

SUMMATIVE EVALUATION REPORT
Project Year 2022-2023



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

<u>Subgrantee Name</u>
<i>Broward CSD</i>
<i>Morrow Elem. & Oakridge Elem.</i>

Due Date

August 5, 2023, at 11:59PM EDT

Submission Environment

EZReports

Summative Evaluation Report Process

The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the Every Student Succeeds Act (ESSA). Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, the specific purposes of the federal law are to:

- provide opportunities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- offer students a broad array of additional services, programs and activities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The **Summative Evaluation Report (SER)** process of the 21st CCLC is a comprehensive assessment that evaluates the program's effectiveness in achieving its goals. This process is a federal and state requirement and is aligned with the GPRA measures and state objectives. The report template has been developed by the FDOE-21st CCLC program office and serves as a tool for subgrantees to conduct self-evaluation.

Subrecipients are expected to complete this **SER** using both qualitative and quantitative information pertaining to various aspects of the program. This includes details on student characteristics, project operations, staff characteristics, outcomes, and sustainability efforts. The purpose of collecting this information is to gauge the overall impact and success of the 21st CCLC program and to identify areas for improvement and future planning. By gathering these data and insights, subgrantees can assess the effectiveness of their programs, make data-informed decisions, and demonstrate accountability to the federal and state agencies involved and the communities served by the grant. This evaluation process plays a crucial role in ensuring that the 21st CCLC program remains focused on achieving its objectives and delivering quality services to students and communities.

Reporting Period

The Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Summative Evaluation Report will include data for **Summer 2022** and the **2022-2023 Academic Year**. Data for Summer 2023 should not be included in this year's SER. Summer 2023 data will be included in next year's report.

General Notes

1. This report template is a form to be completed. The guidance begins after this page and should be submitted in its totality. To ensure the correct information is included in the SER, please refrain from using a template from a previous year.
2. **Instructions for each section of the report will appear in italics. Please provide the appropriate response in the corresponding text box or table.**
3. The SER process is designed to encourage subrecipients to engage in **self-reflective practice** and **evaluate the performance of their programming** based on the numeric indicators provided. Respondents are expected to interpret the numeric data and use it as a basis for assessing the effectiveness of their programs in meeting the intended goals and objectives.
4. Summative evaluation reports are public documents and as such are available for public review and posting. Refrain from **including any personal information** about students or families (e.g., names or social security numbers). If a subrecipient decides to include photos, they should secure and maintain appropriate authorization from all individuals or their parent/guardian whose photo is included within their report.
5. This document describes the minimum reporting requirements for the summative evaluation report. Subrecipients are encouraged to add any information that highlights the project's operations and successes or guides improvements or sustainability in the appropriate sections.
6. There is a variety of tables throughout the document. These tables are designed to reflect the project's information.
7. Additional **information highlighting your specific project** can be offered as an **introduction** to the template and tables below.
8. Projects with no programming during select reporting periods should keep all items on the report with a statement in each narrative explaining that no programming occurred.
9. You may remove this notes page from your final report.

Table of Contents

The following Table of Contents is to remain on your report **in the order in which it has been provided**. Use the Table of Contents as a checklist to ensure appropriate reporting for this deliverable. Page numbers should be edited to match the report. After the report is completed, please click on this table of contents and a command box will appear on the upper left side. Click Update Table and choose “Update entire table” from the options provided. This will update your page numbers to align with the length of your report.

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1.0 INTRODUCTION OF PROGRAM

In 500 words or less, provide a narrative in the text box below that outlines the following:

- *this specific project's function and purpose*
- *characteristics of the population served,*
- *the project's enhancement on the community and the students served.*

Broward County Public Schools provides 21st Century Community Learning Center services at two center locations: Morrow and Oakridge Elementary Schools. The program provides students with academic and personal enrichment and involves parents and the community to help build stronger communities. Both locations provide students with remediation, Project Based Learning, tutoring, and homework assistance to support student academic achievement. Students are also provided with personal enrichment to enlighten their hidden gifts and talents and to expose them to the arts and other activities that will motivate them to try various activities with confidence.

While Morrow Elementary and Oakridge Elementary do not share geographic proximity, they do share similar needs for increased intervention. Oakridge Elementary has a high population of English Language Learners and students with disabilities, while Morrow does not, but both programs have students that are living in a stricken poverty neighborhood with little to no support from home. The English-Language standards have been a struggle for most students, which also affects other content areas such as math and science which also require students to read and analyze text.

