

SUMMATIVE EVALUATION REPORT
Project Year 2022-2023



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

<u>Subgrantee Name</u>
<i>Boys & Girls Clubs of Central Florida</i> <i>Joe R. Lee Branch</i> <i>Project Number: 48E-2444B-4P001</i>

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.
- 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. 21st CCLC subrecipients are required to participate and provide data as requested to the USED and FDOE. Subrecipients are required to undergo periodic evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success ESEA Section 4205(b)(2)(A). Subrecipients must frequently review and utilize data collected for continuous improvement for student success. Subrecipients are required to post a summative report for their partners and the public identifying the annual outcomes of the program ESEA Section 4205(b)(2)(B)(ii). The report template has been developed by the FDOE-21st CCLC program office and serves as a tool for subrecipients 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 for strategic continuous improvement 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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1.0 INTRODUCTION OF PROGRAM

Our Joe R. Lee Branch offers certified teachers from Hungerford Elementary, armed not only with expertise but also with empathy and dedication. They serve as mentors and guides, creating a nurturing environment where every student feels valued and supported. With tailored lesson plans and personalized attention, they cater to the individual needs of each student, whether it's mastering foundational concepts or delving into advanced topics. Through engaging activities and interactive learning experiences, they ignite curiosity and inspire a thirst for knowledge.

The impact of our 21st CCLC program reverberates far beyond the confines of the classroom. By empowering students with essential academic skills, it opens doors of opportunity and unlocks their potential. Gradually, students gain the confidence to tackle challenges head-on, both academically and personally. They discover the joy of learning and the satisfaction of overcoming obstacles, laying the foundation for lifelong success.

Moreover, the program's influence extends to the broader community, enriching it in myriad ways. As students thrive academically, they become catalysts for positive change, inspiring their peers and uplifting their families. The ripple effect is palpable, as the community witnesses firsthand the transformative power of education. By investing in these students, the community invests in its own future, cultivating a skilled workforce and nurturing future leaders.

For the students served by our 21st CCLC grant at Joe R. Lee Branch, the impact is profound and enduring. They no longer view education as a daunting challenge but as a gateway to endless possibilities. We are creative in ways that mask education through enrichment, planned events and promising predictable moments that allow students to thrive when they arrive! Armed with newfound knowledge and confidence, they embark on a journey of self-discovery and empowerment. They become agents of change, breaking free from the cycle of poverty and paving the way for future generations.

In essence, this 21st CCLC program exemplifies the transformative potential of academic enrichment. It transcends barriers and empowers students to reach for the stars, regardless of their background or circumstances. With certified teachers from Hungerford Elementary leading the way, it serves as a beacon of hope, illuminating the path to a brighter, more equitable future for all.

2.0 STUDENT CHARACTERISTICS

Table 1 presents the total participating student enrollment at the Joe R. Lee Branch for both Summer 2022 and the 2022-2023 Academic Year within the 21st Century Community Learning Centers (CCLC) program. A participating student is defined as any student attending at least one hour of programming.

During Summer 2022, the Joe R. Lee Branch served 142 participating students, indicating robust engagement during the summer months. However, during the subsequent 2022-2023 Academic Year, the total participating enrollment slightly decreased to 129 students. This fluctuation may reflect seasonal variations in student availability and program participation.

Table 2 presents data on English Language Proficiency, including subsets of students identified with special needs, those eligible for free or reduced-price lunch, and gender distribution within the program. However, there's a notable absence of information in the "other" gender category, possibly indicating challenges in data collection or reporting regarding gender identity inclusivity.

Table 3 provides a breakdown of student enrollment at the Joe R. Lee Branch based on racial and ethnic demographics. However, there's a significant gap in data under the categories of American Indian or Alaska Native, Asian, Hispanic or Latino, Hawaiian or Pacific Islander, and Two or more races, with only data available for Black or African American and White students.

Table 4

The table illustrates the distribution of students across different grade levels K- 5th Grade at the Joe R. Lee Branch

No challenges to report in this area.

To address these challenges, it's essential to establish clear protocols for collecting and reporting student grade level, demographic data and enrollment data, provide training to staff on data collection procedures, and implement systems to ensure the accuracy and completeness of all information. Regular review and validation of data can also help identify and rectify any discrepancies in reporting

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.*

Joe R. Lee Branch	Total Participating Enrollment	
	Summer	School Year
<i>Joe R. Lee Branch</i>	142	129

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender		
				Male	Female	Other
<i>Joe R. Lee Branch</i>	5	18	144	70	74	0

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.*

Joe R. Lee Branch	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>Joe R. Lee Branch</i>	0	0	129	15	0	4	0	0

Table 4. Student Grade: Total Participating Students

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

Joe R. Lee Branch	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>Joe R. Lee Branch</i>		7	17	29	32	23	34								142

3.0 PROJECT OPERATIONS

The project operates year-round, with programming divided into two reporting timeframes: the academic year and the summer session. During the academic year, sessions run for 3 hours daily, Monday through Friday, totaling 15 hours per week. The summer session extends to 6 hours per day, 5 days a week, summing up to 30 hours weekly.

