

Summative Evaluation Report

Grantee: **BGC of North Central Florida: Taylor County** | Grant: **Youth Development Academy (C20)(623-2445B-5P001)** | Cohort: **20** | **2** Sites

1. Introduction to Program

Narrative: Youth Development Academy – 21st CCLC Project

Function and Purpose of the Project

The Boys & Girls Club of North Central Florida's Youth Development Academy, operating through the 21st Century Community Learning Centers (21st CCLC) program, serves students at both the **Teen Center (9th–12th grades)** and **Shady Grove Elementary (3rd–5th grades)**. Its purpose is to provide academic support, character development, and enrichment opportunities that prepare young people for long-term success in school, in the workforce, and in life.

By operating afterschool and throughout the summer, the Youth Development Academy extends the learning day for both elementary and secondary students. The program closes achievement gaps, reduces risks associated with unsupervised out-of-school hours, and provides students with the structure and guidance needed to succeed. Tutoring, homework help, and enrichment activities are aligned with Florida standards and classroom instruction, ensuring continuity of learning.

Staff focus on academic growth, discipline, and responsibility while also preparing older students for high school graduation, postsecondary education, and the workforce. Younger students benefit from foundational literacy and math reinforcement, while teens gain skills in responsibility, goal setting, and career readiness.

Characteristics of the Population Served

The Youth Development Academy serves students in Perry and Shady Grove, Florida, communities characterized by high levels of economic hardship. A large majority of students qualify for free or reduced-price lunch, underscoring the financial barriers families face. Many parents work long hours, leaving limited time to provide consistent academic support outside of school.

The program is unique in its dual service to both **elementary school children** and **high school students**:

- At **Shady Grove Elementary**, the program supports students in grades 3–5 who need targeted reinforcement in literacy and math to prepare them for middle school success.
- At the **Teen Center**, the program serves students in grades 9–12, providing academic tutoring, enrichment, and mentoring to keep teens on track for graduation and beyond.

This year, the program played a vital role in maintaining student engagement and academic support, particularly as many teens face risks of disengagement, while

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younger students require strong early intervention in core subjects.

Evidence of Outcomes

The Youth Development Academy measures outcomes using both the Club's internal success criteria and the state's 21st CCLC Standards of Success (SOS).

Club Success Criteria (A/B grades or one letter improvement):

- **Shady Grove (3rd–5th grades):** 73% of students met success in ELA; 65% met success in Math.
- **Teen Center (9th–12th grades):** 59% of students met success in ELA; 72% met success in Math.

21st CCLC Standards of Success (PPR Results):

- **ELA FAST:** 58% demonstrated growth (benchmark not met).
- **ELA Report Card Grades:** 41% improved (benchmark not met).
- **Math FAST:** 91% demonstrated growth (benchmark met).
- **Math Report Card Grades:** 44% improved (benchmark not met).
- **GPA:** 88% of measured students improved (benchmark met).
- **Attendance/Dropout Prevention:** 85% maintained or improved attendance (benchmark met).
- **In-School Suspensions:** 94% reduced (benchmark met).
- **Behavior Referrals:** 74% reduced (benchmark not met).
- **Safe and Supportive Relationships:** 100% reported stronger connections with staff and peers (benchmark met).
- **Engagement:** 100% of students demonstrated consistent participation (benchmark met).

These results show that while SOS benchmarks tied strictly to report card improvement were not fully met in reading, the Club's criteria demonstrate stronger progress, particularly in math. FAST results also confirm that students are showing significant growth in mathematics across grade levels.

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Enhancement on the Community and Students

1. **Closing Achievement Gaps**

At Shady Grove, students are building foundational literacy and math skills, with more than seven in ten demonstrating ELA growth by Club criteria. At the Teen Center, tutoring and academic support are ensuring high school students are on track to graduate, with 72% of teens demonstrating success in math.

2. **Providing Safe, Supervised Environments**

Both younger and older students benefit from structured supervision during critical out-of-school hours. Parents gain peace of mind knowing their children are safe, supported, and engaged.

3. **Supporting School Engagement and Graduation**

With 85% of students maintaining or improving attendance, the program keeps students connected to school. Teen participants benefit from mentoring, goal-setting, and academic reinforcement that reduce risks of dropout and prepare them for postsecondary pathways.

