



**LEON COUNTY SCHOOL DISTRICT (COHORT 16 – NIMS)  
370-2441B-1CCC6**

**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

In its fourth year of operation, the Leon County Schools (Cohort 16 – Nims) program has provided out-of-school time programming to middle school students on the south side of Tallahassee, Florida. The Florida Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) subgrant was awarded to Leon County School (LCS) for services at Nims Middle School. Nims is a Title I school and houses the district’s pre-law magnet program. The school served 514 students during the 2020-2021 academic year. Approximately 21% (106) of the total student population participated in the 21<sup>st</sup> CCLC program. Of the 106 participating students, 79 (75%) were regularly attending students who participated in the program for 30 days or more.

The Leon County Schools (Cohort 16 – Nims) program provides a safe environment with adult supervision during out-of-school time. The 21<sup>st</sup> CCLC program provided a structured educational program to enhance students’ performance in their academics, physical activity, and dropout prevention. The Nims Middle center also provided family literacy events throughout the year to increase parents’ knowledge in engagement in their child’s academics, behavior, and overall health and adult education opportunities

## 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>Nims Middle</i>	32	91

## 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>Nims Middle</i>	0	6	104	64	42

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>Nims Middle</i>	0	0	98	4	0	4	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*														Total
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	
<i>Nims Middle</i>	0	0	0	0	0	0	0	22	51	33	0	0	0	0	106

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

## 3.0 PROJECT OPERATIONS

The Nims center operated programming during the Summer 2020 term and the 2020-2021 academic year. The summer term consisted of digital programming for seven weeks, operating Monday through Thursday from 8:00 am until 1:00 pm each day. The summer program operated for 28 days. With the use of a virtual platform, a typical day included one hour of instruction led by a certified teacher in language arts, math, and

science for each grade level. The program offered two hours of academic support for all students led by teachers and activity leader.

During the academic year, the 21<sup>st</sup> CCLC program operated for 38 weeks equating to 174 days of afterschool programming. Offering hybrid programming for students, the program was conducted Monday through Friday from 3:50 pm until 6:00 pm. A typical day of programming for the face-to-face format included attendance and snack during the first 25 minutes. Students then transitioned to a 30-minute session of homework/tutoring. The virtual program conducted attendance and homework/tutoring from 3:50 pm until 4:45 pm. The final hour and 15 minutes included teacher-led academic instructions through monthly project-based learning lessons for both in-person and virtual students. During the spring semester, Nims offered in-person Saturday School sessions to provide additional academic support. There were 10 sessions which operated from 8:30 am until 12:30 pm. The face-to-face program operated through June 2021; however, the virtual program ran until mid-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			
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS / HOLIDAYS	Typical Programming (as stated in the Restart Plan)
<i>Nims Middle</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>Nims Middle</i>	38	5	0	0	2	4	0	0	174	10	Hybrid

#### 4.0 STAFF CHARACTERISTICS

The LCS – Cohort 16 (Nims) program had six site-level staff members funded through the 21<sup>st</sup> CCLC subgrant during the 2020-2021 program year. An additional three staff members were at the district-level and provided administrative guidance to the Nims 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, 83.3% were female and 16.7% were male. All of the 21<sup>st</sup> CCLC teachers were Florida-certified and held at least a bachelor’s degree. The activity leaders held at least an associate’s degree. The 21<sup>st</sup> CCLC staff participated in monthly professional development trainings throughout the school year. Staff turnover was minimal with only one teacher leaving the program after the summer component. The vacated position was filled for the academic year.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	<i>Nims Middle</i>	
	Paid	Volunteer
<b>Administrators and Coordinators</b>	<b>4</b>	<b>0</b>
<b>College Students</b>	<b>1</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>3</b>	<b>0</b>
<b>Non-teaching School Day Staff</b>	<b>1</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 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’ demonstration of physical activity and health as measured by body mass index. Grade promotion was measured by end of year pass and retention status. 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 Nims center met or exceeded the benchmark for four objectives. The objective benchmark was not met for the science and health and nutrition objective. Progress was made toward meeting the science objective with 64% of

students meeting the standard of success compared to the benchmark of 70%. The program plans to provide additional science content review activities for students who exhibit weakness in their science courses. 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. Across the majority of the questions posed, at least 83% of parents indicated that they were satisfied with the program and its impact on their child. Over 83% 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, social behaviors, and understanding the impact of future decision-making choices. Teachers indicated that at least 56% of students either maintained high performance or improved across the behavioral indicators assessed. Table 8 highlights 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	29	96.6%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 <sup>st</sup> CCLC program helped improve academic grades.
Students K-5	N/A	N/A
Students 6-12	42	90.5% ( <i>Definitely and Somewhat</i> )

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	16	62.5%



## 6.0 PROGRESS TOWARD SUSTAINABILITY

The Leon County Schools – Cohort 16 (Nims) program provided out-of-school time programming and family literacy events for the students and families of Nims Middle School. The Nims center’s advisory board consisted of the site coordinator, two school day teachers, two parents, and a community partner. 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 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 Nims center successfully operated its 21<sup>st</sup> CCLC program during the 2020-2021 grant year. Despite starting in October, the program was able to impact 75 students and families throughout the program year. The site coordinator communicated with the Nims' administrators, guidance counselors, and school-day teachers to identify students, in-person and digital, who would benefit from the services of the 21<sup>st</sup> CCLC program. As enrollment increased, the site coordinator and 21<sup>st</sup> CCLC staff worked with the regular school day teachers to receive homework assignments and monitor students' progress. Monthly meetings were held between the 21<sup>st</sup> CCLC and the school's faculty and administrators to discuss students' performance and skills that the 21<sup>st</sup> CCLC program could implement to reinforce lessons from the regular school day. Collaborating with the school's staff ensured that the 21<sup>st</sup> CCLC program was providing targeted support to aid in students' learning gains in their academic and personal enrichment areas.

The family literacy events hosted by the Nims 21<sup>st</sup> CCLC program focused on improving the parents' capacity to develop well-rounded young people as well as learning about opportunities to advance in adult education and financial literacy. In an effort to reach more parents, the program held family literacy events in person and virtually. 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.

Taking into account lessons learned and recommendations from the previous grant year, the LCS (Cohort 16 – Nims) program has made strides in its programming. The center must continue to monitor students' academic progress and provide the resources necessary

for students to succeed. It is recommended that the 21<sup>st</sup> CCLC continue to collaborate with its stakeholders to identify their needs and how the program can provide the needed support.