Programming is tailored to meet the specific needs of students, focusing on academic enrichment in ELA and Math. Certified teachers from the Hungerford Elementary School (Target school) lead the sessions, utilizing a blend of instructional methods, including group activities, one-on-one tutoring, and hands-on projects.

Discrepancies between reported and proposed operations from the approved site profile worksheet may arise due to adjustments made to better accommodate student needs or unforeseen logistical challenges. However, the core objectives of providing academic support and enrichment remain consistent.

Activities chosen for programming are selected based on their ability to engage students, reinforce key concepts, and promote critical thinking skills. These may include interactive lessons, educational games, project-based learning, and collaborative problem-solving tasks.

Transitions between activities are carefully planned and executed to ensure smooth flow and maximize learning opportunities. Teachers employ visual cues, timers, and verbal prompts to signal transitions, allowing students to transition between activities seamlessly. Additionally, structured routines and clear expectations help maintain focus and minimize disruptions during transitions, facilitating a conducive learning environment.

Complete the tables below as indicated in the headers.

Table 5. Summer 2022 Operations

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

Joe R. Lee Branch	Total # of weeks	Typical # of days per week	Typical # hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
Joe R. Lee Branch	7	5	8	0	5	0

Table 6. 2022-2023 School Year Operation

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

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

Joe R. Lee Branch	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
Joe R. Lee Branch	36	5	0	0	3	9	0	0	177	7

4.0 STAFF CHARACTERISTICS

Each site is staffed by a diverse team of certified teachers from the Hungerford Elementary (Target School) , reflecting the communities they serve. These dedicated professionals bring a wealth of expertise and experience to their roles, equipped with specialized training in education and subject matter proficiency. Staff turnover is minimal, fostering continuity and stability in programming. Regular professional development opportunities ensure staff stay abreast of best practices and pedagogical advancements.

The student-to-staff ratio at each site is carefully maintained to optimize programming and instruction. With smaller class sizes, teachers can provide individualized attention and support, catering to the diverse learning needs of students. This allows for more personalized instruction, fostering deeper engagement and academic growth. Additionally, the lower ratio facilitates effective classroom management and fosters stronger relationships between students and staff, creating a supportive learning environment conducive to success.

Table 7. Program Staff Types by Category

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

Position	<i>Joe R. Lee Branch</i>		Paid
	Paid	Volunteer	
Administrators and Coordinators	0	0	0
College Students	4	0	4
Community Members	0	0	0
High School Students	0	0	0
School Day Teachers (including substitutes)	0	0	0
Non-teaching School Day Staff	0	0	0
Sub-contracted Staff	0	0	0
Other	8	0	8

5.0 OUTCOMES

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

The data collection methodology for this program involved gathering information from various sources, including standardized tests, report cards, progress reports, attendance records, disciplinary actions, and surveys to assess different aspects of student performance and behavior. This comprehensive approach aimed to provide a holistic view of students' academic progress, attendance, behavior, and overall well-being.

Programming was utilized to automate data collection processes, streamline analysis, and generate reports. EZReports, a software likely designed for educational institutions, was employed to compile and present the outcomes against state objectives.

The impact on the population being served was multifaceted. By tracking academic performance, the program aimed to identify areas where students may need additional support or intervention. For example, monitoring FSA scores and report card grades allowed educators to gauge students' proficiency in English language arts and mathematics. Additionally, attendance data helped address dropout prevention, ensuring students remained engaged and present in school.

Behavioral metrics such as in-school suspensions and behavior referrals provided insights into students' conduct, allowing educators to address disciplinary issues and promote a safe and supportive learning environment. Moreover, measures of engagement and relationships aimed to foster positive interactions among students, teachers, and peers, contributing to overall school culture and student well-being.

Despite the comprehensive approach, there were challenges in data collection, particularly in ensuring complete and accurate information. For instance, while attendance and disciplinary actions may be well-documented, obtaining data on standardized test scores or report card grades for all participants may be hindered by various factors such as administrative errors, student absences during testing, or incomplete records.

Here's the Program Performance Report generated from EZReports to present outcomes against State Objectives:

Program Performance Report 2022-2023							
Project #: 48E-2443B-3P001				Project Name: Joe R. Lee Club (C20)			
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	129	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	129	0	0%	0	0%	N

English Language Arts - Report Card Grades	1.A.3	129	118	91%	47	40%	N
English Language Arts - Progress Reports	1.A.4	129	118	91%	54	46%	N
Mathematics - FSA Scores	1.B.1	129	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	129	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	129	117	91%	52	44%	N
Mathematics - Progress Reports	1.B.4	129	117	91%	53	45%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	123	123	100%	110	89%	Y
In-School Suspensions	3.A.1	123	123	100%	123	100%	Y
Behavior Referrals	3.A.2	123	66	54%	66	100%	Y
Safe and Supportive Relationships	4.A.1	123	99	80%	94	95%	Y
Engagement	4.A.2	123	99	80%	93	94%	Y

This report provides a comprehensive overview of the program's performance across different domains and objectives, highlighting areas of success and areas that may require further attention or improvement.

