



**LEON COUNTY SCHOOL DISTRICT (COHORT 15 – ELEMENTARY)
370-2441B-1CCC3**

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



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

**Leon County Schools
2757 West Pensacola Street
Tallahassee, Florida 32304
www.leonschools.net**

Table of Contents

1.0 INTRODUCTION OF PROGRAM	3
2.0 STUDENT CHARACTERISTICS	4
2.1 Student Enrollment Total and Regularly Participating Students	4
Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year	4
2.2 Student Demographics	4
Table 2. Population Specifics: Total Participating Students	4
Table 3. Student Race and Ethnicity: Total Participating Students	5
Table 4. Student Grade for Total Participating Students	5
3.0 PROJECT OPERATIONS	5
Table 5. Summer 2020 Operations	6
Table 6. 2020-2021 Academic Year Operation	7
4.0 STAFF CHARACTERISTICS	7
Table 7. Program Staff Types by Category	8
5.0 OUTCOMES	8
5.1 Objectives, Activities, Data Collection Methodology and Outcomes	8
Objectives Narrative	8
5.2 Stakeholder Surveys	9
Table 8. Stakeholder Survey Responses	10
6.0 PROGRESS TOWARD SUSTAINABILITY	10
Table 9. Program Partners	11
7.0 PROGRAM REFLECTION	11

1.0 INTRODUCTION OF PROGRAM

Leon County Schools (LCS) was awarded the 21st Century Community Learning Centers (21st CCLC) subgrant during the 2016-2017 grant year to fund programming at Astoria Park Elementary School and Pineview Elementary School in Tallahassee, Florida. The Cohort 15 – Elementary subgrant participated in its fifth year of 21st CCLC programming during the 2020-2021 grant year. Combined, these schools served 943 students in pre-kindergarten through fifth grade. Nearly 18% (165) of the total student population participated in the 21st CCLC afterschool program. The Astoria Park center had 78 total participating students with 85% meeting the regularly participating criterion. The Pineview center had 87 students that attended at least one day; 55% of those students were regular attending students.

Students in grades two through five at Astoria Park Elementary were eligible to participate in the 21st CCLC program. The Pineview center served students in first through fifth grade. The Leon County Schools – Cohort 15 (Elementary) program was implemented to provide a safe environment with adult supervision for this vulnerable population. Over the five years of programming, the LCS (Elementary) 21st CCLC program provided academic enrichment, character education, health and nutrition education, career exploration, and parental engagement activities at the Astoria Park Elementary and Pineview Elementary centers. During the 2020-2021 program year, programming was offered virtually and in person.

The LCS (Cohort 15 – Elementary) program also offers family literacy events to the families of students served. The family literacy events informed parents on engaging in their child’s education, financial literacy, and standardized test preparation. Over the five-year

grant cycle, the 21st CCLC program has demonstrated success in its outreach and provision of supplemental activities to support students' performance gains.

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>Astoria Park Elementary</i>	23	69
<i>Pineview Elementary</i>	24	74

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>Astoria Park Elementary</i>	0	10	58	41	37
<i>Pineview Elementary</i>	2	11	82	42	45

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>Astoria Park Elementary</i>	0	0	77	1	0	0	0	0
<i>Pineview Elementary</i>	0	0	76	4	0	4	2	1

** 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>Astoria Park Elementary</i>	0	0	0	9	22	25	22	0	0	0	0	0	0	0	78
<i>Pineview Elementary</i>	0	0	13	12	18	24	20	0	0	0	0	0	0	0	87

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

3.0 PROJECT OPERATIONS

During Summer 2020, each center operated virtually for seven weeks for five hours per day from Monday through Thursday. The centers provided services for 28 days from 8:00 until 1:00 each day. A typical day included one hour of language arts, math, and science lessons for each grade level led by a certified teacher and two hours of additional virtual academic support provided by a teacher or an activity leader for all students.

Both centers operated for 38 weeks during the 2020-2021 academic year offering virtual and in-person programming. Pineview also offered 14 Saturday sessions from 9:00 to 1:00. Astoria Park operated for 174 days, while Pineview had a total of 188 days of operation.

The afterschool programming began at 2:50 and ended at 6:00. A typical day at Astoria Park began with 25 minutes for attendance and snack. Students were dismissed with their teacher and activity leader for an hour block of academics and homework. Students then shifted to their enrichment block; activities varied by day but included social-emotional learning, technology, writing, physical activity, and theater. The last 45 minutes included homework/tutoring time and dismissal.

Programming at Pineview included a grade-level block schedule; all students participated in each activity block. A typical day for a first grader started with 25 minutes for attendance and supper. Students transitioned to an hour academic block with their teacher and activity leader, followed by 15 minutes of homework and reading. After 15 minutes of indoor recess, the students shifted to the 30-minute computer resource block. The last 30 minutes students participated in personal enrichment activities including fluency check, arts, and writing.