The 21st CCLC coordinators collaborate with school staff to analyze student data and create lessons plans and activities that would allow daily student programming to be aligned with students' current curriculum and each school's School Improvement Plan (SIP), which involves stakeholders from the school, families, and the community. The program goals include increased academic achievement, enhanced decision-making skills, improved problem-solving skills, improved health, and wellness, and increased parental involvement. The program collaborates with the school to activate school advisory meetings during School Council Advisory meetings (SAC) and Family Engagement Nights. To increase parental involvement, a minimum of six family night events throughout the school year are geared at engaging adult family members and supporting targeted youth.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program. Tables 1,2,3, and 4 require the respondents to provide numeric data about the total number of students who participated in both the Summer and Academic Year programs. Also, provide a brief narrative summary of clarifying information into the following narrative box to complement the tables, to include any challenges encountered in data collection or reporting.

During the summer of 2022, Morrow and Oakridge Elementary serviced 242 students. Of the students serviced, 35 students were Limited English Language proficient, 21 students were identified with special needs, and all students received free or reduced lunch.

For the academic school year in total, 286 students were serviced. Of the number of students serviced, there were a total of 147 males and 139 females. Of the types of races and ethnicity, there were 153 African American, 122 Hispanic or Latino, 71 White, 10 Asian, 6 Multi-racial, and 46 with data not provided.

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students* for Summer 2022 and 2022-2023 Academic Year

*A participating student can be defined as any student who attends at least one hour of programming in the 21st CCLC.

Site Name	Total Participating Enrollment	
	Summer	Academic Year
MORROW ELEMENTARY	103	105
OAKRIDGE ELEMENTARY	139	181

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender		
				Male	Female	Other
MORROW ELEMENTARY	12	1	150	75	76	N/A
OAKRIDGE ELEMENTARY	67	40	244	124	123	N/A

Table 3. Student Race and Ethnicity: Total Participating Students

**Students may be counted more than once.*

***Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.*

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 **
MORROW ELEMENTARY	N/A	4	132	19	N/A	8	N/A	7
OAKRIDGE ELEMENTARY	N/A	7	79	146	N/A	98	9	54

Table 4. Student Grade: Total Participating Students

**Students may not be counted more than once.*

Site Name	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
MORROW ELEMENTARY	N/A	N/A	31	33	26	31	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	153
OAKRIDGE ELEMENTARY	N/A	N/A	51	54	55	40	47	N/A	N/A	N/A	N/A	N/A	N/A	N/A	247

3.0 PROJECT OPERATIONS

In 300 words or less, provide a brief narrative of the project's operation in the text box below.

This narrative should at a minimum:

- *include the typical and total time of operation for various reporting timeframes,*
- *describe the type of programming provided,*
- *include a summary of or enhance the information provided in the tables below,*
- *explain any discrepancies between the reported operations and the proposed operations from the approved site profile worksheet,*
- *address the types of activities chosen for programming, and*
- *describe how transitions between activities are planned and executed.*

Programs are open to students Monday through Friday. The after-school programs operate for 3 hours a day during the academic school year. The summer camp programs operate for 8 hours a day. Programs do not operate on early release days or public holidays.

Both programs provide standard-based academic and personal enrichment curriculum. Social Emotional Learning (SEL) and Project Based Learning (PBL) are included in the daily schedule. The program begins with SEL for 30 minutes. Then, students transition through a 45-minute academic rotation, with 45 minutes between transitions after 45 minutes. On Fridays, the students are engaged with clubs (Art, Craft, or PE). The summer program includes all the above with one day each week dedicated to field trips, in-house field trips, and activities for students to do projects, play games to learn sportsmanship, create crafts, and engage in expressing themselves. A schedule is created where the morning sessions are academic (Math, Reading, and Science) the students are in their classrooms, but the afternoon session has the students rotating to sports, art, painting, or craft. In the last hour, the students return to homerooms for PBL.

Morrow Elementary's services are provided after school Monday through Friday from 3:00-6:00 PM during the school year, and Monday through Friday from 8:00 AM to 5:00 PM during the summer. Oakridge Elementary's services are provided after school Monday through Friday from 2:35 -5:35 pm during the school year, and Monday through Friday from 8:00 am to 4:00 pm in the summer.

Overall, the programs allow face-to-face instruction with five minutes to transition to the afterschool program. Once arrived at the designated area, attendance is taken, and supper is provided. After supper, daily planned activities are implemented in a rotation model.

