achieved (Objective Status): 2 Stars (Some Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will introduce enhanced programming focused on self-efficacy and increasing confidence in youth.

Rationale: Student survey data indicate that 53% of participating students maintained high performance or improved their self-efficacy. Compared with the objective assessment benchmark of 80%, this indicates that the



program made some progress toward the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting survey data.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their self-efficacy. (High School Students)

Measure: Perceptual Survey (Student)

Standard of Success: Maintain or show improvement in scores

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 131

Number of Participants Meeting Success Criterion at End of Year: 82

Percent of Participants Meeting Success Criterion at End of Year: 63%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will introduce enhanced programming focused on self-efficacy and increasing confidence in youth.

Rationale: Student survey data indicate that 63% of participating students maintained high performance or improved their self-efficacy. Compared with the objective assessment benchmark of 80%, this indicates that the program made meaningful progress toward the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting survey data.



Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their self-efficacy. (Middle School Students)

Measure: Perceptual Survey (Teacher)

Standard of Success: Maintain or show improvement in scores

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 36

Number of Participants Meeting Success Criterion at End of Year: 30

Percent of Participants Meeting Success Criterion at End of Year: 83%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Teacher survey data indicate that 83% of participating students maintained high performance or improved their self-efficacy. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting survey data.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their self-efficacy. (High School Students)

Measure: Perceptual Survey (Teacher)

Standard of Success: Maintain or show improvement in scores

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment



Number of Participants Measured at End of Year: 115

Number of Participants Meeting Success Criterion at End of Year: 84

Percent of Participants Meeting Success Criterion at End of Year: 73%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, Site Director will meet with Teachers to make a plan to add to regular programming to help increase self-efficacy scores.

Rationale: Teacher survey data indicate that 73% of participating students maintained high performance or improved their self-efficacy. Compared with the objective assessment benchmark of 80%, this indicates that the program approached the benchmark, but fell short, by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting survey data.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their drugs/alcohol prevention. (Middle School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above OR improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 21

Number of Participants Meeting Success Criterion at End of Year: 15

Percent of Participants Meeting Success Criterion at End of Year: 71%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)



End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, updated curriculum from BGCA will be introduced: Opioid and Substance Abuse.

Rationale: Pre/mid/post test scores indicate that 71% of participating students maintained high performance or improved their drug /alcohol prevention. Compared with the objective assessment benchmark of 80%, this indicates that the program approached the benchmark, but fell short, by the end of the project year. The new curriculum should serve to improve the programming quality and end-of-year percentage.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their drugs/alcohol prevention. (High School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above OR improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 53

Number of Participants Meeting Success Criterion at End of Year: 43

Percent of Participants Meeting Success Criterion at End of Year: 81%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders .In 2019-2020, updated curriculum from BGCA will be introduced: Opioid and Substance Abuse.



Rationale: Pre/mid/post test scores indicate that 81% of participating students maintained high performance or improved their drug /alcohol prevention. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their application of positive character traits. (Middle School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above OR improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 23

Number of Participants Meeting Success Criterion at End of Year: 20

Percent of Participants Meeting Success Criterion at End of Year: 87%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 87% of participating students maintained high performance or improved their application of positive character traits. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.



End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Personal Enrichment – Behavior & Problem-Solving

Objective: 80% of regularly participating students will maintain high performance or improve their application of positive character traits. (High School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above OR improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 47

Number of Participants Meeting Success Criterion at End of Year: 40

Percent of Participants Meeting Success Criterion at End of Year: 85%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 85% of participating students maintained high performance or improved their application of positive character traits. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.



