



**LEON COUNTY SCHOOL DISTRICT (COHORT 19 – OAK RIDGE)  
370-2441B-1CC14**

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



**NITA M. LOWEY 21<sup>ST</sup> CENTURY  
COMMUNITY LEARNING CENTERS  
FLORIDA**

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## 1.0 INTRODUCTION OF PROGRAM

The Florida Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) awarded a new subgrant to Leon County School (LCS) for out-of-school time programming at Oak Ridge Elementary School, a Title I school, in Tallahassee, Florida. The target school served 406 students in pre-kindergarten through fifth grade. Over 17% (70) of the total student population participated in the 21<sup>st</sup> CCLC afterschool program. Of the 70 participating students, 63 (90%) were regularly attending students who participated in the program for 30 days or more.

The Oak Ridge Elementary center entered a new grant cycle after being a part of the 21<sup>st</sup> CCLC Cohort 13 program that ended in Summer 2020. Serving students in grades second through fifth, the Leon County Schools – Cohort 19 (Oak Ridge) program was implemented to provide a safe environment with adult supervision for this vulnerable population. During the first year of programming, the 21<sup>st</sup> CCLC program provided academic enrichment, social-emotional learning, physical and personal wellness activities, and family literacy events. The Oak Ridge Elementary center provided a structured educational program for students to boost their academic and personal enrichment performance. Family literacy events were also provided throughout the year to increase the knowledge and skills of parents in their engagement in their child’s education, adult education opportunities, and financial literacy. Located on the south side of Tallahassee, the Oak Ridge 21<sup>st</sup> CCLC afterschool program demonstrated a positive impact on its community by providing resources and connections with local businesses and organizations.

## 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
<i>Oak Ridge Elementary</i>	N/A	70

### 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
<i>Oak Ridge Elementary</i>	0	4	59	34	36

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*
<i>Oak Ridge Elementary</i>	0	0	57	1	0	0	0	12

\* 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
<i>Oak Ridge Elementary</i>	0	0	0	20	20	18	12	0	0	0	0	0	0	0	70

\* 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 Oak Ridge Elementary center. Formal award notification was received in September 2020 for the Cohort 19 (Bond) subgrant; as a result, operation began within 30 days of the notification in October 2020 for the 2020-2021 academic year. The 21<sup>st</sup> CCLC afterschool program operated for 31 weeks equating to 141 days during the 2020-2021 school year as oppose to the proposed 175 days of service. The Oak Ridge center offered hybrid programming for students from Monday through Friday.

Each day, the afterschool programming at the Oak Ridge center began at 2:50 pm and ended at 6:00 pm. A typical day for the face-to-face format started with a 40-minute block for attendance, snacks, and homework help and completion. Students are dismissed by grade-level with their respective teacher and activity leader to participate in a one-hour academic block. The focus academic subject varied by day for each grade level, ensuring that all students receive the same amount of time for each subject. The virtual program conducted academic enrichment from 2:50 pm until 4:30 pm. Both in person and virtual students then transitioned to their enrichment block for one hour. Enrichment activities alternated by day within the program and included social-emotional learning, technology, physical activity, project-based learning, and tutoring. The last 30 minutes of programming included assignment wrap-up and transitioning for dismissal and parent pick-up. The face-to-face program ran through June 2021; however, the virtual program operated until April 2021.

Table 5. Summer 2020 Operations

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

Table 6. 2020-2021 Academic Year Operation

Site Name	Total # of <u>weeks</u> 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>Oak Ridge Elementary</i>	31	5	0	0	3	0	0	0	141	0	Hybrid

## 4.0 STAFF CHARACTERISTICS

The LCS – Cohort 19 (Oak Ridge) program had 12 staff members funded through the 21<sup>st</sup> CCLC subgrant during the 2020-2021 program year. Three staff members were at the district-level and provided administrative guidance to the Oak Ridge 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, 67% were female and 33% were male. All of the teachers were certified and held at least a bachelor’s degree. The activity leaders were all at least high school graduates. The 21<sup>st</sup> CCLC staff participated in monthly professional development trainings specific to their roles (i.e. activity leader, teacher) during the school year. Trainings included class management, behavior management, process and procedures, FSA preparation, and student learning

practices, among others. Staff turnover was minimal during the program year with only one teacher leaving the program.

