

SUMMATIVE EVALUATION REPORT
Project Year 2022-2023



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

Subgrantee Name

Liberty County School District
W. R Tolar Elementary School (K-8)
Hosford Elementary & Jr. High School
390-2443B-3CEL1

Due Date

August 5, 2023, at 11:59PM EDT

Submission Environment

EZReports

Summative Evaluation Report Process

The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the Every Student Succeeds Act (ESSA). Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, the specific purposes of the federal law are to:

- provide opportunities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- offer students a broad array of additional services, programs and activities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The **Summative Evaluation Report (SER)** process of the 21st CCLC is a comprehensive assessment that evaluates the program's effectiveness in achieving its goals. This process is a federal and state requirement and is aligned with the GPRA measures and state objectives. The report template has been developed by the FDOE-21st CCLC program office and serves as a tool for subgrantees to conduct self-evaluation.

Subrecipients are expected to complete this **SER** using both qualitative and quantitative information pertaining to various aspects of the program. This includes details on student characteristics, project operations, staff characteristics, outcomes, and sustainability efforts. The purpose of collecting this information is to gauge the overall impact and success of the 21st CCLC program and to identify areas for improvement and future planning. By gathering these data and insights, subgrantees can assess the effectiveness of their programs, make data-informed decisions, and demonstrate accountability to the federal and state agencies involved and the communities served by the grant. This evaluation process plays a crucial role in ensuring that the 21st CCLC program remains focused on achieving its objectives and delivering quality services to students and communities.

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The following Table of Contents is to remain on your report **in the order in which it has been provided**. Use the Table of Contents as a checklist to ensure appropriate reporting for this deliverable. Page numbers should be edited to match the report. After the report is completed, please click on this table of contents and a command box will appear on the upper left side. Click Update Table and choose “Update entire table” from the options provided. This will update your page numbers to align with the length of your report.

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1.0 INTRODUCTION OF PROGRAM

In 500 words or less, provide a narrative in the text box below that outlines the following:

- *this specific project's function and purpose*
- *characteristics of the population served,*
- *the project's enhancement on the community and the students served.*

Liberty County School District provides afterschool programs Monday-Friday for PK-8th grades. Locations are Hosford Elementary & Jr. High, 16864 NE State Rd. 65, Hosford, FL, (3:05-5:35 PM) and W.R. Tolar K-8 School, 14745 NW CR 12, Bristol, (2:50-5:20 PM). Afterschool programming serves 84 Hosford students and 100 Tolar students. During summer, Hosford serves 70 students and Tolar 84. Project-Based Learning instruction, academic remediation, tutoring, and homework assistance promote student academic achievement. Personal enrichment activities include career and college readiness, social-emotional learning, and physical fitness. Family Service Coordinators plan and implement six adult family member nights supporting parent needs at each program location.

According to the 2018 American Community Survey (ACS) population estimates conducted by the Census, Liberty County is the least populous Florida county with 8,354 residents. The ACS reveals 77.0 % of the population is white, 19.6% is Black or African American, 1.2% are American Indian and Alaska Native, 0.4% Asian, 1.7% are Two or more races, and 7.2% are persons of Hispanic or Latino origin. In Liberty County, 17.9% of the population is under the age of eighteen, 18.7% of residents do not have a high school diploma or its equivalent, 19.5% of children under the age of 18 lived below the poverty level with the median household income at \$37,363 compared to \$60,293 across the United States (2018). Hosford School (373 students) and W.R. Tolar School (481 students) are Title 1 schools with 99.62% of Hosford and 100% of Tolar's population considered economically disadvantaged based on free and reduced lunch eligibility. (Priority #1) District-wide, 100% of students receive free lunch based on community eligibility.

This 21st CCLC program addresses the academic needs of pre-kindergarten through eighth-grade students in the core academic areas of reading, math, and writing by providing after school and summer programming to close the achievement gap, increase preparation for graduation, and improve the academic skills of students. This project is designed to serve the entire family unit through academic enrichment, remediation and tutoring, comprehensive family literacy, physical education, dropout prevention, and college and career readiness, art and culture, and social-emotional learning activities.

Our 21st CCLC program has been conceptualized to have a significant impact on students and their families who have not been successful in passing the Florida State Assessment (FSA), meeting the Florida State Standards, and the federal and local measures of adequate yearly progress. It is the goal of this project to realize an immediate change in the achievement of these students and their ability to advance and become outstanding and successful citizens.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program. Tables 1,2,3, and 4 require the respondents to provide numeric data about the total number of students who participated in both the Summer and Academic Year programs. Also, provide a brief narrative summary of clarifying information into the following narrative box to complement the tables, to include any challenges encountered in data collection or reporting.