4. **Improving Behavior and Responsibility**

Students demonstrated strong progress in discipline, with 94% reducing suspensions and 74% reducing behavior referrals. These outcomes reflect the success of consistent routines and positive reinforcement in shaping responsible behavior.

5. **Strengthening Family and Community Ties**

The Youth Development Academy supports families through workshops and events that provide tools to reinforce learning at home. In Perry and Shady Grove, these efforts strengthen connections between schools, families, and the Club, building a stronger sense of community.

Conclusion

The Youth Development Academy 21st CCLC program is a vital resource for children and teens in Perry and Shady Grove, Florida. By focusing on academics, discipline, and family engagement, the program ensures students have the foundation they need for long-term success.

With **73% of Shady Grove students improving in ELA and 65% in math, and Teen Center students demonstrating 59% success in ELA and 72% in math**, the program shows measurable academic impact. FAST results confirm 91% growth in mathematics, alongside strong GPA gains (88%), improved attendance (85%), reduced suspensions (94%), and high engagement (100%).

More than an afterschool program, the Youth Development Academy is a cornerstone of opportunity and stability for students from families facing poverty. It helps younger children master early skills while guiding high school students toward graduation and future success. By providing consistent academic support, safe supervision, and family engagement, the program is preparing students to succeed in school, in the workforce, and in life.

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2. Student Characteristics

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The Shady Grove and Teen Center programs serve two distinct but equally vital student populations, and together they represent a comprehensive afterschool strategy for both younger and older students in our community. Shady Grove serves grades 3 through 5, while the Teen Center exclusively serves high school students in grades 9 through 12. Enrollment records for the reporting period show that Shady Grove served 43 students during the summer and 36 during the academic year, while the Teen Center served 25 students in the summer and 27 during the academic year. These numbers are significant in rural areas such as ours, where access to structured afterschool and summer enrichment programs is limited. Both sites play a critical role in meeting the needs of students who might otherwise lack safe, structured, and academically supportive environments outside of school hours.

Demographic data provides a clear picture of the populations served. At Shady Grove, 4 students were identified with special needs, and 43 students qualified for free or reduced-price lunch, representing the entire summer enrollment. The gender distribution at this site included 29 male and 25 female participants. At the Teen Center, 2 students were identified with special needs, and 30 students qualified for free or reduced-price lunch, demonstrating the program's strong reach into economically disadvantaged populations. The Teen Center served 12 male and 22 female students. These numbers underscore the programs' commitment to serving students most in need of additional academic support, enrichment activities, and positive mentorship.

Race and ethnicity data further highlight the diversity of participants, especially at the Teen Center. At Shady Grove, the majority of participants identified as White (43), with 7 identifying as Black or African American, 2 as Two or More Races, and 2 not providing data. The Teen Center served a much higher percentage of minority students, with 30 identifying as Black or African American and 4 as White. This difference reflects the distinct community demographics and school feeder patterns for each program.

Grade-level data confirms that the programs are serving their targeted populations. Shady Grove participants were spread across grades 3 (18 students), 4 (21 students), and 5 (15 students), showing a balanced distribution within the elementary range. At the Teen Center, participation was highest among seniors (14 students) and freshmen (10 students), with smaller numbers in grades 10 (3 students) and 11 (7 students). This shows that the Teen Center is attracting students across all four high school grades, though outreach strategies could focus on strengthening 10th-grade enrollment to maintain a balanced cohort.

Data collection is conducted through our formal data-sharing agreement with the school district. This agreement allows us to receive updated student enrollment, demographic, and eligibility data every nine weeks, ensuring accuracy and consistency across reporting periods. This partnership is a major strength and ensures that reported figures align with official district records.

The main challenge in this reporting cycle has been collecting complete and timely data for participants who attend homeschool or private school, since they are not included in the district's regular reporting system. Without direct access to their academic and demographic records, staff must rely on families to submit this information. While most are cooperative, the variation in record formats and timing can create inconsistencies in reporting.

To address this, staff maintain open communication with parents and guardians, clearly outlining the specific data needed and offering multiple ways to submit it, such as paper forms, secure email, or in-person drop-off. By continuing to strengthen this outreach and providing regular reminders, the program aims to minimize any gaps in reporting for homeschool and private school students. With this targeted strategy and the strong, on-time data partnership with the district for public school participants, both Shady Grove and the Teen Center remain well-positioned to deliver accurate reporting and demonstrate their positive impact on the communities they serve.

