

SUMMATIVE EVALUATION REPORT
Project Year 2022-2023



**NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA**

Subgrantee Name

*Broward CSD
North Fork Elem. & Oriole Elem.*

Due Date

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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.

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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: North Fork and Oriole Elementary Schools. Both locations provide students with remediation, Project Based Learning, tutoring, homework assistance and personal enrichment to support students overall academic and social well-being. Daily student programming is developed with the students' current curriculum and aligned with each center's School Improvement Plan (SIPs). The program goals include increased academic achievement, enhanced decision-making skills, improved health and wellness, and increased parental involvement. The latter is facilitated with at least six family night events throughout the school year geared at engaging adult family members and supporting targeted youth.

Oriole Elementary School has a population rate of 92% African Americans and 7% White, with 3% of the school being Hispanic. While North Fork population is 90% African American 9 % White. Both schools benefited from increased parent involvement during school events. PTA and PTO meetings saw an increase of 85% in attendance, majority 21st CCLC parents and guardians. Enrichment and clubs consist of spelling bees, dance, art, basketball, music, debate, and robotics. Through these programs students collaborated and competed against other peers and schools. The comradery amongst students helped increase both academic and social skills. Students that participated actively in clubs have become ambassadors of their grade levels and school. Community sponsors such as Quick Prints and Helping Hands signed up to aid the students in purchasing uniforms and refreshment needs for programs expositions. Together, it has been 21st CCLC teachers, parents, students and staff that has aided Oriole Elementary and North Fork Elementary in ensuring academic success.

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, North Fork and Oriole Elementary serviced 165 students. Of the students serviced, 7 students were Limited English Language proficient, 2 students were identified with special needs, and all students received free or reduced lunch.

For the academic school year in total, 210 students were serviced. Of the number of students serviced, there were a total of 114 males, 95 females, and 1 identified as Other. Of the types of races and ethnicity, there were 198 African American, 10 Hispanic or Latino, 6 White, 2 Multi-racial, and 4 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
NORTH FORK ELEMENTARY	50	94
ORIOLE ELEMENTARY	115	116

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
NORTH FORK ELEMENTARY	4	1	119	64	54	2
ORIOLE ELEMENTARY	5	1	182	94	89	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 **
<i>NORTH FORK ELEMENTARY</i>	N/A	N/A	118	3	N/A	1	1	N/A
<i>ORIOLE ELEMENTARY</i>	N/A	N/A	169	11	N/A	5	2	7

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
<i>NORTH FORK ELEMENTARY</i>	N/A	N/A	N/A	20	22	27	39	12	N/A	N/A	N/A	N/A	N/A	N/A	108
<i>ORIOLE ELEMENTARY</i>	N/A	13	13	33	35	50	39	N/A	N/A	N/A	N/A	N/A	N/A	N/A	184

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.*

During the school year, the program runs for 174 days for 3 hours a day. Programming provided for both sides include homework assistance, project-based learning, reading math and science content. Remediation, enrichment, and clubs such as nutrition, dance, art, music, basketball, and chess are also a big component of our programs. Since our staff are composed of teachers who work at the locations during the daytime, they assist with providing the necessary data, lessons, and enrichments to enhance our students' academic successes. During programming hours students can transition from the academic hour to the enrichment club of their choice, where teachers and teacher assistances supervise the transitions of the students in the main hallway, where all students are accounted for and released to next staff. The enrichment clubs operate on a 9-week rotation, transitions between programming will be monitored by the program's trained staff. The summer programs operated 5 days a week for 8 hours each day. The morning hours are focused on ELA, MATH, SCIENCE, and in the afternoons, students work collaboratively on several project-based lessons, along with swimming lessons, and personal enrichment activities.

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
NORTH FORK ELEMENTARY	7	5	8	N/A	34	N/A
ORIOLE 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
NORTH FORK ELEMENTARY	39	5	N/A	N/A	3	N/A	N/A	N/A	172	N/A
ORIOLE 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.*

North Fork Elementary services are provided after school Monday through Friday from 2:50-5:50 pm during the school year, and Monday through Friday from 8:00 am-4:00 pm during the summer. Oriole Elementary services afterschool Monday through Friday from 2:20-5:20 during the school year, and Monday through Friday from 8:00 am-4:00 pm during the summer.

Summer programs operate 40 hours per week at North Fork Elementary and Oriole Elementary. Coordinators and teachers operated within CDC guidelines to ensure staff and student safety. Overall, the afterschool programs run 15 hours per week at North Fork and Oriole Elementary. The afterschool programs at both schools were held face-to-face the entire school year. Once students arrive at the designated area, attendance is taken, and supper is provided.

