

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>Castle Hill Elem. & Larkdale 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: Castle Hill and Larkdale 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.

Castle Hill and Larkdale Elementary share similar needs for increased intervention. Both schools have similar population and school demographics, which include priority areas to target such as extreme levels of poverty, low level of parent involvement, issues of safety and crime, and identified areas of needed student academic support. Castle Hill Elementary has a high population of English Language Learners and students with disabilities, while Larkdale does not, but both programs have students that the majority of families live below the average household salary threshold. 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 and plans 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.

After the pandemic, both schools had a lower enrollment rate due to students moving out of the area, many charter schools opening in the area or students not returning to class schools due to multiple factors. Although both schools had similar reductions of students in schools; Larkdale was able to maintain student enrollment in the 21st CCLC program while Castle Hill had a difficult time maintaining the agreed upon enrollment numbers. Castle Hill had other factors such as a competing program, within the school, which operated for longer hours and accepted students during teacher planning days, some holidays, and Spring Break. The program was also in competition with Extended Learning Opportunity (ELO) camps that required fewer working days and less hours of student learning with higher pay rates for staff. Most of our students were Black or African American, and we did have some Hispanic and multi-raced students. Castle Hill did have a high English Language Learners population which consisted of students who spoke only Haitian Creole, Spanish, or Portuguese. Castle Hill also had a high population of students with disabilities and students receiving free or reduced lunches. Both schools are neighborhood schools, so most students walked to school. One of the challenges we encountered was parents not fully completing applications or leaving off valuable information such as health issues, language, disabilities, and race. Larkdale, on the other hand, had a good enrollment rate and no issues with other programs on the campus site.

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
CASTLE HILL ELEMENTARY	66	81
LARKDALE ELEMENTARY	83	89

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
CASTLE HILL ELEMENTARY	16	13	106	49	59	N/A
LARKDALE ELEMENTARY	4	5	119	67	52	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 **
CASTLE HILL ELEMENTARY	N/A	N/A	102	11	N/A	N/A	3	3
LARKDALE ELEMENTARY	N/A	1	114	N/A	N/A	N/A	2	2

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
CASTLE HILL ELEMENTARY	N/A	2	8	16	31	28	23	N/A	N/A	N/A	N/A	N/A	N/A	N/A	108
LARKDALE ELEMENTARY	2	17	23	17	25	15	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	119

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.*

For the 2022-23 school year, programs operated from August 16, 2022-June 2, 2023, Monday- Friday. Both programs operated after school, year-round, for 3 hours per day. Programming did not take place on teacher planning days or holidays. Castle Hill's program operated from 2:50pm-5:50pm and Larkdale 3:00 -6:00 pm. During summer, both 21st CCLC programs operated from June 13, 2022- July 29, 2022, with Castle Hill Elementary operating 8:00 am to 4:00 pm, and Larkdale Elementary from 8:00 am-5:30 pm, Monday through Friday.

Programming provided academic and personal enrichment, PBL, SEL and problem-solving opportunities for our students and parental involvement activities. Academic enrichment includes reading, language arts, math, and science (including nutrition education). Personal enrichment includes, but is not limited to physical fitness, basketball, visual expression, and performing arts (band and dance). Students also attended field trips that strengthened their core content standards. Swimming lessons were available for all students to ensure they have the basic water safety skills.

Activities are planned before the start of the school year and summer sessions, respectively. District and school-based staff collaborated to schedule activities and streamline a system for deliverables and data collection for state reports. Sample schedules are as follows: 2:50-3:00 Attendance; 3:00-3:30 Supper; 3:30-4:00 Recess; 4:00-4:30 Homework Assistance; 4:30-5:30 Academic Enrichment; 5:30-5:50 Project-based learning; Fridays Personal enrichment day during the school day. Sample summer schedule is as follows: 8-8:30 Breakfast; 8:30-10:30 ELA & WriteBrain; 10:30-11:00 Lunch; 11:00-11:30 Physical Education; 11:30-12:00 Math; 12:00-12:30 STEM; 12:30-2:00-Project-Based Learning; 2:00-4:00 personal enrichment.

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
CASTLE HILL ELEMENTARY	7	5	8	N/A	34	N/A
LARKDALE 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
CASTLE HILL ELEMENTARY	39	5	N/A	N/A	3	N/A	N/A	N/A	170	N/A
LARKDALE ELEMENTARY	39	5	N/A	N/A	3	N/A	N/A	N/A	170	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.*

Castle Hill Elementary's program consisted of 15 females (one site-coordinator, teachers, and teacher assistants) and Larkdale Elementary's program consisted of 17 females and 6 males (one site-coordinator, teachers, and teacher assistants). Both programs had two additional male staff, security monitor and custodian. Teachers hold a professional certificate or a temporary certificate. All our teacher assistants are continuing their education to improve their ability to educate and work with students. Staff burn out is a concern due to working year-round with 21st CCLC or just from coming to work after working with students in their classrooms on an extended day schedule.