The student enrollment process gave preference to those students involved in the RtI/RTI process, students performing below grade-level, and students with special needs. Parents were then invited to enroll their children based on a first come – first serve basis. Enrollment was capped at 10% above the number of students funded to account for student absences. Enrollment was advertised for summer, for the Fall, on social media, flyer, and at both schools' Open Houses. A majority of students enrolled on-site during this event. The remainder of student enrollments occurred either in person by the caregiver, through the school's guidance department, or via the regular school day teacher. Table 1 below indicates that 281 students were enrolled in the program during the summer, and 369 were enrolled during the school year or "academic year."

Overall, 650 students participated in all components for at least one day. In attendance were 236 Male and 229 Females. There were 396 (87%) students who identified white, 29 (6%) black, 2 (0%) Asian, 1 (0%) Native Hawaiian or Pacific Islander, 6 (1%) Multi-Racial 30 (6%) Some Other Race, and 1 (0%) Unknown. Student attendance by grade level: 30 (6%) PK, 57 (12%) K, 80 (19%) 1st, 58 (12%) 2nd grade, 58 (12%) 3rd grade, 53(11%) 4th grade, 29(6%) 5th grade, 42(9%) 6th grade, 31(7%) 7th grade, 26(6%).

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students* for Summer 2022 and 2022-2023 Academic Year

*A participating student can be defined as any student who attends at least one hour of programming in the 21st CCLC.

Site Name	Total Participating Enrollment	
	Summer	Academic Year
Hosford Elem & Jr. High	109	156
WR Tolar K8 School	172	213

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	Other
Hosford Elem & Jr High	1	19	100	63	46	0
WR Tolar K8 School	2	16	100	78	94	0

Table 3. Student Race and Ethnicity: Total Participating Students

*Students may be counted more than once.

**Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

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 **
Hosford Elem & Jr High	0	0	1	5	0	107	1	0
WR Tolar K8 School	0	0	12	27	1	135	2	20

Table 4. Student Grade: Total Participating Students

*Students may not be counted more than once.

Site Name	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Hosford Elem & Jr High	3	11	14	14	18	13	8	12	8	8	0	0	0	0	129
WR Tolar K8 School	6	21	37	27	23	23	7	14	8	14	0	0	0	0	180

3.0 PROJECT OPERATIONS

In 300 words or less, provide a brief narrative of the project's operation in the text box below. This narrative should at a minimum:

- *include the typical and total time of operation for various reporting timeframes,*
- *describe the type of programming provided,*
- *include a summary of or enhance the information provided in the tables below,*
- *explain any discrepancies between the reported operations and the proposed operations from the approved site profile worksheet,*
- *address the types of activities chosen for programming, and*
- *describe how transitions between activities are planned and executed.*

Hosford site operates Monday- Friday 3:05PM to 5:35 PM. Tolar site operates Monday-Friday 2:50 PM-5:20 PM. Each site will be open for 148 afterschool days, 25 summer days, and for 6 adult family member nights. Our 21st CCLC program addresses the academic needs of pre-kindergarten through eighth-grade students in academic areas of reading, math, and writing by providing after school and summer programming to close the achievement gap, increase preparation for graduation, and improve the academic skills of students. This project is designed to serve families through academic enrichment, remediation, comprehensive literacy, physical education, dropout prevention, college and career readiness, art and culture, and social-emotional learning.

The goal of this project is to realize an immediate change in the achievement of these student. After the bell, students will be provided with a USDA approved snack. Then, students are escorted by Activity Leaders to certified teacher's classrooms for academics. The certified teacher and Activity Leader, will deliver quality and motivating Project-Based Learning (PBL) instruction through MindWorks, furnish students with academic enrichment/remediation, and homework help for 90 minutes in ELA, Math, and Science. Enrichment activities led by an Activity Leader in the last hour include computer lab, social-emotional learning, art and culture, health and physical education, college and career, dropout, and 4H. At the program's end, a designated adult picks students up. For social-emotional learning, the Sanford Harmony is designed to foster communication, connection, and community both in and outside the classroom and develop compassionate and caring adults. For physical education, the researched based Coordinated Approach to Child Health (CATCH) program will be utilized. For career and college, Roadtrip Nation fosters career exploration through 12 lessons. Progress monitoring is accomplished by evidence-based programs: iReady, STAR, Performance Matters, and Top Score. Partners provide activities such as Nutrition, Mentoring, and Art/Music.