Domain: Dropout Prevention & College/Career Readiness

Objective: 80% of regularly participating students will maintain high performance or improve their transition to adulthood skills. (Middle School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above OR improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 26

Number of Participants Meeting Success Criterion at End of Year: 23

Percent of Participants Meeting Success Criterion at End of Year: 88%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 88% of participating students maintained high performance or improved their transition to adulthood. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Dropout Prevention & College/Career Readiness

Objective: 80% of regularly participating students will maintain high performance or improve their transition to adulthood skills. (High School Students)

Measure: Pre-, Mid-, Post-Assessment



Standard of Success: Maintain a score of 70 or above OR improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 55

Number of Participants Meeting Success Criterion at End of Year: 47

Percent of Participants Meeting Success Criterion at End of Year: 85%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 85% of participating students maintained high performance or improved their transition to adulthood. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Dropout Prevention & College/Career Readiness

Objective: 80% of regularly participating students will maintain high performance or improve their grade promotion. (Middle School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above OR improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 31

Number of Participants Meeting Success Criterion at End of Year: 26



Percent of Participants Meeting Success Criterion at End of Year: 84%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 84% of participating students maintained high performance or improved their grade promotion. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.

Domain: Dropout Prevention & College/Career Readiness

Objective: 80% of regularly participating students will maintain high performance or improve their grade promotion. (High School Students)

Measure: Pre-, Mid-, Post-Assessment

Standard of Success: Maintain a score of 70 or above OR improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 58

Number of Participants Meeting Success Criterion at End of Year: 48

Percent of Participants Meeting Success Criterion at End of Year: 83%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.



Rationale: Pre/mid/post test scores indicate that 83% of participating students maintained high performance or improved their grade promotion. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores.



OBJECTIVES AND OUTCOMES: ADULT FAMILY MEMBER SERVICES

The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs are required to provide services designed to increase the involvement of adult family members in their child's education (e.g., family reading nights, student performances/showcases, participation in school-based parent activities that have a documented 21st CCLC focus, etc.) and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning (e.g., GED preparation, money management, parenting skills, etc.). While programs are provided some flexibility with regards to the level of adult family member services they provide, the program must provide at least monthly activities and/or services, and must provide enough outreach to progress toward the proposed family-based objectives. Many programs in Florida limit adult family member activities to special events (e.g., student plays) and general meetings. Unfortunately, secondary to the difficulty in getting adult family member participation in these services, it is rare for Florida programs to serve a substantial percentage of adult family members. Regardless, 21st CCLC programs may only provide services to adult family members of students actively participating in 21st CCLC services.

NEED-BASED OBJECTIVES

The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) developed the following need-based objectives for providing services to adult family members of actively participating 21st CCLC students:

- 85% of regularly participating family members will demonstrate their involvement in student education.

ACTIVITIES PROVIDED

In support of the approved needs-based objectives, the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) proposed and provided several research-based



and family-focused activities to help parents and adult family members support the academic achievement of participating students. Below are adult family member services provided by the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program during the 2018-2019 program year by site.

AFYC Family Enrichment Schedule		
August	Media Influence on Teenagers	10
September	Together We Can Be Bully Free	9
October	What Teens Worry About	13
November	How to Support a Child After a Tragedy	22
December	How to Survive the Holidays with a Teen	33
January	Confidence in Teenagers	35
February	Healthy Eating	18
March	Preteen and Teenage Depression	21
April	Happy Teenagers and Teenage Wellbeing	17
May	Drugs and Alcohol	15
DOVE Family Enrichment Schedule		
August	Goal Setting	29
September	Signs and Preventing Bullying	25
October	Conflict Resolution	34
November	Drug Awareness	21
December	Using Coping Skills	38
January	Budgeting	41
February	Career Planning	28

March	Family Day – Literacy Event	28
April	Signs of Suicide	21
May	Mother’s Day and Families	25
JUST Family Enrichment Schedule		
August	Media Influence on Teenagers	43
September	Together We Can Be Bully Free	25
October	What Teens Worry About	38
November	How to Support a Child After a Tragedy	24
December	How to Survive the Holidays with a Teen	28
January	Confidence in Teenagers	32
February	Healthy Eating	22
March	Preteen and Teenage Depression	36
April	Happy Teenagers and Teenage Wellbeing	21
May	Family Day	37

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to assess objective progress, the USED requires each objective to be rated in the federal data collection system within one of the below categories (indicated on the right). The star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education’s required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.