The 21st CCLC district office provided professional development opportunities, and school staff took other courses throughout the school year to further their professional learning experience. The ratio of student to staff averages 1:16 academically and 1:20 for personal enrichment sessions. This ratio provided opportunities for small group focused instruction and one-on-one interactions if necessary.

Table 7. Program Staff Types by Category

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

Position	CASTLE HILL ELEMENTARY		LARKDALE 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	N/A
High School Students	N/A	N/A	N/A	N/A
School Day Teachers (including substitutes)	6	N/A	9	N/A
Non-teaching School Day Staff	5	N/A	1	N/A
Sub-contracted Staff	N/A	N/A	N/A	N/A
Other	N/A	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-3CC15				Project Name: Castle Hill/Larkdale (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	225	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	225	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	225	165	73%	82	50%	N
English Language Arts - Progress Reports	1.A.4	225	17	8%	5	29%	N
Mathematics - FSA Scores	1.B.1	225	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	225	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	225	165	73%	93	56%	N
Mathematics - Progress Reports	1.B.4	225	18	8%	5	28%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	206	204	99%	154	75%	Y
In-School Suspensions	3.A.1	206	206	100%	203	99%	Y
Behavior Referrals	3.A.2	206	184	89%	151	82%	Y
Safe and Supportive Relationships	4.A.1	206	134	65%	72	54%	N
Engagement	4.A.2	206	134	65%	94	70%	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 70% 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.

Based on stakeholder input at Castle Hill Elementary and Larkdale Elementary, student engagement levels increased in the classroom. Students showed learning gains, participated more in the classroom, and some achieved beyond their expected levels. There were a few students that stayed the same or showed little to no growth and conferences were held with their teachers and parents. The safety of students was high as well and reflects that the 21st CCLC program did its part to develop stronger and healthier relationships, helping our students to solve problems and find solutions to solve their problems in a positive way.

Collecting surveys from teachers was challenging as we did have a challenging school year. Castle Hill Elementary was identified as one of the failing schools and so under state watch monthly, and having state and district personnel enter classrooms weekly and sometimes daily was stressful for teachers and students. The overload of testing and immediate turnover requests by the state and district placed many demands on our teachers. I was able to collect data from most teachers by having a one-on-one or team session with them to get the data I needed. Another 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 surveys for students who already left. If the surveys were sent quarterly, then the program would be able to 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	147 (65%)	72.79
Q2. Level of Safe and Supportive relationships	147 (65%)	57.82

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	Estimated Value (\$) of Service or Contribution	Type of Contribution
Kanvus Music Productions, Inc.	Music, purchased trip t-shirts	<u>\$1,200</u>	<u>In-kind</u>
Title I Community Liaison/McDonalds	Provided sand cheeseburgers for our Title I parent night	<u>\$150</u>	<u>In-kind</u>
Zeta Phi Beta Sorority	Mentorship/ Reading with our students		<u>In-kind</u>
Nexplorer	Capoeira and Zumba-provided students with physical and interactive activities that were fun and easy to do at home	<u>\$3,750</u>	<u>Monetary</u>
Literacy Connections	Provided academic enrichment for parents and students during parent night meetings	<u>\$3,000</u>	<u>In-kind</u>
Living Voices	Provided students with solo acting scenes that incorporated history lessons and interactive student discussions	<u>\$6,000</u>	<u>In-kind</u>
Broward County Library		<u>\$8,000</u>	<u>In-kind</u>
BluApple Poetry	Provided poetry lessons, contests, and incentives	<u>\$4,000</u>	<u>In-kind</u>
Flipany	Provided meals on Fridays	<u>\$3,920</u>	<u>In-kind</u>
Swim Central	Provided swim lessons	<u>\$3,200</u>	<u>In-kind</u>
City of Fort Lauderdale		<u>\$500</u>	<u>In-kind</u>
Calvary Chapel	Mentoring	<u>\$5,000</u>	<u>In-kind</u>
Young at Art	Provided Art lessons + exploration for students	<u>\$10,000</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.*

Overall, the 21st CCLC program has benefitted our students socially, emotionally, physically, and academically. The curriculum we selected for our students helped improve student learning. The students selected their individual personal enrichment activities, which helped boost their self-esteem and interest in the program. Our parents were pleased to know their children were in a safe and caring environment while receiving help with homework and academic content.

We do recommend allowing the sites to have the autonomy to close the program on certain days, allow staff who work year-round to get a break, and ending earlier, for instance instead of operating three hours, limit to two hours because the Education Learning Opportunities (ELO) camps do cause us to lose teachers and teacher assistants due to a higher paying salary, less days per week, and a shorter timeframe (2 hours). Limiting parent participation workshops as well can help improve parental involvement as this can be collaborated with the day school's events, which are usually about 4 events per year (not including open house).

Just allowing us to modify our program based on our students' and staff needs would be very much appreciated because over the years with the pressure from the regular school day, everyone is burned out and realistically it interferes with programming.