Complete the tables below as indicated in the headers.

Table 5. Summer 2022 Operations

Please indicate when **the site was open**.

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
MORROW ELEMENTARY	7	5	8	N/A	34	N/A
OAKRIDGE ELEMENTARY	7	5	8	N/A	34	N/A

Table 6. 2022-2023 Academic Year Operation

Please indicate when **the site was open**.

*Only Extended Learning Programs (ELPs) provide services during school.

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day				Total # days			
			Before School	During School*	After School	Weekend - Holidays	Before School	During School*	After School	Weekend - Holidays
MORROW ELEMENTARY	39	5	N/A	N/A	3.5	N/A	N/A	N/A	172	N/A
OAKRIDGE ELEMENTARY	39	5	N/A	N/A	3	N/A	N/A	N/A	173	N/A

4.0 STAFF CHARACTERISTICS

In 150 words or less, provide a brief narrative of the composition of staff at each site in the text box below. This narrative may include, but is not limited to:

- *staff demographics*
- *staff quality (training and certifications)*
- *turnover*
- *professional development*
- *the ratio of students to staff at each site and explain how the ratio affects programming and instruction.*

Morrow Elementary staff was 85% Afro-American and 15% Hispanic. The staff includes 2 coordinators, 13 certified teachers, 6 teacher assistants, and a security. The staff turnover is minimal for the program. The class sizes range from 15-18 students from 1st to 5th grade. There is 1 adult for every 10 students. The controlled class sizes allow teachers to engage students more with academic content and allows for more individualized instruction based on student need. Professional Development is done as a team during staff meetings and focuses on best practices and instructional strategies.

Oakridge Elementary staff is comprised of mostly Hispanic and Afro-American with 5% White. The staff includes 2 coordinators, 15 certified teachers, 5 non-teaching staff, and security. The staff turnover is minimal for the program. The class size ranges from 15-20 students from 1st to 5th grade. The small class sizes allow teachers to engage students more with academic content and allow for more individualized instruction based on student needs. Professional Development is done as a team during staff meetings and focuses on best practices and instructional strategies.

Table 7. Program Staff Types by Category

Please indicate **the number of staff** members based on their positions.

Position	MORROW ELEMENTARY		OAKRIDGE ELEMENTARY	
	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	2	N/A	2	2
College Students	N/A	N/A	N/A	N/A
Community Members	N/A	N/A	N/A	N/A
High School Students	N/A	N/A	N/A	5
School Day Teachers (including substitutes)	22	N/A	16	N/A
Non-teaching School Day Staff	10	N/A	5	N/A
Sub-contracted Staff	N/A	N/A	N/A	N/A
Other	1	N/A	1	N/A

5.0 OUTCOMES

This section should outline each approved objective, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the project on the populations served. (Add more textboxes as needed.)

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

Please provide a narrative describing the data collection methodology and outcomes. This may include:

- *outcomes met through programming,*
- *the impact on the population being served, and*
- *any data collection challenges.*
- *Provide the Program Performance Report that can be generated from EZReports to present outcomes against State Objectives.*

Program Performance Report 2022-2023							
Project #: 060-2443B-3CC16				Project Name: Oakridge/Morrow (C17)			
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 - FSA Scores	1.A.1	398	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	398	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	398	278	70%	145	52%	N
English Language Arts - Progress Reports	1.A.4	398	0	0%	0	0%	N
Mathematics - FSA Scores	1.B.1	398	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	398	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	398	280	70%	166	59%	N
Mathematics - Progress Reports	1.B.4	398	0	0%	0	0%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	398	379	95%	265	70%	N
In-School Suspensions	3.A.1	398	398	100%	396	99%	Y
Behavior Referrals	3.A.2	398	277	70%	255	92%	Y
Safe and Supportive Relationships	4.A.1	398	250	63%	159	64%	N
Engagement	4.A.2	398	250	63%	170	68%	N

In the 2022-23 school year, students were provided with a safe and nurturing environment where they studied and socialized with peers. Many students saw

academic achievement and met personal goals. The Florida State Assessment (FSA), and new Federal 21st CCLC guidelines, did not allow for 2022-23 baselines. Objectives 1.A.1, 1.A.2, 1.B.1, and 1.B.2, were not able to be met due to new state testing, there was no baseline to compare the data to leaving benchmark not met. Objectives 1.A.3, and 1.B.3, were not met due to high student transitions from the summer programs to the academic school year where we were unable to obtain dents report cards for measurement. For objective 4.A.2 68% of families participated in family engagement activities and parent nights. To improve we will send home letters to families reminding them of their responsibility to participate in program engagement. We have established a committee including the school's coordinators to find ways to increase parental attendance at these events. Per Broward County Public Schools, students do not receive progress reports after the 1st marking period unless they are at risk of not passing the course therefore 1.A.4, and 1.B.4 were unable to be met.

