



**UNITED WAY OF THE BIG BEND (COHORT 19)
93L-2441B-1PC13**

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



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

**United Way of the Big Bend
307 East 7th Avenue
Tallahassee, Florida 32303**

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1.0 INTRODUCTION OF PROGRAM

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) subgrant was awarded to the United Way of the Big Bend (UWBB) during the 2020-2021 school year for out-of-school time programming at Riley Elementary School in Tallahassee, Florida. The targeted school is a Title I school and served 471 students in grades pre-kindergarten through fifth. Approximately 9% (37) of the total student population participated in the 21st CCLC afterschool program. Of the 37 participating students, 8 (20%) were regularly attending students who participated in the program for 30 days or more.

The Riley center entered a new grant cycle in October 2020, after being a part of the 21st CCLC Cohort 13 program that ended in Summer 2020. The United Way of the Big Bend (UWBB) – Cohort 19 (Riley) program was implemented to provide a safe environment with adult supervision for this vulnerable population. During the first year of programming, the 21st CCLC program provided academic enrichment, social-emotional learning, physical and personal wellness activities, and family literacy events. The Riley center provided 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, adult education opportunities, and financial literacy. Located on the east side of Tallahassee, the Riley 21st CCLC afterschool program demonstrated a positive impact on its community by providing resources and connections with local businesses and organizations through the resources and connections established with community-serving organizations and by the individual benefits gained by the students. The program supported student's social, emotional, cognitive, and academic development, reduced risky behaviors, physical health, and provided a safe and supportive environment for student's to develop into productive citizens.

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>Riley Elementary</i>	0	37

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>Riley Elementary</i>	1	2	26	19	18

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>Riley Elementary</i>	0	0	35	1	0	1	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>Riley Elementary</i>	0	0	0	0	12	15	10	0	0	0	0	0	0	0	37

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

3.0 PROJECT OPERATIONS

As a Cohort 19 program, this is the first year of programming for this 21st CCLC subgrant. There was no Summer 2020 programming. The Riley Elementary center, newly awarded, operated during the 2020-2021 academic year, beginning in October 2020. The 21st CCLC afterschool program operated for 31 weeks equating to 141 days during the 2020-2021 school year as oppose to the proposed 175 days of service. The Riley center offered hybrid programming for students from Monday through Friday.

Each day, the afterschool programming at the Riley center began at 2:50 pm and ended at 6:00 pm. A typical day for the face-to-face format started with a 40-minute block for attendance, snacks, and homework help and completion. Students are dismissed by grade-level with their respective teacher and activity leader to participate in a one-hour academic block. The focus academic subject varied by day for each grade level, ensuring that all students receive the same amount of time for each subject. The virtual program conducted academic enrichment from 2:50 pm until 4:30 pm. Both in person and virtual students then transitioned to their enrichment block for one hour. Enrichment activities alternated by day within the program and included social-emotional learning, technology, physical activity, project-based learning, and tutoring. The last 30 minutes of programming included assignment wrap-up and transitioning for dismissal and parent pick-up. The face-to-face program ran through June 2021; however, the virtual program operated until 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>Riley Elementary</i>	0	0	0	0	0	0

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>Riley Elementary</i>	31	5	0	0	3	0	0	0	141	0	Hybrid

4.0 STAFF CHARACTERISTICS

The UWBB – Cohort 19 (Riley) program had 8 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 consisted of both male and female. All staff members held at least an associate’s degree, with all teacher having a bachelor’s degree or higher. The 21st CCLC staff participated in monthly professional development trainings specific to their roles (i.e. activity leader, teacher) during the school 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

	Type (Paid and Volunteer)	
	<i>Riley 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)	2	0
Non-teaching School Day Staff	2	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 reflection of behavioral choices as well as physical and personal wellness based on conduct grades and physical education grades, respectfully. 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. Of the seven objectives, the Riley center met or exceeded the benchmark for five objectives. The objective benchmark was not met for the third grade promotion and mathematics objectives. To support gains in these objectives, the program plans to provide

additional content review activities for English/language arts and math activities to reinforce positive behaviors among the participating students. These efforts will target areas of weakness among 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 21st CCLC program on the students and families served. At least 90% of parents indicated that they were satisfied with the program and its impact on their child(ren). Among students surveyed, at least 90% indicated that they enjoyed the program and that the program helped them to some degree in improving their grades and social behaviors. Teachers indicated that at least 69% 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	21	100%

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5	34	74%
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	29	69%

6.0 PROGRESS TOWARD SUSTAINABILITY

The United Way of the Big Bend – Cohort 19 (Riley) program provided afterschool programming and family literacy events to members of the Riley Elementary School family. The Riley center maintained an advisory board consisting of the school’s principal, the 21st CCLC site coordinator, a teacher, a parent, and a community partner. Efforts to ensure sustainability were made despite restrictions set forth because of the COVID-19 pandemic. With limited connection with persons outside of the program staff and participants, the program only partnered Leon County Schools as an external entity for the 2020-2021 reporting period. Leon County Schools was the only partners to provide additional value-added services or contributions to the program during the grant year. Leon County Schools provided expenditures for transportation, janitorial, facilities, and management services. The United States Department of Agriculture’s Child Nutrition Program provided food services for afterschool snacks through Leon County Schools.

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, and management	\$50,000	Partner

7.0 PROGRAM REFLECTION

The UWBB Cohort 19 – Riley center successfully operated its 21st CCLC program during the 2020-2021 academic year. The program’s administrators worked with the regular school day teachers and principal to identify students who were struggling and would benefit from the assistance provided through the 21st CCLC program. Starting a new hybrid program during a pandemic was challenging and hindered enrollment. Communication within and across the grade levels were vital to ensure that students were progressing and making the necessary learning gains to succeed in their academics and enrichment and to ensure student safety. The program was able to meet 70% of its objectives, which indicates that the participating students demonstrated progress between their baseline and end-of-year performance. By offering activities in the afterschool program that engaged the students, the performance outcomes of the students during the regular school day was improved. More focus needs to be placed on character education activities to reinforce positive behaviors among the participating students. These activities would lead to higher conduct grades and reduce the likelihood of suspensions and referrals throughout the school year.

Family literacy events were held throughout the program year using virtual meetings. 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 school as a whole. Based on the findings of the stakeholders’ surveys, the 21st CCLC program positively impacted the students and families served.