



**LEON COUNTY SCHOOL DISTRICT (COHORT 17 – SPRINGWOOD)  
370-2441B-1CCC5**

**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

Leon County Schools was awarded the Florida Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) subgrant for programming at Springwood Elementary School for the 2018-2019 grant cycle. The program was in its third year of operation during the 2020-2021 grant year. Springwood Elementary is a Title I school that served 522 students in pre-kindergarten through fifth grade. The program served students in third through fifth grade. Approximately 17% (88) of the total student population participated in the 21<sup>st</sup> CCLC afterschool program. Of the 88 participating students, 67 (76.1%) were regularly attending students who participated in the program for 30 days or more.

The Springwood Elementary center provided a safe out-of-school time program, with adult supervision, for the participating students. The 21<sup>st</sup> CCLC program provided academic enrichment, behavioral and problem-solving activities, physical and personal wellness activities, and family literacy events. The aim of the 21<sup>st</sup> CCLC program at Springwood was to provide 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, health insurance for their children, and financial education.

## 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>Springwood Elementary</i>	36	77

### 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>Springwood Elementary</i>	3	20	79	47	41

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>Springwood Elementary</i>	1	1	69	2	0	9	2	4

\* 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>Springwood Elementary</i>	0	0	0	0	23	34	31	0	0	0	0	0	0	0	88

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

### 3.0 PROJECT OPERATIONS

The 21<sup>st</sup> CCLC program at Springwood Elementary operated during the Summer 2020 term and the 2020-2021 academic year. For the summer term, the Springwood center provided virtual programming open for seven weeks, operating five hours per day on Monday through Thursday. The program operated for 28 days providing services from 8:00 am until 1:00 pm each day. A typical day had one hour of virtual 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 activity leader for all students.

Afterschool programming at the Springwood Elementary center ran from 2:50 pm until 6:00 pm each day for 174 days throughout the school year. A typical day for the face-to-face afterschool program began with 40 minutes for attendance, snacks, and homework help. Students transitioned to with their teacher and activity leader to class for one hour of grade-level academic instruction. Students then moved to their enrichment session which included tutoring and project-based learning lessons led by the assigned teacher and activity leader. The last 30 minutes of programming included assignment wrap-up, transitions, and dismissal. The virtual program conducted academic enrichment from 2:50 until 6:00 each day led by the assigned grade-level teacher. The face-to-face program operated through June 2021; however, the virtual program ran through 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>Springwood Elementary</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>Springwood Elementary</i>	38	5	0	0	3	0	0	0	174	0	Hybrid

#### 4.0 STAFF CHARACTERISTICS

The LCS – Cohort 17 (Springwood) program had 12 staff members funded through the 21<sup>st</sup> CCLC subgrant during the 2020-2021 program year. 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 was 77.8% female and 22.2% male. All of the certified teachers held at least a bachelor’s degree. The activity leaders had at least a high school diploma/GED. The 21<sup>st</sup> CCLC staff participated in monthly professional development trainings during the academic year. Staff turnover was minimal during the program year; one activity leader left the program but the position was quickly filled.

Table 7. Program Staff Types by Category

	<b>Type (Paid and Volunteer)</b>	
	<i>Springwood 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>4</b>	<b>0</b>
<b>Non-teaching School Day Staff</b>	<b>4</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 conduct grade and physical and personal wellness. 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 participants' first available data point with their year-end (Quarter 4 grade or post-assessment) performance. Of the seven objectives, the Springwood center met or exceeded the benchmark for four objectives. The objective benchmark was not met for the English/reading, mathematics, and third grade promotion objectives. To support gains in these objectives, the program plans to provide additional content review activities for

English/language arts and mathematics to target areas of weakness among the 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. Over 93% of parents indicated that they were satisfied with the program and its impact on their child(ren). Among students surveyed, at least 93.5% indicated that they enjoyed the program and that the program helped them to improve in some degree in their grades and social behaviors. Teachers indicated that at least 54.2% 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**

<b>Survey Type</b>	<b>Response Rate</b>	<b>Percentage of stakeholders satisfied with the 21<sup>st</sup> CCLC program as a whole (<i>Very Satisfied and Satisfied</i>).</b>
<b>Parent</b>	<b>30</b>	<b>100%</b>

<b>Survey Type</b>	<b>Response Rate</b>	<b>Percentage of stakeholders that reported the 21<sup>st</sup> CCLC program helped improve academic grades.</b>
<b>Students K-5</b>	<b>46</b>	<b>93.5% (<i>Definitely and Somewhat</i>)</b>
<b>Students 6-12</b>	<b>N/A</b>	<b>N/A</b>

<b>Survey Type</b>	<b>Response Rate</b>	<b>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>).</b>
<b>Teacher</b>	<b>24</b>	<b>66.7%</b>

## 6.0 PROGRESS TOWARD SUSTAINABILITY

The Leon County Schools – Cohort 19 (Springwood) program provided out-of-school time programming and family literacy events throughout the 2020-2021 grant year. An advisory board was maintained and consisted of the 21<sup>st</sup> CCLC site coordinator, a site teacher, and parents/community members. 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 Springwood center successfully operated its 21<sup>st</sup> CCLC program during the 2020-2021 grant year. The program's administrators collaborated with the regular school day teachers, principal, assistant principal, and the reading coach to identify students who would benefit from the assistance provided through the 21<sup>st</sup> CCLC program. Weekly checks and communication between the grade level teachers and the 21<sup>st</sup> CCLC program were conducted to ensure that the program's activities and lessons were supporting the regular school day instruction. Communication was important to make sure that students were progressing and making the necessary learning gains to succeed in their academics, conduct, and physical and personal wellness. The program was able to meet the benchmark for 57% of its objectives, which indicates that the participating students demonstrated progress between their baseline and end-of-year performance. While some progress was made toward meeting the objectives for English/language arts, mathematics, and third grade promotion, the program saw that some students continued to struggle to meet the respective objective's standard of success. More focus needs to be placed on these subject areas to reinforce school day lessons and to provide targeted support for participating students.

Family literacy events were held throughout the program year using virtual meetings and conference calls. These formats allowed parents to easily access the family literacy events. During the next grant year, 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. During the next grant year, it is recommended that the program continue to monitor its operation in order to make adjustments as warranted.

Continual collaboration between the 21<sup>st</sup> CCLC program and the stakeholders of Springwood Elementary would ensure that activities are relevant and meeting the needs of the population served.