5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective
3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective

Domain: Adult Family Member Services – Parental Involvement

Objective: 80% of regularly participating family members will demonstrate their involvement in student education. (Middle School Students)

Measure: Perceptual Survey (Teacher)

Standard of Success: Improved or did not need improvement

Data Collection Timeframe: End of school year

Number of Participants Measured at End of Year: 13

Number of Participants Meeting Success Criterion at End of Year: 10

Percent of Participants Meeting Success Criterion at End of Year: 77%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with similar adult family member programming and distribution of information regarding events in 2019-2020.

Rationale: Teacher survey data indicate that 77% of participating adult family members demonstrated their involvement. Compared with the objective assessment benchmark of 80%, this indicates that the program approached the benchmark, but fell short by the end of project year.



End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting teacher survey data.

Domain: Adult Family Member Services – Parental Involvement

Objective: 80% of regularly participating family members will demonstrate their involvement in student education. (High School Students)

Measure: Perceptual Survey (Teacher)

Standard of Success: Improved or did not need improvement

Data Collection Timeframe: End of school year

Number of Participants Measured at End of Year: 53

Number of Participants Meeting Success Criterion at End of Year: 46

Percent of Participants Meeting Success Criterion at End of Year: 87%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with similar adult family member programming and distribution of information regarding events in 2019-2020.

Rationale: Teacher survey data indicate that 87% of participating adult family members demonstrated their involvement. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting teacher survey data.

Domain: Adult Family Member Services – Parental Involvement

Objective: 90% of regularly participating family members will demonstrate their involvement in student education. (Middle and High School Students - Data is not separated by grade levels. Results are combined, middle and high school).

Measure: Perceptual Survey (Parent)



Standard of Success: Improved or did not need improvement

Data Collection Timeframe: End of school year

Number of Participants Measured at End of Year: 86

Number of Participants Meeting Success Criterion at End of Year: 76

Percent of Participants Meeting Success Criterion at End of Year: 88%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will introduce enhanced programming focused on self-efficacy, tutoring, and programs that will increase grades and students attitudes toward school.

Rationale: Student survey data indicate that 88% of participating students maintained high performance or improved their self-efficacy. Compared with the objective assessment benchmark of 90%, this indicates that the program made meaningful progress toward the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed on data collection. Parental contact is a struggle in youth detention due to youth being in DCF custody, estranged from family, or lack of interest from family due to history. Continued attempts of contact will be made to guardians of each youth. All grade levels are combined.

Domain: Adult Family Member Services – Parental Involvement

Objective: 80% of regularly participating family members will demonstrate their involvement in student education. (Middle School Students)

Measure: Perceptual Survey (Parent)

Standard of Success: Indicate "Helpful" for at least one event

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 51



Number of Participants Meeting Success Criterion at End of Year: 42

Percent of Participants Meeting Success Criterion at End of Year: 82%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with similar adult family member programming and distribution of information regarding events in 2019-2020.

Rationale: Parent survey data indicate that 82% of participating adult family members demonstrated their involvement. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting adult family member survey data.

Domain: Adult Family Member Services – Parental Involvement

Objective: 80% of regularly participating family members will demonstrate their involvement in student education. (High School Students)

Measure: Perceptual Survey (Parent)

Standard of Success: Indicate "Helpful" for at least one event

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 128

Number of Participants Meeting Success Criterion at End of Year: 89

Percent of Participants Meeting Success Criterion at End of Year: 70%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with similar adult family member programming and distribution of information regarding events in 2019-2020.



Rationale: Parent survey data indicate that 70% of participating adult family members demonstrated their involvement. Compared with the objective assessment benchmark of 80%, this indicates that the program approached the benchmark, but fell short by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting adult family member survey data.

Domain: Adult Family Member Services – Parental Involvement

Objective: 80% of regularly participating family members will demonstrate their involvement in student education. (Middle School Students)

Measure: Logs

Standard of Success: Parental Involvement (score of 1) in at least one event for the year

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 45

Number of Participants Meeting Success Criterion at End of Year: 17

Percent of Participants Meeting Success Criterion at End of Year: 38%

Stars Achieved (Objective Status): 1 Star (Limited Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with similar adult family member programming and distribution of information regarding events in 2019-2020.