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the teacher end-of-year stakeholder surveys, to include any challenges encountered in collecting surveys.

Overall, our programs have been successful in maintaining or improving academic achievements. Our survey feedback shows that just under 68% of the students have maintained or increased their engagement level. It also shows that we have created a safe and supportive environment for our students with 63.60% achieved.

One challenge we encountered in obtaining responses from stakeholders was that the survey was at the end of the year and therefore when students leave the program early on, teachers may not be apt to answer the survey for that student(s) who left already. One way to remove the challenge is if the survey was sent quarterly, we may obtain a greater response rate.

Table 8. Stakeholder Survey Responses

Survey Questions	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
Q1. Student Engagement Level	251 (63%)	68

Q2. Level of Safe and Supportive relationships	251 (63%)	63.60
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6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project's progress toward sustainability. The narrative should include at a minimum:

- *the agency's progress toward the sustainability plan described in their application narrative,*
- *the structure of the advisory board and any recommendations made, and*
- *the total estimated value of contributions to the program.*

Broward County Public Schools provided substantial contributions in facilities and personnel to service the centers, along with financial support for center overhead and professional development for project personnel. New partners were identified for each center by the school administration. Site coordinators provided the partnership information to District personnel for reporting. Estimated contributions by partners during the project year were \$41,850.00. These contributions towards sustainability accounted for 28.4% of the program's \$147,123.00 annual budget. The Broward County Public Schools Before and After School Childcare department staff are working on ways to sustain the programs through partnerships with different community programs, as well as grants to establish ways to help support the programs throughout the year and funding for the remaining program years.

Table 9. Program Partners

In terms of sustainability progress, the partnership should include all in-kind and monetary contributions.

Agency Name	Type of Service Provided	<u>Estimated Value (\$) of Service or Contribution</u>	<u>Type of Contribution</u>
Nexplorer	Capoeira and Zumba	<u>\$3750</u>	<u>Monetary</u>

Literacy Connections	Provided academic enrichment for parents and students during parent night meetings	<u>\$3,000</u>	<u>Monetary</u>
Living Voices	History lessons	<u>\$2,000</u>	<u>In-kind</u>
Broward County Library	Signed books, programs	<u>\$3,000</u>	<u>In-kind</u>
BluApple Poetry	Poetry lessons, incentives and prizes	<u>\$2,500</u>	<u>In-kind</u>
Flipany	Friday food service during the summer for breakfast and lunch	<u>\$3,920</u>	<u>In-kind</u>
Swim Central	Swimming Lessons	<u>\$3,600</u>	<u>In-kind</u>
Young at Art	Provided art classes	<u>\$4,000</u>	<u>Monetary</u>

7.0 PROGRAM REFLECTION

In 300 words or less, provide a narrative with an overall assessment of your 21st CCLC project's impact in the text box below. This may include:

- *reflection of the lessons learned throughout the year,*
- *reflections of the impact of the worldwide pandemic on programming, staffing and/or operations*
- *recommendations to enhance the quality of services offered to students and families for the next year.*

The 21st CCLC offered a standard-based curriculum in Math, Reading, Science and Project based learning. The lessons were geared to help close the immediate gaps caused by the pandemic. 90% of students made learning gains of 100% or more in Reading and Math, allowing Morrow to end the year at a strong C. The staff operated successfully and efficiently to provide targeted standard-based instruction.

The 21st CCLC program offered a standard-based curriculum in ELA, Math, Science, and Project-based learning. The lessons were geared to help close the immediate gaps caused by the pandemic. 90% of students made gains in Reading and Math, allowing Oakridge to end the year with higher proficiency levels in both ELA and Math and double our science scores. The staff operated successfully and efficiently to provide face-to-face instruction.

Recommendation for the next school would be for the classes to maintain a maximum of 15-16 students, which would mean adequate staffing with more financial incentives for teachers and coordinators.