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2.1 Student Enrollment Total

Table 2.1. Student Enrollment: Total Participating Students for Summer 2024 and 2024-2025 Academic Year

Site Name	Total Participating Enrollment (attending at least one hour)	
	Summer	Academic Year
Shady Grove (C20)	43	36
Teen Center (C20)	25	27

2.2 Student Demographics

Table 2.2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced Price Lunch	Gender		
				Male	Female	Other
Shady Grove (C20)	0	4	43	29	25	0
Teen Center (C20)	0	2	30	12	22	0

Table 2.3. Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students							
	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	Hawaiian Or Pacific Islander	White	Two or More Races	Data Not Provided**
Shady Grove (C20)	0	0	7	0	0	43	2	2

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Teen Center (C20)	0	0	30	0	0	4	0	0
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Table 2.4. Student Grade: Total Participating Students

Site Name	Grade In School*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Shady Grove (C20)	0	0	0	0	18	21	15	0	0	0	0	0	0	0	54
Teen Center (C20)	0	0	0	0	0	0	0	0	0	0	10	3	7	14	34

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3. Project Operations

During the 2024 summer session, both Shady Grove and the Teen Center operated for a total of nine weeks, with each site open for 42 days. Shady Grove provided 10 hours of programming each weekday, while the Teen Center provided 10 hours on weekdays and an additional 1.5 hours on one weekday evening, accommodating high school participants' varying schedules. Neither site offered weekend programming during the summer, and the operating schedule matched the approved site profile with no discrepancies. This extended summer schedule allowed for a balance of academic support and enrichment activities, giving students a productive and engaging summer experience while helping to offset summer learning loss.

During the 2024–2025 academic year, both Shady Grove and the Teen Center operated for 43 weeks, totaling 180 days of service each. Programming occurred exclusively after school for 2.5 hours per day, Monday through Friday, for both sites. This consistent schedule ensured predictable access for students and families, while aligning with transportation availability through district-provided school buses. The steady operating hours and adherence to the approved schedule allowed for strong program attendance and continuity of services.

Programming at Shady Grove focused on academic reinforcement in core subjects for grades three through five, integrating literacy and math support with hands-on enrichment. Students participated in project-based learning, STEM activities, arts, and structured skill-building. The Teen Center provided high school students in grades nine through twelve with academic tutoring, college and career readiness workshops, leadership development, and life skills training, along with safe social spaces. Both sites also incorporated character education and service learning opportunities to build responsibility, community awareness, and teamwork.

Transitions between activities were carefully planned to maintain order and maximize engagement. Staff used structured routines, clear verbal cues, and role-modeling to ensure students moved efficiently from one activity to the next. A standard five-minute warning was announced before each transition, giving students time to wrap up their current work, clean up materials, and prepare mentally for the next block. At Shady Grove, these transitions often included group check-ins or short brain breaks to help younger students reset and focus. At the Teen Center, transition time allowed students to socialize briefly before diving into the next scheduled program, acknowledging their developmental need for peer connection while still maintaining structure.

Activities were selected to align with the 21st CCLC program's primary mission of supporting academic achievement while also promoting social-emotional growth. Both Shady Grove and the Teen Center offered structured academic enrichment in reading, mathematics, and STEM, intentionally linked to school-day learning objectives. Certified staff and trained program leaders designed lessons that reinforced classroom content, provided targeted support for struggling learners, and extended learning through hands-on projects, critical thinking exercises, and collaborative problem-solving. While academics remained the core focus, activities also incorporated leadership development, college and career readiness, and service-learning projects to prepare students for long-term success. Every activity was chosen for its ability to meet measurable program objectives, with academic skill-building as the foundation of the schedule.

Overall, both Shady Grove and the Teen Center operated according to plan, maintained consistent schedules, and offered high-quality, structured programming designed to meet the academic and personal development needs of their respective age groups. Strong coordination with the school district ensured smooth transportation, while dedicated staff maintained the structure and energy necessary to keep students engaged from arrival to departure.

