



**LEON COUNTY SCHOOL DISTRICT (COHORT 17 – SABAL PALM)
370-2441B-1CCC7**

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

1.0 INTRODUCTION OF PROGRAM

The Florida Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) initiative was implemented at Sabal Palm Elementary School for the 2018-2019 grant cycle. The program was in its third year of operation during the 2020-2021 grant year. Sabal Palm Elementary is a Title I school that served 505 students in pre-kindergarten through fifth grade. The program served students in second through fifth grade. Approximately 20% (99) of the total student population participated in the 21st CCLC afterschool program. Of the 99 participating students, 76 (76.7%) were regularly attending students who participated in the program for 30 days or more.

The Sabal Palm Elementary center provided a safe out-of-school time program for its participating students. The 21st CCLC program provided academic enrichment, behavioral and problem-solving activities, physical/personal wellness activities, and family literacy events. The 21st CCLC program sought to provide a structured environment for students to increase their academic and enrichment performance. Family literacy events were provided throughout the year to increase the knowledge and skills of parents in their engagement in their child's education, financial literacy, and standardized testing requirements.

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>Sabal Palm Elementary</i>	34	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>Sabal Palm Elementary</i>	6	15	95	41	58

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>Sabal Palm Elementary</i>	0	0	85	10	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*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>Sabal Palm Elementary</i>	0	0	0	18	26	23	32	0	0	0	0	0	0	0	99

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

3.0 PROJECT OPERATIONS

The 21st CCLC program at Sabal Palm Elementary operated during the Summer 2020 term and the 2020-2021 academic year. For the summer term, the Sabal Palm center provided virtual programming for seven weeks, operating five hours per day on Monday through Thursday. The program operated for 28 days with 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 an activity leader for all students.

Afterschool programming at the Sabal Palm Elementary center ran from 2:50 pm until 6:00 pm each weekday for 174 days. Typical programming for the face-to-face format began with attendance and meal for students. Students were dismissed with their teacher and activity leader for one hour of grade-level academic instruction. Students then spent an hour in personal enrichment, project-based learning, and homework help/tutoring. Enrichment activities varied from day-to-day but included computer time, iReady, educational games, and developmental play. The last 30 minutes of programming included assignment wrap-up, transitions, and dismissal. The virtual program conducted academic enrichment by grade level with the assigned teacher from 2:50 until 6:00 each weekday. The face-to-face program operated through June 2021; however, the virtual program ran through January 2021.

Table 5. Summer 2020 Operations

Site Name	Total # of <u>weeks</u> THIS site was open	<u>Typical</u> # days per week THIS site was open	<u>Typical</u> number of hours per day THIS site was open			
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS / HOLIDAYS	Typical Programming (as stated in the Restart Plan)
<i>Sabal Palm 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>Sabal Palm Elementary</i>	38	5	0	0	3	0	0	0	174	0	Hybrid

4.0 STAFF CHARACTERISTICS

The LCS – Cohort 17 (Sabal Palm) program had 19 staff members funded through the 21st 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 94.7% female and 5.3% male. All of the staff members held at least a bachelor’s degree. The 21st CCLC staff participated in monthly professional development trainings during the academic year. Staff turnover was minimal during the program year; when a position was vacated, it was filled within two weeks.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	<i>Sabal Palm Elementary</i>	
	Paid	Volunteer
Administrators and Coordinators	4	0
College Students	0	0
Community Members	0	0
High School Students	0	0
School Day Teachers (including substitutes)	9	0
Non-teaching School Day Staff	6	0
Sub-contracted Staff	0	0
Other	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 – 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 Sabal Palm center met or exceeded the benchmark for six objectives. The objective benchmark was not met for the third grade promotion objective. To support gains in these objectives, the program plans to provide additional reading and English/language arts content review activities that align with the Florida Standards Assessment for third grade students. The propose changes would aim to increase learning gains for the targeted students in English/language arts. There were no data collection changes necessary for the Sabal Palm center.

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. Approximately 77% of parents indicated that they were satisfied with the

program and its impact on their child(ren). Among students surveyed, at least 85% indicated that they enjoyed the program and that the program helped them to improve their grades and social behaviors to some degree. Teachers indicated that at least 70% 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 st CCLC program as a whole (<i>Very Satisfied and Satisfied</i>).
Parent	47	100.0%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5	47	85.1% (<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	42	88.1%

6.0 PROGRESS TOWARD SUSTAINABILITY

The Leon County Schools – Cohort 19 (Sabal Palm) 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 principal of Sabal Palm Elementary, two staff members, and a parent, and a community member. 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 Sabal Palm center successfully provided 21st CCLC programming during the 2020-2021 grant year. The 21st CCLC administrators collaborated with the school principal to address how the 21st CCLC program could benefit the targeted students. The program also worked with the school’s Title I coordinator and community partnership staff on how their programs can support the students and families participating in the 21st CCLC program. Continual communication with the regular school day staff was implemented to discuss students’ progress and strategies to ensure that students are making the necessary learning gains. The program was able to meet the benchmark for 86% of its objectives, which indicates that the participating students demonstrated progress between their baseline and end-of-year performance. The activities and strategies applied by the 21st CCLC program was

beneficial to make sure that the majority of students met the respective objective's standard of success. Additional reading and English/language arts content review will be conducted during the next grant year, especially for the third grade students, to support students' knowledge and learning skills in alignment with the requirements of the Florida Standards Assessment and third grade promotion criteria.

Family literacy events were held throughout the program year using virtual meetings. The virtual format 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. Throughout the next grant year, it is recommended that the Sabal Palm 21st CCLC program continue to monitor day-to-day operation in order to make programming adjustments as needed.