Table 7. Program Staff Types by Category

	<b>Type (Paid and Volunteer)</b>	
	<i>Oak Ridge Elementary</i>	
	<b>Paid</b>	<b>Volunteer</b>
<b>Administrators and Coordinators</b>	<b>4</b>	<b>0</b>
<b>College Students</b>	<b>0</b>	<b>0</b>
<b>Community Members</b>	<b>0</b>	<b>0</b>
<b>High School Students</b>	<b>0</b>	<b>0</b>
<b>School Day Teachers (including substitutes)</b>	<b>5</b>	<b>0</b>
<b>Non-teaching School Day Staff</b>	<b>3</b>	<b>0</b>
<b>Sub-contracted Staff</b>	<b>0</b>	<b>0</b>
<b>Other</b>	<b>0</b>	<b>0</b>

## 5.0 OUTCOMES

### 5.1 Objectives, Activities, Data Collection Methodology and Outcomes

#### Objectives Narrative

Academic objectives (English/reading, mathematics, and science) were assessed using students' report card grades. Third grade promotion of participating students was determined by satisfactory performance on the Florida Standards Assessment – English/language arts section. The program also measured students' improvement in their reflection of behavioral choices as well as physical and personal wellness based on conduct grades and physical education grades, respectfully. Improvement of adult family members' literacy skills was assessed using parental perceptual surveys. The end-of-year outcomes for each objective, with the exception of the third grade promotion, were analyzed by comparing the students' first available data point with their year-end (Quarter 4 or post-

assessment) performance. Of the seven objectives, the Oak Ridge center met or exceeded the benchmark for six objectives. The objective benchmark was not met for the mathematics objective. Progress was made toward meeting the mathematics objective with 70% of students meeting the standard of success compared to the benchmark of 75%. To support learning gains in mathematics, the program plans to provide additional content review activities for in mathematics to reinforce the skills learned during the regular school day. These efforts will target areas of weakness among participating students. 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 21<sup>st</sup> CCLC program on the students and families served. Approximately 91% of parents indicated that they were satisfied with the program and its impact on their child(ren) across the questions posed. Nearly 96% of students surveyed indicated that they enjoyed the 21<sup>st</sup> CCLC program and that the program helped them to some degree to improve their grades and social behaviors. Teachers indicated that at least 83% 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 21 <sup>st</sup> CCLC program as a whole ( <i>Very Satisfied and Satisfied</i> ).
Parent	43	97.7%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 <sup>st</sup> CCLC program helped improve academic grades.
Students K-5	48	95.8% ( <i>Definitely and Somewhat</i> )
Students 6-12	N/A	N/A

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 <sup>st</sup> CCLC program improved student’s academic performance ( <i>Improved and Did Not Need to Improve</i> ).
Teacher	54	85.2%

## 6.0 PROGRESS TOWARD SUSTAINABILITY

The Leon County Schools – Cohort 19 (Oak Ridge) program provided out-of-school time programming and family literacy events for the students and families of Oak Ridge Elementary School. The Oak Ridge center’s advisory board consisted of the school’s principal, the 21<sup>st</sup> CCLC site coordinator, a school-day teacher, the school’s parent liaison, and a parent. 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 beyond the district-level contributions. 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 – Oak Ridge center successfully operated its 21<sup>st</sup> CCLC program during the 2020-2021 academic year. The program’s administrators worked with the regular school day teachers and principal to identify students who were struggling and would benefit from the assistance provided through the 21<sup>st</sup> CCLC program. Monthly meetings were held with the principal and grade-level team leaders to discuss the areas of focus within each grade level. These meetings allowed the 21<sup>st</sup> CCLC program to better align lessons and activities within the afterschool program to what is being taught during the regular school day. As a result of this collaboration, students made gains in their academic and personal enrichment areas. This is evident in performance outcomes of the 21<sup>st</sup> CCLC program’s objectives. The program met the benchmark for six of its seven objectives and made substantial progress toward meeting the objective not met.

The Oak Ridge 21<sup>st</sup> CCLC program hosted six family literacy events throughout the program year using virtual meetings. The events covered key topics to increase parents’ support of and engagement in their child’s education. Events addressed themes from academic integrity to digital safety to mental health strategies. Despite a year of challenges and hybrid instructions as result of the COVID-19 pandemic, the program understood the

areas of need of its students and parents served and made efforts to address those concerns. It is recommended that the 21<sup>st</sup> CCLC program continue to collaborate with its stakeholders, including students, families, school day staff and administrators, and the community to identify their needs and how the 21<sup>st</sup> CCLC program can provide the necessary support.