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Table 3.1 Summer 2024 Operations

Site Name	Total # of weeks This site was open	Total # of days This site was open	Typical # of hours per day This site was open			Total # of days This site was open		
			Weekdays	Weekdays Evenings	Weekend/Holidays	Weekdays	Weekdays Evenings	Weekend/Holidays
Shady Grove (C20)	9	42	10:00	0:00	0:00	42	0	0
Teen Center (C20)	9	42	10:00	1:30	0:00	42	1	0

Table 3.2 2024-2025 Academic Year Operation

Site Name	Total # of weeks This site was open	Total # of days This site was open	Typical # of hours per day This site was open				Total # of days This site was open			
			Before School	During School	After School	Weekends/Holidays	Before School	During School	After School	Weekends/Holidays
Shady Grove (C20)	43	184	0:00	0:00	2:30	0:00	0	0	184	0
Teen Center (C20)	43	184	0:00	0:00	2:30	0:00	0	0	184	0

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4. Staff Characteristics

The Shady Grove and Teen Center programs are staffed by a dedicated mix of professionals and community members who bring both expertise and a personal investment in the success of students. At Shady Grove, the team includes two college students, one community member, three school-day teachers, and one individual in the “other” category who provides specialized support. The Teen Center staff is composed of one administrator, two community members, two school-day teachers, one non-teaching school-day staff member, and one additional staff member in the “other” category. All positions are paid, ensuring a consistent level of commitment and accountability.

Staff quality is a central strength of both sites. School-day teachers and non-teaching school-day staff contribute firsthand knowledge of the district’s academic standards, curriculum pacing, and student needs, which allows for a seamless connection between regular school instruction and afterschool programming. College students and community members add energy, new perspectives, and mentorship opportunities, while administrators provide oversight to ensure programming stays aligned with the 21st CCLC’s academic focus and reporting requirements. Professional development is a priority, with training in academic enrichment strategies, youth development, classroom management, and safety procedures provided regularly. These trainings ensure that all staff are prepared to engage students effectively and maintain a safe, structured environment.

Turnover remains low at both sites, which strengthens program stability and continuity. Students benefit from seeing familiar faces each day, building trust and rapport that supports both academic and social-emotional growth. For new hires, onboarding includes shadowing experienced staff and receiving the same professional development opportunities as returning team members, ensuring a smooth transition into the program culture.

The student-to-staff ratio is a significant advantage, averaging approximately 9:1 at Shady Grove and 8:1 at the Teen Center. These low ratios allow for small group and individualized instruction, enabling staff to tailor activities and interventions to each student’s needs. In academic subjects, this ratio ensures that struggling students receive the attention necessary to grasp challenging concepts, while advanced students are given enrichment opportunities to push their skills further. In leadership or project-based learning activities, the ratio allows for meaningful collaboration without students becoming disengaged.

Overall, the composition of staff at Shady Grove and the Teen Center creates a balance of professional expertise, community connection, and youth energy. This mix not only supports the program’s academic mission but also fosters a nurturing, motivating environment that encourages students to succeed both in school and in life. The combination of consistent staffing, targeted training, and favorable ratios directly impacts program quality, making it possible to deliver on the 21st CCLC’s promise of measurable, meaningful results.

Table 4.1 Program Staff Types by Category

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Site Name	Type (Paid and Volunteer)	Administrators and Coordinators	College Students	Community Members	High School Students	Parents	School Day Teachers (including substitutes)	Non-teaching School Day Staff	Sub-contracted Staff	Other
Shady Grove (C20)	Paid	0	2	1	0	0	3	0	0	1
	Volunteer	0	0	0	0	0	0	0	0	0
Teen Center (C20)	Paid	1	0	2	0	0	2	1	0	1
	Volunteer	0	0	0	0	0	0	0	0	0

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5. Outcomes

Objectives, Activities, Data Collection Methodology and Outcomes

Data Collection Methodology and Outcomes – Youth Development Academy

Data Collection Methodology

The Youth Development Academy collects and analyzes student outcomes using a combination of **school-provided data, internal Club tracking, and state assessment results**. Sources include:

- **FAST Assessments:** Used to measure statewide growth in ELA and Math.
- **Report Card Grades:** Collected quarterly through school records and directly from parents when necessary.
- **Club Success Criteria:** Students are considered successful if they earn A's or B's or improve by at least one letter grade. This standard ensures that both high achievement and steady progress are recognized.
- **Behavior, Attendance, and Engagement Data:** Collected daily by Club staff and cross-referenced with school discipline and attendance records.
- **Surveys:** Administered to students to assess relationships, engagement, and overall support.