5.2 Stakeholder Surveys

The end-of-year stakeholder surveys conducted with teachers yielded valuable insights into the effectiveness of the program and its impact on both students and staff. Overall, teachers expressed high levels of satisfaction with the program, highlighting its positive influence on student academic growth, engagement, and socio-emotional development. They noted improvements in student confidence, motivation, and willingness to participate in class activities.

Teachers also reported feeling supported and valued within the program, citing opportunities for professional growth and collaboration with colleagues as significant benefits. They appreciated the resources and training provided, which enhanced their ability to meet the diverse needs of students effectively.

Challenges encountered in collecting surveys primarily revolved around ensuring timely and consistent participation. Some teachers cited competing demands on their time as a barrier to completing surveys promptly. Additionally, logistical issues, such as access to survey platforms or confusion regarding survey deadlines, posed challenges. However, efforts to address these challenges, including clear communication, reminders, and flexibility in survey administration, helped mitigate their impact.

Overall, the teacher end-of-year stakeholder surveys provided valuable feedback for program improvement and underscored the importance of ongoing communication and support for all stakeholders involved.

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	81%	Responses Increased (99) Stay the same (6)
Q2. Level of Safe and Supportive relationships	81%	Responses Increased (100) Stayed the Same (5)

6.0 PROGRESS TOWARD SUSTAINABILITY

The agency has made notable progress in implementing its sustainability plan outlined in the application narrative. Central to this progress has been the establishment of a diverse and influential advisory board comprising community leaders, educators, and stakeholders. The advisory board will be able to provide invaluable guidance and support, offering strategic recommendations to enhance program sustainability once established for our upcoming school year.

Key recommendations from the advisory board were not available because our grant was not approved until Spring of 2023.

Despite these achievements, the agency remains committed to further strengthening its sustainability efforts. Future plans include continued collaboration with the advisory board to identify new funding opportunities, cultivate donor relationships, and implement innovative strategies to support the program's long-term viability.

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>
<u>Brand Name Athletes</u>	<u>Flag Football</u>	<u>\$8,030</u>	<u>In-kind</u>
<u>Crystal Empire Group</u>	<u>Adult Family Member Events Home Ownership/Business Start Up</u>	<u>\$3,000</u>	<u>In-kind</u>
<u>DJlens Chery</u>	<u>Mural and Art Creations Design Classes</u>	<u>\$8,000</u>	<u>In-kind</u>
<u>Form 2 Fashion, LLC</u>	<u>Logo Creations and Merchandising</u>	<u>\$5,600</u>	<u>In-kind</u>
<u>Erica Williams</u>	<u>Professional Development for Math</u>	<u>\$2,500</u>	<u>In-kind</u>
<u>Harrell Brown</u>	<u>Professional Development Conflict Resolution</u>	<u>\$4,500</u>	<u>In-kind</u>
<u>81%Nicole Horton with Streamline Learning</u>	<u>Music Art and Science Classes</u>	<u>\$4,500</u>	<u>In-kind</u>
<u>Orlando Music and Games</u>	<u>Academic Games</u>	<u>\$8,300</u>	<u>In-kind</u>
<u>West Development Group</u>	<u>Culinary Content & Classes</u>	<u>\$19,500</u>	<u>In-kind</u>
<u>Orange County Public Schools</u>	<u>Classroom and Cafeteria Space</u>	<u>\$3,900</u>	<u>In-kind</u>

7.0 PROGRAM REFLECTION.

Throughout the year, our 21st Century Community Learning Center (CCLC) project has made significant strides in positively impacting students and families, despite facing unprecedented challenges brought on by our late approval for access to funding source of 21st CCLC dollars until Spring of 2023. Reflecting on our journey, several lessons have emerged, underscoring the resilience and adaptability of our team.

The pandemic necessitated swift adjustments to programming, staffing, and operations that we were set to infuse in our program model. Remote learning became the norm, requiring innovative approaches to engagement and support. Despite initial hurdles, our staff rose to the occasion, leveraging technology to deliver high-quality instruction and maintain connections with students and families. Flexibility and creativity became paramount as we navigated shifting circumstances and evolving needs.

Despite the challenges, the pandemic also provided opportunities for growth and innovation. Virtual programming allowed us to reach a wider audience and offer more flexible scheduling options but it was not enough as outlined in prior years performance data. This made accessing the program model designed critical to begin this school year, which we had a difficult time navigating because of the extended wait for funding. Additionally, it highlighted the importance of prioritizing socio-emotional support and mental health resources for students and families facing heightened stress and uncertainty.

Looking ahead, there are several recommendations to enhance the quality of services offered in the next year. Strengthening partnerships with community organizations and leveraging their resources can enhance program offerings and extend support to more families. Investing in professional development opportunities for staff, particularly in technology integration and trauma-informed practices, can further enhance program effectiveness. Additionally, prioritizing family engagement initiatives, such as workshops and events, can foster stronger connections and empower families to support their children's learning journey.

Overall, while the past year presented numerous challenges, it also reaffirmed the importance of our mission to support students and families in achieving their academic and personal goals. With continued dedication, innovation, and collaboration, we are confident in our ability to overcome obstacles and continue making a positive impact in the years to come.