Complete the tables below as indicated in the headers.

Table 5. Summer 2022 Operations

Please indicate when **the site was open**.

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
<i>Hosford Elem & Jr High</i>	6	4	8	0	24	0
<i>WR Tolar K8 School</i>	6	4	8	0	24	0

Table 6. 2022-2023 Academic Year Operation

Please indicate when **the site was open**.

**Only Extended Learning Programs (ELPs) provide services during school.*

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day				Total # days			
			Before School	During School*	After School	Weekend - Holidays	Before School	During School*	After School	Weekend - Holidays
<i>Hosford Elem & Jr High</i>	27.6	5	0	0	2.5	0	0	0	138	0
<i>WR Tolar K8 School</i>	27.6	5	0	0	2.5	0	0	0	138	0

4.0 STAFF CHARACTERISTICS

In 150 words or less, provide a brief narrative of the composition of staff at each site in the text box below. This narrative may include, but is not limited to:

- staff demographics
- staff quality (training and certifications)
- turnover
- professional development
- the ratio of students to staff at each site and explain how the ratio affects programming and instruction.

Staff includes of 1-male administrator (district), 1-female program manager, paid by 21s CCLC, 11 female teachers, 6 female activity leaders (summer- 8 activity leaders-included 1 male activity leader, and 4 female health aides. The Project Manager oversees day-to-day operations and holds a master's degree. The site Coordinator and family service position requires a bachelor's degree in education. The certified teachers hold a bachelor's degree in education, or masters degree. Activity leaders hold an associate degree or have passed the Paraprofessional Exam. Health Aides will be hired to assist 21st CCLC ESE students who qualify for Health Aide during the academic day. The Afterschool Conference is the main source of training for staff to learn their job-specific duties. Staff are trained by health professional in CPR/1st aide. We are all have received First Aide Mental Health Professional Development. Academic Ratio is 10:1; Enrichment is 20:1. Online and Regional Meetings will be attended. Orientation training conducted by the Project Manager and Site Coordinators will cover job-specific skills and duties will be covered, as well as expectations. Academic Ratios are 10:1, Enrichment 20:1.

Table 7. Program Staff Types by Category

Please indicate **the number of staff** members based on their positions.

Position	Hosford Elem & Jr High		WR Tolar K8 School	
	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	½	0	½	0
College Students	0	0	0	0
Community Members	0	6	0	7
High School Students	0	0	0	0
School Day Teachers (including substitutes)	5	0	6	0
Non-teaching School Day Staff	6	0	6	0
Sub-contracted Staff	2½	0	2 ½	0
Other	0	0	0	0

5.0 OUTCOMES

This section should outline each approved objective, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the project on the populations served. (Add more textboxes as needed.)

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

Please provide a narrative describing the data collection methodology and outcomes. This may include:

- outcomes met through programming,
- the impact on the population being served, and
- any data collection challenges.
- Provide the Program Performance Report that can be generated from EZReports to present outcomes against State Objectives.

Program Performance Report 2022-2023

Project #: 390-2449B-9CCC1

Project Name: Liberty CSD 21st CCLC (C13)

Domain	Objective #	Total # of Participants Served	Total # of Participants Measured	% of Participants Measured	Total # of Participants Meeting SOS	% of Participants Meeting SOS	Benchmark Met
English Language Arts - FSA Scores	1.A.1	0	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	0	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	0	0	0%	0	0%	N
English Language Arts - Progress Reports	1.A.4	0	0	0%	0	0%	N
Mathematics - FSA Scores	1.B.1	0	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	0	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	0	0	0%	0	0%	N
Mathematics - Progress Reports	1.B.4	0	0	0%	0	0%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	0	0	0%	0	0%	N
In-School Suspensions	3.A.1	0	0	0%	0	0%	N
Behavior Referrals	3.A.2	0	0	0%	0	0%	N
Safe and Supportive Relationships	4.A.1	0	0	0%	0	0%	N
Engagement	4.A.2	0	0	0%	0	0%	N

As this was the first year of dropping the FSA and implementing the FAST, there is no comparative outcome data for Objective # 1.A.1, 1.A.2, 1.B.1, and 1.B.2. Students did not take this test.