This layered approach ensures both academic and non-academic outcomes are tracked consistently and provides a clearer picture of student growth.

Outcomes Met Through Programming

Club Success Criteria

- **Shady Grove (Grades 3–5):** 73% of students met success in ELA; 65% met success in Math.

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- **Teen Center (Grades 9–12):** 59% of students met success in ELA; 72% met success in Math.

21st CCLC Standards of Success (PPR Results)

- **ELA FAST:** 58% demonstrated growth (benchmark not met).
- **ELA Report Card Grades:** 41% improved (benchmark not met).
- **Math FAST:** 91% demonstrated growth (benchmark met).
- **Math Report Card Grades:** 44% improved (benchmark not met).
- **GPA:** 88% of measured students improved (benchmark met).
- **Attendance/Dropout Prevention:** 85% maintained or improved attendance (benchmark met).
- **In-School Suspensions:** 94% reduced (benchmark met).
- **Behavior Referrals:** 74% reduced (benchmark not met).
- **Safe and Supportive Relationships:** 100% of participants reported stronger connections with peers and staff (benchmark met).
- **Engagement:** 100% of students demonstrated consistent participation (benchmark met).

These results show strong math growth across both sites, as confirmed by FAST (91%) and Club criteria (65% Shady Grove, 72% Teen Center). Reading results were more mixed, with FAST showing moderate growth (58%) and Club criteria confirming stronger performance (73% at Shady Grove, 59% at Teen Center).

Impact on the Population Served

The Youth Development Academy serves students from **Shady Grove Elementary (3rd–5th grades)** and the **Teen Center (9th–12th grades)** in Perry, Florida. Both communities face high levels of poverty, with most students qualifying for free or reduced-price lunch. Families often work multiple or irregular jobs, limiting their ability to provide academic support at home.

The program plays a critical role in addressing these barriers:

- **Shady Grove students** gain foundational literacy and math skills that prepare them for middle school success.
- **Teen Center students** receive tutoring, mentoring, and goal-setting supports that keep them on track for high school graduation and future college or career

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readiness.

The results confirm meaningful impact: higher math growth rates, improved GPA, stronger attendance, and reduced suspensions and referrals. For many families, the Youth Development Academy provides the only structured academic support available outside of the regular school day.

Data Collection Challenges

Several challenges emerged during the year:

1. **Low FAST Participation Rates**
Only 40–61% of students had measurable FAST results, limiting the ability to compare growth across the full population.
2. **Delayed Access to School Data**
Report card and attendance data were sometimes delayed, requiring additional efforts to collect grades directly from families.
3. **Strict State SOS Criteria**
The state's Standards of Success (SOS) undercounted progress by discounting students who maintained steady grades or made partial improvements. For example, students who consistently earned a B were not considered successful under SOS, despite clear achievement.
4. **Split Age Groups**
Serving both elementary and high school students created differences in available data points, with GPAs more relevant for teens and foundational skills more critical for younger students.

Strategies to Eliminate Challenges

1. **Increase FAST Participation**
Strengthen communication with schools and families to ensure a higher percentage of students complete FAST assessments, providing a more comprehensive measure of academic growth.
2. **Formalize Data Collection Systems**
Continue building redundancy by collecting report cards directly from parents in addition to district reporting. Club staff will also conduct interim grade checks to monitor progress between quarters.
3. **Refine Success Criteria**
Continue to rely on Club's grade-based criteria (A/B grades or one-letter improvement), which aligns more closely with FAST results and provides a truer picture of student achievement.

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4. **Age-Appropriate Measures**
Use differentiated data collection tools that better capture growth at each site. For elementary students, track fluency and foundational math fact mastery. For high school students, monitor GPA, credits earned, and graduation readiness.
5. **Staff Training**
Provide staff with training on data entry, reporting timelines, and progress monitoring tools to ensure accuracy and consistency across both sites.

