



**LEON COUNTY SCHOOL DISTRICT (COHORT 19 – GRIFFIN)
370-2441B-1CC11**

**SUMMATIVE EVALUATION REPORT
Project Year 2020-2021**



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

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1.0 INTRODUCTION OF PROGRAM

The Florida Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) awarded a new subgrant to Leon County School (LCS) for out-of-school time programming at Griffin Middle School, a Title I school, in Tallahassee, Florida. Griffin Middle is an information technology prep school within the district. The Griffin Middle center entered a new grant cycle after being a part of the 21st CCLC Cohort 13 program that ended in Summer 2020. The target school served 659 students in grades six through eight. Approximately 11% (75) of the total student population participated in the 21st CCLC afterschool program. Of the 75 participating students, 48 (64%) were regularly attending students who participated in the program for 30 days or more.

Serving students in middle school, the Leon County Schools – Cohort 19 (Griffin) program was implemented to provide a safe environment with adult supervision for this vulnerable population. During the first year of programming, the 21st CCLC program provided academic enrichment, social-emotional learning, college and career readiness, and family literacy events. The Griffin Middle center provided a structured educational program for students to boost their academic and personal enrichment performance. Family literacy events were provided throughout the year to increase parents' knowledge in engagement in their child's academics and social-emotional health, adult education opportunities, and financial literacy.

2.0 STUDENT CHARACTERISTICS

2.1 Student Enrollment Total and Regularly Participating Students

Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year

Site Name	Total Participating Enrollment (attending at least one day)	
	Summer	Academic Year
Griffin Middle	N/A	75

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
Griffin Middle	0	1	71	47	28

Table 3. Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Griffin Middle	0	1	71	2	0	1	0	0

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

Table 4. Student Grade for Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Griffin Middle	0	0	0	0	0	0	0	20	23	32	0	0	0	0	75

* Grade levels are exclusive, as students can only be in one grade level.

3.0 PROJECT OPERATIONS

As a Cohort 19 program, there was no Summer 2020 programming for the Griffin Middle center. Formal award notification was received in September 2020 for the Cohort 19 (Griffin) subgrant; as a result, operation began within 30 days of the notification in October 2020 for the 2020-2021 academic year. The 21st CCLC afterschool program operated for 31 weeks equating to 141 days during the 2020-2021 school year offering hybrid programming for students and families served from Monday through Friday.

Each school day, the afterschool program at Griffin operated from 3:50 pm until 6:00 pm. Typical programming for the face-to-face format included attendance, snacks, and plans and expectations for the day during the first 25 minutes. Students then broke out into their grade groups and transitioned to an hour of teacher-led academic instructions. The virtual program conducted academic enrichment from 3:50 pm until 5:15 pm. Focus subjects during the academic session were alternated throughout the week. For example, English on Monday and Wednesday, mathematics on Tuesday and Thursday, and science on Friday. The last 45 minutes of both the face-to-face and virtual format focused on personal enrichment activities. The students participated in monthly-themed project-based learning lessons during the personal enrichment session. The face-to-face program ran through June 2021; however, the virtual program operated until February 2021.

Table 5. Summer 2020 Operations

Site Name	Total # of <u>weeks</u> THIS site was open	Typical # <u>days per week</u> THIS site was open	Typical number of hours per day THIS site was open			
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS / HOLIDAYS	Typical Programming (as stated in the Restart Plan)
<i>Griffin Middle</i>	N/A	N/A	N/A	N/A	N/A	N/A

Table 6. 2020-2021 Academic Year Operation

Site Name	Total # of weeks THIS site was open	Typical # days per week THIS site was open	Typical # hours per day THIS site was open				Total # days THIS site was open				Typical Programming (as stated in the Restart Plan)
			Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays	
<i>Griffin Middle</i>	31	5	0	0	2	0	0	0	141	0	Hybrid

4.0 STAFF CHARACTERISTICS

The LCS – Cohort 19 (Griffin) program had eight site-level staff members funded through the 21st CCLC subgrant during the 2020-2021 program year. An additional three staff members were at the district-level and provided administrative guidance to the Griffin center. The proposed students-to-staff ratio for academic activities (10:1) and personal enrichment activities (20:1) were maintained throughout the program year. Among the onsite, day-to-day staff, 87.5% were female and 12.5% were male. All of the 21st CCLC teachers were Florida-certified and all staff members held at least a bachelor’s degree. The 21st CCLC staff participated in monthly professional development trainings throughout the school year. There was no staff turnover during the program year.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	<i>Griffin Middle</i>	
	Paid	Volunteer
Administrators and Coordinators	4	0
College Students	2	0
Community Members	0	0
High School Students	0	0
School Day Teachers (including substitutes)	5	0
Non-teaching School Day Staff	0	0
Sub-contracted Staff	0	0
Other	0	0