Rationale: Logs indicate that 38% of participating adult family members demonstrated their involvement. Compared with the objective assessment benchmark of 80%, this indicates that the program made limited progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting adult family member logs.



Domain: Adult Family Member Services – Parental Involvement

Objective: 80% of regularly participating family members will demonstrate their involvement in student education. (High School Students)

Measure: Logs

Standard of Success: Parental Involvement (score of 1) in at least one event for the year

Data Collection Timeframe: Pre-, Mid-, and Post-Assessment

Number of Participants Measured at End of Year: 127

Number of Participants Meeting Success Criterion at End of Year: 56

Percent of Participants Meeting Success Criterion at End of Year: 44%

Stars Achieved (Objective Status): 2 Stars (Some Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with similar adult family member programming and distribution of information regarding events in 2019-2020.

Rationale: Logs indicate that 44% of participating adult family members demonstrated their involvement. Compared with the objective assessment benchmark of 80%, this indicates that the program made some progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting adult family member logs.



OBJECTIVES AND OUTCOMES: SURVEY FINDINGS

ACADEMIC IMPROVEMENT: TEACHER SURVEY

During the 2018-2019 program year, Florida's 21st CCLC programs were required to provide teacher observational data showing impact of the afterschool program on regularly participating 21st CCLC students (as defined by attending at least 30 days during the program year). Given the unique position of out-of-school programs, teacher surveys were used to collect information about changes in each individual student's behavior during the program year. Surveys were distributed to school-day teachers for all students attending the program, wherein teachers were asked to indicate the extent to which student behaviors improved or did not improve during the academic year. All 21st CCLC programs were instructed to distribute the surveys to school-day teachers who have regular contact with the student, preferably a mathematics or English teacher. Although it was permissible to survey teachers who also served as 21st CCLC program staff, it was preferred to survey teachers who were not serving the program in this capacity.

The following represent some important findings based on 72 completed teacher surveys for the Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program:

- 86.1% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in completing quality homework to the teacher's satisfaction.
- 73.6% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in paying attention and participating in class.
- 83.3% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in academic performance (e.g., improved grades, learning gains).
- 73.6% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in demonstrating self-efficacy (belief they can do well in school).

STUDENT SATISFACTION SURVEYS

During the 2018-2019 program year, Florida's 21st CCLC programs were required to conduct student surveys in order to obtain information about student satisfaction with and perceptions of the 21st CCLC programming at the sites they attended. As such, the surveys were to be completed only by students who had participated in program activities at some point during the 2018-2019 program year.

The survey included several items, most of which required students to choose between "Definitely," "Somewhat," and "Not at all" for their responses. The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program received 96 completed student surveys. Results from the administration of the Student Satisfaction Survey of 21st CCLC students in the program indicate the following important findings:

- 98.9% of 21st CCLC students indicated the program had adults who cared about them.
- 98.9% of 21st CCLC students indicated they felt safe at the afterschool program.
- 98.9% of 21st CCLC students indicated the program helped them understand that following rules is important.
- 98.9% of 21st CCLC students indicated the program helped them solve problems in a positive way.

PARENT SATISFACTION SURVEYS

During the 2018-2019 program year, Florida's 21st CCLC programs were required to conduct parent surveys in order to obtain information about parent satisfaction with and perceptions of the 21st CCLC program, as well as demographic information. As such, the surveys were to be completed only by parents of students who participated in program activities during the 2018-2019 program year.

The survey included several items, most of which required parents to choose between "Very Satisfied," "Satisfied," "Not sure," "Unsatisfied," "Very Unsatisfied," and "Not Applicable" for their responses. . The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program received 87 completed parent



surveys. Results from the administration of the Parent Satisfaction Survey of 21st CCLC students in the program indicate the following important findings:

- 86.2% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the afterschool program as whole..
- 86.2% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the staff's warmth and friendliness.
- 94.3% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the safety of the program environment.
- 90.7% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the program helping them become more involved with their child's education.
- 90.8% of parents of 21st CCLC students indicated they were satisfied or very satisfied with their child's improvement in academic performance since participating in the program.