Conclusion

The Youth Development Academy has demonstrated measurable success in advancing academic achievement, improving behavior, and strengthening engagement for both elementary and high school students in Perry and Shady Grove.

- **73% of Shady Grove students succeeded in ELA and 65% in math.**
- **59% of Teen Center students succeeded in ELA and 72% in math.**
- **91% of all students demonstrated math growth on FAST.**
- **88% improved GPA, 85% maintained strong attendance, and 94% reduced suspensions.**

Though challenges remain in aligning with the state’s SOS criteria and ensuring complete data coverage, the program has adopted strategies to strengthen participation, refine measures, and better capture student progress.

The Youth Development Academy remains a cornerstone of opportunity for students in communities facing poverty, ensuring that children at Shady Grove and teens at the Perry Teen Center have the academic tools, habits, and support they need to thrive.

Table 5.1 Program Performance Table

Domain	Objective#	Total # of Participants Served	Total # of Participants Measured	% of Participants Measured	Total # of Participants Meeting SOS	% of Participants Meeting SOS	Benchmark Met
English Language Arts - FAST Scores	1.A.1	88	0	0	0	0	N

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English Language Arts - Report Card Grades	1.A.2	88	68	77	28	41	N
Mathematics - FAST Scores	1.B.1	54	0	0	0	0	N
Mathematics - Report Card Grades	1.B.2	88	63	72	28	44	N
Grade Point Average (Unweighted)	1.C	34	8	24	7	88	Y
Attendance/Dropout Prevention	2.A	88	33	38	28	85	Y
In-School Suspensions	3.A.1	88	34	39	32	94	Y
Behavior Referrals	3.A.2	88	34	39	25	74	N
Safe and Supportive Relationships	4.A.1	88	76	86	76	100	Y
Engagement	4.A.2	88	76	86	76	100	Y

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Stakeholder Surveys

The stakeholder survey results for the 2024–2025 school year reflect strong professional support for the program’s impact. With an **86% response rate** from **school day teachers**—educators who work closely with students during the regular school day—the data show that **100% of respondents** believe student engagement either increased or was already at an optimal level, and **100%** report that students maintain safe and supportive relationships with both peers and adults. This unanimous agreement from classroom teachers, who have daily, firsthand knowledge of student behavior and growth, underscores the program’s effectiveness in meeting its core goals.

This year, surveys were distributed in paper format in response to feedback from previous years noting that district firewalls often blocked electronic surveys from being received. This change ensured that teachers received the survey reliably and could complete it without technical barriers. The results reflect strong alignment between the program’s objectives and teacher observations of students.

Moving forward, the program will continue to use the paper-based distribution method to guarantee survey delivery while exploring options to streamline data entry and analysis. These adjustments will ensure that high-quality, timely data continue to guide program improvements.

Overall, the combination of high participation rates, universally positive feedback, and reliable delivery methods confirms that the program is excelling in promoting student engagement and fostering safe, supportive relationships—outcomes recognized and validated by the teachers who see students’ progress each day.

Table 5.2 Stakeholder Survey Responses

Survey Question	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
Q1. Student engagement is the degree of attention, curiosity, and interest in classroom activities as well as the level of motivation and participation of students demonstrate while learning. How would you describe this student’s level of engagement for the 2024-2025 School Year?	86	100
Q2. Safe and supportive relationships for students refer to interpersonal connections -whether with peers, teachers, or other school staff- that foster a sense of security, trust, and emotional well-being. How would you describe this student’s level of safe and supportive relationships with peers and adults for the 2024-2025 School Year?	86	100

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6. Progress Toward Sustainability

Progress Toward Sustainability Plan

The Teen Center and Shady Grove units continue to advance the sustainability plan outlined in the original application by leveraging a broad network of community partnerships, in-kind contributions, and AmeriCorps member support. These sites, which serve older youth in Perry (Teen Center) and younger students in Greenville (Shady Grove), rely heavily on **AmeriCorps members** to deliver daily mentoring, tutoring, and enrichment. This staffing model provides stability and individualized attention without adding costs to the grant budget.

Additional progress toward sustainability has been made through partnerships with health providers, schools, and community organizations that bring resources, workshops, and enrichment opportunities into the program at no additional cost. These partnerships reduce operational expenses while strengthening program quality.