After supper, all daily planned activities are implemented in a rotation model.

Staff demographics for Oriole Elementary: 25 African Americans and 2 Filipinos. 2 males and 25 women. Teachers are dedicated to the program and the turnover rate is extremely low. Teachers and staff members hold a variety of different training and certificates. For example, ESOL (English to Speakers of Other Languages), Science of Reading, Critical Content Math, and TLAC (Teach Like a Champion) to name a few. 3 Teachers have a Temporary Certificate, and 17 Teachers have a Professional certificate from Florida. The ratio of students to staff is 15 to 1.

Table 7. Program Staff Types by Category

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

Position	NORTH FORK ELEMENTARY		ORIOLE ELEMENTARY	
	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	2	N/A	2	N/A
College Students	N/A	N/A	N/A	N/A
Community Members	N/A	N/A	N/A	1
High School Students	N/A	N/A	N/A	N/A
School Day Teachers (including substitutes)	12	N/A	16	N/A
Non-teaching School Day Staff	3	N/A	4	N/A
Sub-contracted Staff	N/A	N/A	N/A	N/A
Other	N/A	N/A		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-3CC17		Project Name: North Fork/Oriole (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	303	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	303	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	303	202	67%	97	48%	N
English Language Arts - Progress Reports	1.A.4	303	0	0%	0	0%	N
Mathematics - FSA Scores	1.B.1	303	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	303	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	303	202	67%	111	55%	N
Mathematics - Progress Reports	1.B.4	303	0	0%	0	0%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	290	279	96%	202	72%	N
In-School Suspensions	3.A.1	290	290	100%	284	98%	Y
Behavior Referrals	3.A.2	290	228	79%	210	92%	Y
Safe and Supportive Relationships	4.A.1	290	113	39%	77	68%	N
Engagement	4.A.2	290	113	39%	86	76%	Y

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 76% 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 over 90% 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 just over 99% 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. 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	121 (40%)	76.86
Q2. Level of Safe and Supportive relationships	121 (40%)	69.42

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.*

BCPS has been committed to securing additional funding and support for our target population to ensure the same level of services are provided when funding ends. BCPS will continue to research grants and other Federal funding sources to supplement and sustain programming for our students. The advisory board will play a key role in continually seeking opportunities to build additional partnerships and secure funding. North Fork Elementary and Oriole Elementary have established program partners as listed in table 9. These partners have contributed to the program in numerous ways.

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>
Mocombian Foundation	Tutoring & Mentoring	<u>Unknown</u>	<u>In-kind</u>
Nexplorer	Capoeira and Zumba	<u>\$3750</u>	<u>Monetary</u>
Ranger Good Works	Sponsored In-house Field trips with Young at Art	<u>Unknown</u>	<u>In-kind</u>
Holmes & Sons Roofing and Painting	Basketball & Cheerleading Uniforms	<u>\$800</u>	<u>In-kind</u>
Literacy Connections	Provided academic enrichment for parents and students during parent night meetings	<u>\$3,000</u>	<u>Monetary</u>
Living Voices	Live History Lessons	<u>\$2,500</u>	<u>In-kind</u>
Broward County Library	Reading programs, signed books	<u>\$4,000</u>	<u>In-kind</u>
BluApple Poetry	Lessons, incentives, prizes	<u>\$2500</u>	<u>In-kind</u>
Flipany	Breakfast and lunch during the summer	<u>\$3,920</u>	<u>In-kind</u>
Swim Central	Swimming lessons, water safety classes	<u>\$3,600</u>	<u>In-kind</u>
City of Fort Lauderdale	Mentoring	<u>0</u>	<u>In-kind</u>
Calvary Chapel	Mentoring	<u>0</u>	<u>In-kind</u>
Young at Art	Provided Art and exploration lessons for students	<u>6,000</u>	<u>In-kind</u>
QuickPrints	Sponsored Basketball Uniforms	<u>\$420</u>	<u>In-kind</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 project has had a positive impact on our school communities. The program fostered a collaborative learning environment for students, educators, and families. The programs encouraged students to increase their academic achievement and accomplish personal goals. Through the 21st CCLC project, students enhanced their decision-making skills, improved personal wellness, and sparked interest in extracurricular activities. Lessons learned throughout this year is that to increase parental involvement, opportunities must be presented to the parents. Parents and families must be taught what it looks like to be involved in their child's school community. Recommendations for improvement for next year would be to provide more hands-on learning opportunities for both students and families. These engaging activities can be provided in small group lessons, thematic lesson plans, extra-curriculum activities, field trips, and special guest speakers.