The virtual program conducted academic instruction for the digital students. The face-to-face program ran through June 2021. The virtual program operated until April 2021 for Astoria Park and May 2021 for Pineview.

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 <u>hours per day</u> THIS site was open			Typical Programming (as stated in the Restart Plan)
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS / HOLIDAYS	
<i>Astoria Park Elementary</i>	7	4	5	0	0	Virtual
<i>Pineview Elementary</i>	7	4	5	0	0	Virtual

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>Astoria Park Elementary</i>	38	5	0	0	3	0	0	0	174	0	Hybrid
<i>Pineview Elementary</i>	38	5	0	0	3	4	0	0	174	14	Hybrid

4.0 STAFF CHARACTERISTICS

Across the Cohort 15 – Elementary program, there were 25 paid staff at the two centers during the 2020-2021 program year. There were an additional three district-level staff members that provided administrative duties within both centers. The proposed students-to-staff ratio for academic activities (10:1) and personal enrichment activities (20:1) were maintained throughout the program year. The staff makeup at the Astoria Park center was 14% male and 86% female. Similarly, females made up the majority of the staff at 73% compared to males at 27%. All teachers were Florida-certified and held at least a bachelor’s degree. The activity leaders held at least a high school diploma/GED. The 21st CCLC staff at each center participated in monthly professional development trainings during the school year. Staff turnover was minimal during the program year. One activity leader left the Astoria Park center; however, the position was filled within the week.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)			
	Astoria Park Elementary		Pineview Elementary	
	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)	8	0	5	0
Non-teaching School Day Staff	5	0	5	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 (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 (FSA) – English/language arts section. The program also measured students' improvement in their classroom behavior by report card grade. Students' improvement in physical and personal wellness was assessed using body mass index. Among the fifth grade students, their engagement in career exploration was measured using rating scale. 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. The program met or exceeded the benchmark for seven

of eight objectives. The benchmark was not met for the third grade promotion objective. Progress was made toward meeting the third grade promotion objective with 69% of students meeting the standard of success compared to the benchmark of 70%. The program plans to provide additional content review activities in reading and English/language arts that align with the FSA. No changes were necessary for the data collection process.

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. Overall, parents were overwhelmingly satisfied with the program and its impact on their child(ren) with 89% responding satisfied or very satisfied to the questions presented. Among students surveyed, at least 93% indicated that they enjoyed the program and that the program helped them to some degree in improving their grades and behaviors. Teachers indicated that at least 76% 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 21 st CCLC program as a whole (<i>Very Satisfied and Satisfied</i>).
Parent (<i>Astoria Park</i>)	29	100%
Parent (<i>Pineview</i>)	33	100%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5 (<i>Astoria Park</i>)	52	96.2% (<i>Definitely and Somewhat</i>)
Students K-5 (<i>Pineview</i>)	35	91.4% (<i>Definitely and Somewhat</i>)
Students 6-12	N/A	N/A

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 st CCLC program improved student's academic performance (<i>Improved and Did Not Need to Improve</i>).
Teacher (<i>Astoria Park</i>)	52	84.6%
Teacher (<i>Pineview</i>)	31	90.3%

6.0 PROGRESS TOWARD SUSTAINABILITY

Through the granting and funding of the Leon County Schools - Cohort 15 (Elementary) program to operate for the 2020-2021 academic year, the program was able to maintain sustainability efforts throughout its five-year grant cycle. 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. Both centers had advisory councils for the grant year. Astoria Parks' advisory board consisted of the school's principal, assistant principal, school day teachers, site coordinator, program staff member, and a parent. The Pineview center's 21st CCLC advisory council consisted of the site coordinator, a teacher, and two activity leaders. With access restriction of 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, in-kind or paid, to the program during the grant year beyond the district-level contributions.

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 Leon County Schools (Cohort 15 – Elementary) 21st CCLC program conducted a successful program at the Astoria Parks and Pineview centers during the 2020-2021 grant year. Each site coordinator conducted monthly meeting with their respective schools’ principal and regular school day teachers to discuss the areas of focus within each grade level and provide updates on the 21st CCLC program. These meetings 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. As a result of this collaboration, students demonstrated academic gains in school as well as in the afterschool program. This is evident in performance outcomes of the 21st CCLC program’s objectives. The program met the benchmark for seven of its eight objectives and made substantial progress toward meeting the objective that was not met.

Both 21st CCLC centers hosted family literacy events throughout the program year using virtual meetings and in-person meeting. It is recommended that the program continue

to offer a variety of ways to engage parents which will increase the reach and involvement of parents in their student's education, the 21st CCLC program, and the schools as a whole. Based on the findings of the stakeholders' surveys, the 21st CCLC program is positively impacting the students and families served at Astoria Park and Pineview Elementary schools.