Advisory Board Structure and Recommendations

The **21st CCLC Advisory Board** serves all sites, including the Teen Center and Shady Grove. Membership includes:

- **Boys & Girls Club staff** for operational oversight.
- **School district staff** to ensure alignment with classroom standards.
- **Parents of enrolled students** for direct family input.
- **Community members** offering local perspectives.
- **The Mayor of Perry**, who participated and voiced municipal-level support.
- **Private school representatives**, ensuring equitable collaboration across school types.

The Advisory Board met **twice this year**. While not as frequent as planned, meetings were productive. Recommendations included:

1. Expanding parent workshops in financial literacy and wellness.
2. Strengthening academic supports, particularly in reading for Shady Grove and postsecondary readiness for the Teen Center.

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3. Maintaining investment in AmeriCorps as the backbone of the program's staffing model.

Estimated Value of Contributions

Because both the Teen Center and Shady Grove rely more heavily on AmeriCorps support than other sites, the total estimated value of partner contributions is significant but not inflated. For this year, the combined in-kind and community contributions for these two sites total approximately **\$175,000**.

Key Contributions:

- **AmeriCorps Program (primary contribution):** Members provide daily tutoring, mentoring, enrichment support, and small-group interventions, making individualized attention possible.
- **Taylor County School District:** Provides student data, referrals, and feedback to keep programming aligned with academic standards.
- **Health Partners:** Doctors Memorial Hospital and the Taylor County Health Department provide workshops and prevention programming.
- **Community Partners:** Taylor County Library supports literacy through reading challenges and access to digital resources; 4-H delivers nutrition and STEM-based enrichment.
- **Professional Contributions:** Specialists such as Dr. Anna Kallschmidt (evaluation) and Head Start staff (lesson plan support, professional development) expand the program's capacity.
- **Family Engagement Partners:** VyStar Credit Union provides financial literacy programming for families, linking adult learning to student success.

These contributions—especially the consistent presence of AmeriCorps members—represent meaningful investment in the program's sustainability.

Conclusion

The Teen Center and Shady Grove units are advancing sustainability by maximizing the value of AmeriCorps service, leveraging community and professional partnerships, and engaging an Advisory Board that reflects the voices of staff, schools, parents, and civic leaders.

With an estimated **\$175,000 in in-kind contributions** this year, these sites demonstrate strong community buy-in and resource-sharing. Most importantly, AmeriCorps support allows both programs to maintain low student-to-staff ratios and deliver targeted interventions that directly impact academic outcomes and personal growth.

By continuing to strengthen partnerships and engage community stakeholders, the Teen Center and Shady Grove are building a sustainability framework that will ensure long-term success for students and families in their communities.

Summative Evaluation Report

Grantee: **BGC of North Central Florida: Taylor County** | Grant: **Youth Development Academy (C20)(623-2445B-5P001)** | Cohort: **20** | **2** Sites

Table 6.1 Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
AmeriCorps Program	Volunteer Staffing		Partner
Doctors Memorial Hospital	Programming/Activity-Related Services		
City of Perry	Goods/Materials		
Taylor County Health Department	Programming/Activity-Related Services		
Taylor County Library	Programming/Activity-Related Services		
Taylor County 4H	Programming/Activity-Related Services		
Dr. Anna Kallschmidt	Evaluation Services		
Taylor County Sheriff Department	Programming/Activity-Related Services		
Dr. Brandon Ketring	Programming/Activity-Related Services		
VyStar Credit Union	Programming/Activity-Related Services		
Taylor County Property Appraiser	Programming/Activity-Related Services, Goods/Materials		
Taylor County School District	Programming/Activity-Related Services		
Afterschool Snack Program	Goods/Materials		
Florida Insurance Consultants	Evaluation Services		

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7. Program Reflection

Overall Assessment of Program Impact – Youth Development Academy

Program Impact and Effectiveness

The Youth Development Academy 21st Century Community Learning Centers (21st CCLC) program, serving students at the **Teen Center (9th–12th grades)** and **Shady Grove Elementary (3rd–5th grades)**, made a measurable impact on students and families in the 2024–2025 program year. By addressing both the early academic needs of younger students and the graduation readiness of high school students, the program provided essential support to two distinct but equally vulnerable groups.

