



**LEON COUNTY SCHOOL DISTRICT (COHORT 15 – SECONDARY STEM)
370-2441B-1CCC1**

**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

Cobb Middle School and Godby High School were selected by Leon County Schools (LCS) as sites to operate the 21st Century Community Learning Centers initiative. The LCS – Cohort 15 (Secondary STEM) subgrant was awarded during the 2016-2017 grant year to fund programming at these two schools. Both schools are Title I schools and serve as the district’s Science, Technology, Engineering, and Mathematics (STEM) magnet schools. The Cohort 15 – Secondary STEM subgrant participated in its fifth year of 21st CCLC programming. During the 2020-2021 academic year, these schools served over 2,200 students in grades 6 through 12. Over 10% (237) of the total student population participated in the 21st CCLC afterschool program. Of the 237 participating students, 157 (73.8%) students attended at least 30 days or more.

This program was implemented to provide a safe, afterschool environment with adult supervision for this middle and high school students. Over the past five years, the 21st CCLC program provided academic enrichment, health and nutrition education, dropout prevention initiatives, and family literacy events at the Cobb Middle and Godby High centers. During the 2020-2021 program year, programming was offered virtually and in person to align with the learning styles offered during the regular school day. In addition to serving the students, the 21st CCLC program provided numerous parent engagement and family literacy events. The family literacy events provided opportunities for parents to increase their knowledge and skills in engaging in their child’s education, financial literacy, and social emotional learning.

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>Cobb Middle</i>	20	69
<i>Godby High</i>	35	143

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>Cobb Middle</i>	1	12	74	41	37
<i>Godby High</i>	0	13	156	62	97

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>Cobb Middle</i>	0	0	65	1	0	7	5	0
<i>Godby High</i>	0	0	132	7	0	13	7	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
<i>Cobb Middle</i>	0	0	0	0	0	0	0	19	35	24	0	0	0	0	78
<i>Godby High</i>	0	0	0	0	0	0	0	0	0	0	43	54	40	22	159

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

3.0 PROJECT OPERATIONS

During the Summer 2020 term, each center operated for seven weeks (28 days) providing virtual programming for its participants. Both centers operated for four days per week for five hours per day. The 21st CCLC afterschool program operated for 38 weeks during the 2020-2021 academic year offering daily hybrid programming. Cobb delivered services approximately two hours per day during the afterschool component while Godby operated for nearly four hours per day.

The summer component was conducted virtually from 8:00 to 1:00 each day, Monday through Thursday for both centers. Students participated in grade-level academic enrichment for one hour per grade in English, mathematics, and science. Cobb provided two hours of academic support and Godby provided one hour of academic support to students.

Afterschool programming at the Cobb Middle center operated for 174 days. The program ran from 3:50 to 6:00 each day. A typical day began with attendance and snacks. Students then transition by grade their hour-long, teacher-led academic instructions followed by 40 minutes of personal enrichment activities (i.e. project-based learning, physical activity, etc.). The virtual program provided academic enrichment activities for the full session each day. The virtual sessions ended in May 2021 while the face-to-face programming operated through June 2021. During the spring semester, Cobb offered

in-person Saturday School sessions to provide additional academic support. There were 14 sessions which operated from 8:30 until 12:30.

Godby operated for 174 days during the academic year. Both the virtual and in-person program operated from 1:50 until 6:00. The face-to-face programming began with attendance and snack. Students transitioned to their respective academic session for one hour. Programming continued with one hour of personal enrichment including physical activity. The remaining time included computer literacy and homework help/tutoring.

While the face-to-face program ran through June 2021, the virtual program ended in March 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>Cobb Middle</i>	7	4	5	0	0	Virtual	
<i>Godby High</i>	7	4	5	0	0	Virtual	

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>Cobb Middle</i>	38	5	0	0	2	4	0	0	174	14	Hybrid
<i>Godby High</i>	38	5	0	0	4	0	0	0	174	0	Hybrid

4.0 STAFF CHARACTERISTICS

Across the Cohort 15 – Secondary STEM program, there were 12 paid staff at the two centers during the 2020-2021 program year. Three district-level staff members provided administrative duties across all Leon County Schools’ 21st CCLC programs. The proposed students-to-staff ratio for academic activities (10:1) and personal enrichment activities (20:1) were maintained throughout the program year. During summer program, the students-to-staff ratio for all virtual instruction was 10:1 or less.