STUDENT SUCCESS SNAPSHOT

Per requirements of the Florida Department of Education, the program was asked to select a student who has demonstrated success on one or more of the program's objective assessments and create a brief narrative of the student's experiences with the 21st CCLC program, the student's progress, and outcomes and how the 21st CCLC program may have played a role in the student's success. Below is a snapshot of a student in the Boys and Girls Club of Tabula Rasa (Cohort 15 –Youth Detention) 21st CCLC program who participated in programming in the 2018-2019 program year. The student's name has been changed to protect the student's identity.

Emmanuel is a 17 year old that arrived into the program in the 8th grade and with report cards from his previous school showing straight F's and very poor attendance. His desire was to attain his GED and job ready certifications, because he would be 18 upon exit. He did not feel like he would be successful if he returned to his home school in the 8th grade.

He was enrolled in the GED program during Education. After school hours, Emmanuel received tutoring and academic enrichment in math, science, and language arts. He was making A's and B's in his school day classes and because of



this he was signed up to take the test for this GED. He passed all 3 parts of the test and has his GED now.

One of the classes while enrolled in the BGC afterschool programming was a class to equip him to be job ready when he went home. This program is called Career Launch. He created a resume, attended mock interviews, and explored career and college opportunities. He also took an 8-hour course for CPR and First Aid and attained the Red Cross First Aid/CPR Certification. Emmanuel decided that he wanted to return to his hometown and sign up for the Fire Fighter/EMT classes at the local college.



SUSTAINABILITY PLAN

PROGRESS TOWARD SUSTAINABILITY

One of the goals of the 21st CCLC program is to continue activities beneficial to students and their families after the five-year project period is over. Programs receive 100% funding for each of the first two years of the program, followed by 80% funding for each of the final three years. Therefore, programs are required to demonstrate how the program will become self-sustaining both within and beyond the five years of initial funding. In addition, all programs in Florida are expected to maintain the size and scope of their programs and are forbidden from reducing the quantity or quality of services, the number of children, or the length of operation to account for the reduced funding. Moreover, Florida 21st CCLC programs are not permitted to charge any fees to students or parents in association with 21st CCLC programming without authorization from the Florida Department of Education (FDOE), and no program has ever received such authorization.

Structured afterschool program costs vary widely, depending on the organization and other funding available to the organization. For instance, as noted, all 21st Century Community Learning Centers are federally-funded and are prohibited by the Florida Department of Education from charging any fees for eligible students. Other programs (such as some Children Services Councils) receive local funding from tax dollars to provide free or inexpensive services to students (generally a sliding-scale fee, if charged). Still other programs receive charitable donations (e.g., Boys and Girls Clubs) and charge minimal or no fees to students. The costs associated with structured afterschool programs that do not receive external funding are often dependent on the level of services provided, such that the programs with the most expensive activities (e.g., out-of-state field trips) will result in a higher cost to families. Nationally, the average cost of structured afterschool programs are between \$1,500 and \$2,500 annually. When taking into account the number of hours and days of services provided to 21st CCLC students within this program, the annual funding is an average of \$750 per student, which is less than half that of other structured afterschool programming. As such, marketing and sustaining the program are critical even in the early years of 21st CCLC program operations.