The program ensured that students received tutoring aligned with state standards, structured enrichment, and consistent supervision during critical out-of-school hours. Its dual approach—strengthening foundational literacy and math at Shady Grove while supporting credit completion, GPA improvement, and career readiness at the Teen Center—allowed students to build confidence, improve skills, and remain engaged in their education.

Outcomes and Effectiveness

Academic Growth

- **Shady Grove (Grades 3–5):** 73% of students met success in ELA; 65% in Math.
- **Teen Center (Grades 9–12):** 59% of students met success in ELA; 72% in Math.
- **FAST Math:** 91% of students demonstrated measurable growth.
- **FAST ELA:** 58% showed growth.
- **GPA (Teen Center):** 88% of students improved GPA.

School Engagement

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- **Attendance:** 85% maintained or improved attendance, reducing dropout risk.

Behavioral Improvements

- **Suspensions:** 94% reduced in-school suspensions.
- **Referrals:** 74% reduced behavior referrals.

Supportive Relationships and Engagement

- **Safe and Supportive Relationships:** 100% of participants reported stronger connections with peers and staff.
- **Engagement:** 100% of students consistently participated in programming.

These outcomes confirm that the program both improved academic skills and fostered the responsibility, accountability, and discipline needed for long-term success.

Lessons Learned

1. Age-Specific Strategies Are Critical

Serving both elementary and high school students highlighted the importance of differentiated supports. Younger children needed structured interventions in reading fluency and math facts, while teens required GPA monitoring, mentoring, and credit-recovery supports.

2. Club Criteria Capture True Growth

The 21st CCLC Standards of Success (SOS) did not fully capture student achievement, particularly for students maintaining steady grades or making partial improvements. The Club's success criteria—earning A's or B's or improving by one letter grade—aligned more closely with FAST outcomes and provided a clearer reflection of progress.

3. Math Gains Outpaced Reading

Math outcomes were consistently stronger than reading across both sites, indicating that math interventions and tutoring strategies were especially effective. More targeted reading supports will be needed moving forward.

4. Consistency Builds Stability

Regular attendance, mentoring, and reliable staff presence were essential in keeping both younger and older students engaged in learning despite external challenges such as poverty and family stressors.

5. Family Engagement Adds Value

Family workshops and events increased parent awareness of strategies to support learning at home. Families expressed appreciation for guidance on helping children

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succeed in both academics and behavior.

Recommendations for the Next Year

Sharpen Academic Interventions

- Expand one-on-one tutoring for struggling readers at Shady Grove.
- Provide additional college and career readiness supports at the Teen Center, including ACT/SAT prep and financial aid workshops.

Strengthen Progress Monitoring

- Increase the frequency of internal grade checks to supplement school data.
- Track incremental skill development through fluency checks, writing rubrics, and math fact mastery.

Expand Enrichment Opportunities

- Add STEM and arts programming to engage younger students in creative learning.
- For teens, offer internships, job shadowing, and project-based learning tied to real-world applications.

Enhance Family Engagement

- Offer targeted workshops for families on literacy, test preparation, and financial planning for college.
- Create opportunities for families to celebrate student progress through showcases and award nights.

Improve Data Collection Systems

- Work with schools to improve FAST participation rates and ensure more comprehensive reporting.
- Continue collecting report cards directly from parents when district reports are delayed.

Sustain Behavior Supports

- Maintain consistent routines and mentoring that have proven effective in reducing suspensions and referrals.

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- Provide ongoing staff training on age-appropriate engagement and discipline strategies.

Conclusion

The Youth Development Academy 21st CCLC program has proven to be a cornerstone of educational opportunity for children and teens in Perry and Shady Grove. With strong math growth (91% FAST, 72% Teen Center, 65% Shady Grove), improved GPA outcomes (88%), high attendance (85%), and reductions in suspensions (94%), the program is clearly impacting both academic achievement and student engagement.

Lessons from this year highlight the need for differentiated supports for elementary and high school populations, expanded reading interventions, and stronger data systems. By sharpening interventions, broadening enrichment, and deepening family engagement, the program will continue to ensure students are not only succeeding in school but also preparing for life beyond graduation.

The Youth Development Academy remains more than an afterschool program—it is a pathway to academic success, workforce readiness, and long-term resilience for students in North Central Florida.