5.0 OUTCOMES

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

Objectives Narrative

Academic objectives were assessed using students' report card grades. The academic benchmark objective measured students' performance on the Algebra I end-of-course (EOC) exam. The program measured students' improvement in their reflection of behavioral choices as well as technical, job-specific skills through computer literacy based on report card grades. Parents' literacy skills was assessed through parental perceptual surveys. At the end-of-year reporting, the Algebra I objective outcome could not be reported as the results were pending. The end-of-year outcomes for the remaining objectives were analyzed by comparing the students' first data point with their end-of-year performance.

Of the six measured objectives, the Griffin center met or exceeded the benchmark for four objectives. The objective benchmark was not met for the mathematics and college and career readiness objective. Progress was made toward meeting the mathematics objective with 57% of students meeting the standard of success compared to the benchmark of 65%. The program plans to provide additional math content review activities for students who exhibit struggle in their math skills and knowledge. Students enrolled in the computer literacy courses will continue to be monitored to ensure that they are making learning gains. No data collection changes were necessary.

5.2 Stakeholder Surveys

The adult family member/parent, student, and school-day teacher surveys provide an insight on the perceptions and impact of the 21st CCLC program on the students and families served. Across the majority of the questions posed, at least 96% of parents indicated that they were satisfied with the program and its impact on their child. Only 61% responded with satisfaction in the program offering a variety of activities to their child. Nearly 87% of students surveyed indicated that they enjoyed the 21st CCLC program and that the program helped them to some degree to improve their grades, social behaviors, and understanding the impact of future decision-making choices. Teachers indicated that at least 73% of students either maintained high performance or improved across the behavioral indicators assessed. The sub-tables of Table 8 highlight overall satisfaction among the stakeholders surveyed.

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied with the 21st CCLC program as a whole (<i>Very Satisfied and Satisfied</i>).
Parent	23	100%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21st CCLC program helped improve academic grades.
Students K-5	N/A	N/A
Students 6-12	30	96.7% (<i>Definitely and Somewhat</i>)

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21st CCLC program improved student's academic performance (<i>Improved and Did Not Need to Improve</i>).
Teacher	30	86.7%

6.0 PROGRESS TOWARD SUSTAINABILITY

The Leon County Schools – Cohort 19 (Griffin) program provided out-of-school time programming and family literacy events for the students and families of Griffin Middle School. The Griffin center’s advisory board consisted of the school’s principal and assistant principals, the 21st CCLC site coordinator, a school-day teacher, an activity leader, a parent, and a student. Efforts to ensure sustainability were made despite restrictions set forth as a result of the COVID-19 pandemic. With limited connection with persons outside of the program staff and participants, the program did not partner with any external entities for the 2020-2021 reporting period. Therefore, there was no additional value-added services or contributions by partners or contractors to the program during the grant year outside of the established district-level support. Leon County Schools provided expenditures for transportation, janitorial, facilities, and management services. Food services for afterschool snacks were provided by the United States Department of Agriculture’s Child Nutrition Program.

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution*	Type of Contribution
Leon County Schools	Transportation, Janitorial, Facilities Management	\$12,000	Partner
US Department of Agriculture	Snacks/Meals	\$60,000	Partner

7.0 PROGRAM REFLECTION

The Cohort 19 – Griffin center successfully operated its 21st CCLC program during the 2020-2021 academic year. Despite starting in October, the program was able to impact 75 students and families throughout the program year. The site coordinator communicated, via email and face-to-face meetings, with the regular school day teachers to monitor students' performance in subject areas. These discussions allowed the 21st CCLC program to better align lessons and activities within the afterschool program to what is being taught during the regular school day. Collaborating with the school's administration ensured that the 21st CCLC program was providing targeted support to aid in students' learning gains in their academic and personal enrichment areas.

The Griffin 21st CCLC program hosted family literacy events throughout the program year using virtual and in-person meetings. Events addressed themes from financial literacy to youth mental health. To reach a more parents, the program held family literacy events during parent pick-up. Connecting with parents in these different platforms is recommended for future years as it will increase the likelihood of parent participation, especially among parents of secondary students.

The Cohort 19 (Griffin) program has taken into account the lessons learned and recommendations from its previous grant cycle. It is suggested that the program seek diverse resources and services to bring variety in the lessons presented to its students. During the next grant year, the center should continue to monitor students' academic progress. It is recommended that the 21st CCLC program continue to collaborate with its stakeholders to identify their needs and how the 21st CCLC program can provide the necessary support.