Table 14: Partnerships and Sub-Contracts

Agency Name	*Type of Organization	Subcontract (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
Cato Fashions	FPO	No	\$1,100	--	Goods or materials
Arts and Crafts of Graceville	FPO	No	\$2,300	--	Goods or materials
Liberty County School District	SD	No	\$12,000	--	Other
Twin Oaks Juvenile Development	CBO	No	\$12,000	--	Goods or materials
Project Connect	CBO	No	\$15,000	--	Other
Liberty County Sheriff's Department	CNT	No	No estimate given	--	Programming or Activity-Related Services
United Way	NPOO	No	No estimate given	--	Other
Jackson County School District	SD	No	No estimate given	--	Other
CASPER	FPO	Yes	--	\$9,000	Evaluation Services
TOTAL	--	--	\$42,400	\$9,000	--

*School District (SD), Community-Based or other Non-Profit Organization (CBO), Nationally Affiliated Nonprofit - Boys & Girls Club (BGC), Nationally Affiliated Nonprofit - YMCA/YWCA (YMCA), Nationally Affiliated Nonprofit - Other Agency (NPOO), Faith-Based Organization (FBO), Charter School (CS), Private School (PS), College or University (CU), Regional/Intermediate Education Agency (IEA), Health-Based Organization (hospital/clinic/etc.) (HBO), Library (LIB), Museum (MUS), Park/Recreation District (PRD), Other Unit of City or County Government (CNT), For-Profit Entity (FPO), Bureau of Indian Affairs School (IAS), Other (OTH)

Although 21st CCLC objectives do not specifically address the importance of developing, maintaining, and enhancing partnerships and sustainability, it would be remiss for this evaluation to ignore the substantial progress of the Boys and Girls Club of Tabula Rasa in such efforts. The Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention) 21st CCLC program engaged and received support from a number of partners that have and will continue to assist with developing, implementing, evaluating, and sustaining the 21st CCLC program. Table 14 indicates



the partners, their organization types, whether they are partners or subcontractors, the estimated values of their contributions/subcontracts, and the types of contributions they made to enhance the activities offered to regularly participating students and their adult family members.



RECOMMENDATIONS

The Boys and Girls Club of Tabula Rasa (Cohort 15 –Youth Detention) 21st CCLC program is led by a team of dedicated and experienced individuals at the program and site levels. In addition to the program and site level leaders, the program also benefits from the leadership and support of school administrators and the school districts served by the sites. With the support of partners and the strength of the Boys and Girls Club of Tabula Rasa (Cohort 15 –Youth Detention) 21st CCLC team, the program has strengthened and grown to provide high-quality programming for students and their families since its inception.

Overall, the Boys and Girls Club of Tabula Rasa (Cohort 15 –Youth Detention) 21st CCLC program achieved many of its stated objectives for 2018-2019, while making progress toward and nearly achieving others. It is believed that the findings and recommendations within this report will help guide future efforts toward enhancing the program and furthering progress toward stated goals and objectives. Within the model of continuous program improvement, several recommendations for further enhancing this 21st CCLC program are provided. These are not considered “weaknesses,” as the program is already focused on addressing many of these challenges and/or implementing these recommendations. Rather, this section serves to document those areas where the program is planning or should plan to focus additional attention.

IMPLEMENT PROPOSED PROGRAMMATIC/DATA COLLECTION CHANGES

As indicated in the *Objective Assessment* sections of this report, the program plans to implement programmatic changes based on findings related to its objectives. The program is encouraged to implement the proposed changes identified within this report, along with any additional programmatic/data collection changes identified by program leaders.



If you are interested in learning more about the
21st Century Community Learning Center Initiative at
Boys and Girls Club of Tabula Rasa (Cohort 15 – Youth Detention):

Nicole Gonzalez
Area Director
ngonzalez@bgctr.org



REPORT PREPARED BY:



CENTER FOR ASSESSMENT, STRATEGIC PLANNING, EVALUATION AND RESEARCH

4110 NORTHWEST 64TH STREET ♦ GAINESVILLE, FLORIDA 32606



The 21st Century Community Learning Centers (21st CCLC) initiative is conducted with support from a grant from the Bureau of Family and Community Outreach (BFCO) within the Florida Department of Education. The overall direction of the initiative is provided by the Director of the Florida 21st CCLC Program. Any questions regarding this report may be directed to the Center for Assessment, Strategic Planning, Evaluation and Research.



"Education is the most powerful weapon which you can use to change the world."

— Nelson Mandela



Report Prepared By
**Center for Assessment, Strategic Planning,
Evaluation and Research (CASPER)**