The staff makeup at Cobb was 66.7% male and 33.3% female. All staff members at Godby were female. All of the Cobb activity leaders held at least an associate’s degree; each activity leader at the Godby center were at least high school graduates. All teachers were Florida-certified and held at least a bachelor’s degree. Staff turnover was minimal at the Cobb center with one activity leader leaving; however, the position was filled quickly. There was no turnover at the Godby center.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)			
	<i>Cobb Middle</i>		<i>Godby High</i>	
	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	4	0	4	0
College Students	0	0	0	0
Community Members	0	0	0	0
High School Students	0	0	0	0
School Day Teachers (including substitutes)	2	0	3	0
Non-teaching School Day Staff	3	0	2	0
Sub-contracted Staff	0	0	0	0
Other	0	0	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 for each grade group. Academic benchmarks objectives measured students' performance on the Algebra I end-of-course (EOC) exam by grade group and high school graduation for 12th graders. The program measured students' physical activity based on body mass index logs. The dropout prevention objective was measured by the attainment of technical certifications. 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 objectives with end-of-year analysis, the Cobb center met the benchmark for 83.3% of objectives. The benchmark for the health and nutrition objective was not met with 53% of students meeting the standard of success compared to the 70% benchmark set. Godby met three of its seven measured objectives. The benchmark was not met for the English/language arts, mathematics, science, and health objectives. The program plans to provide content review activities for each academic subject with an aim to target areas of weakness. 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. At least 95% of parents were satisfied with the program and its impact on their child as posed by the survey questions. Among students surveyed, at least 81% indicated that they enjoyed the program and that the program helped them to some degree in improving their grades, behaviors, and decision-making choices. Teachers indicated that at least 66% of students either maintained high performance or improved across the behavior 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 (Cobb)	35	97.1%
Parent (Godby)	49	98.0%

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 (Cobb)	40	92.5% (<i>Definitely and Somewhat</i>)
Students 6-12 (Godby)	46	78.3% (<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 (Cobb)	39	97.4%
Teacher (Godby)	101	58.4%

6.0 PROGRESS TOWARD SUSTAINABILITY

The Leon County Schools – Cohort 15 (Secondary STEM) program provided out-of-school time programming and family literacy events throughout the 2020-2021 grant year. Efforts were made to ensure sustainability throughout the program year and for future years. Each center had an advisory board. The Cobb center’s advisory council consisted of the site coordinator, two activity leaders, and a parent; Godby’s advisory council included the school’s principal, site coordinator, a program teacher, an activity leader, a parent, and a student. With restrictions due to the COVID-19 pandemic on access by outside person, 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 during the grant year. 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 LCS – Cohort 15 (Secondary STEM) program made strides in its operation and programming during the 2020-2021 grant year. The 21st CCLC program administrators met monthly with the schools' principals and regular school day teachers to discuss students' progress and how the program can better provide assistance with homework help and aligning out-of-school time activities with school day lessons. Communication among all stakeholders was important to ensure students were making the necessary performance gains. The 21st CCLC program was able to meet 62% of its measured objectives; among the academic objectives not met, progress was made toward meeting the objective with achievement of between 2% and 12% of the benchmark goals. The program plans to provide targeted assistance in each subject for students who struggled, particularly for the middle school students.

Each center conducted parent engagement and literacy events to increase their involvement in their child's education. Family literacy events were held throughout the program year using virtual and in-person meetings. Hosting the family events in different platforms is recommended for future years as it will increase the likelihood of parent participation, especially for parents of secondary students.

With the program in its final year of programming, the program director and site coordinators plans to seek opportunities to provide resources and services for its students and families. During the next academic year, each center should continue to monitor their students' progress. Collaboration with the regular school-day teachers and administrators will be crucial to ensure students continue to receive the supplemental support that they received as a part of the 21st CCLC program.