(ELA) 1.A.3 – 55% met this goal. Report card interaction- Data Chats among 21st CCLC staff review data.

(ELA) 1.A.4 – 47% of students reached goal. Monitor and target those who need Data chats. Rewards Program

(MA) 1.B.3 – 47% met this goal. Use IReady, Tracks Reflex

(MA) 1.B.4 – 43% met this goal. Monitor and target those who need Data Chats and encouragement.

GPA 1.C – 61% met this goal. Monitor and target struggling students. Encourage with rewards- fun activities.

Safe and Supportive Relationships- 69% met this goal. Help students feel safe by providing resource officers during 21 CCLC.

Engagement-4.A.2 Provide activities for parent and student participation- Family Reading Night

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the teacher end-of-year stakeholder surveys, to include any challenges encountered in collecting surveys.

91% of teachers completed the afterschool surveys. Findings from the teacher end-of-year stakeholder surveys include 73% of teachers reported an increase in student engagement, or that students did not need to increase their student engagement. 64% of students were reported to increase while 9% did not need to increase their student engagement as reported by teachers. Also, teachers reported that 85% of students were engaged in safe and supportive relationships with peers and adults for the 21-22 School Year. 63% of students were rated as an increase in safe and supportive relationships, while 26% reportedly remained constant. Teacher turnover was a hardship to overcome in securing the surveys for the 21st CCLC students, as well as the timing of the release of the surveys. Looking over the suggestions, we should incorporate:

Focus on fluency drills for memorization (letter sounds, equations, shape names, number names),
Develop character or students- Treating others respectfully and, Not looking down on others.
Continue studying sight words. We should consider a survey for teacher.

Table 8. Stakeholder Survey Responses

Survey Questions	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
Q1. Student Engagement Level	425	73%
Q2. Level of Safe and Supportive relationships	425	73%

6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project's progress toward sustainability. The narrative should include at a minimum:

- *the agency's progress toward the sustainability plan described in their application narrative,*
- *the structure of the advisory board and any recommendations made, and*
- *the total estimated value of contributions to the program.*

Liberty County School District provided program space, utilities, and USDA snacks. Additional District services included payroll support from the Finance Department, supervision by the Assistant Superintendent, and provision of breakfasts and snacks by Food Services. The total estimated contributions to the program were \$47,875.00 in excess of the FDOE annual budget of \$300,000.00. These additional contributions accounted for 16% towards the program's sustainability. The program is not in a position to meet any funding gaps in the upcoming year. Strategic partnerships were formed with local units of government, universities, and businesses to implement required academic and personal enrichment activities. The program worked with local government to link to potential partners; however, none were identified. Partners that contributed student services in-kind included The University of Florida IFAS (4-H, Nutrition, and STEM) and the Liberty County Health Department (prevention activities). The 4-H Nutrition curricula was a valuable resource as they provided for the alignment of supplemental health and nutrition activities. The IFAS County Extension Agent used the 4-H Cooking 101 curriculum, which instructed youth on using MyPlate, avoid spreading germs while cooking, measure and mix ingredients, test baked goods for doneness, brown meat, and set the table for a meal. Liberty County is a very rural district with a large land area, and a relatively small population. The general economic outlook is very slight. The tax base is rather small also. We are dependent on this program to provide afterschool care for our community. We don't have any operational day care or after school facilities in our county.

Table 9. Program Partners

In terms of sustainability progress, the partnership should include all in-kind and monetary contributions.

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Liberty County School Board	Bldgs, utilities, payroll, snacks and meals	\$47,875	<u>In-kind</u>
<u>Liberty County Sheriffs Dept</u>	<u>Family Fun Day</u>	<u>\$520</u>	<u>In-kind</u>
<u>Liberty Arts Council</u>	<u>Invoice Paperwork</u>	<u>\$500</u>	<u>In-kind</u>
<u>Liberty County Health Department</u>	<u>Health Prevent Tobacco</u>	<u>\$3,000</u>	<u>In-kind</u>

7.0 PROGRAM REFLECTION

In 300 words or less, provide a narrative with an overall assessment of your 21st CCLC project's impact in the text box below. This may include:

- *reflection of the lessons learned throughout the year,*
- *reflections of the impact of the worldwide pandemic on programming, staffing and/or operations*
- *recommendations to enhance the quality of services offered to students and families for the next year.*

We have learned that 21st CCLC should be an extension of the daily classroom and should help foster learning and life skills. 21st CCLC teachers should be communicating with daytime teachers to provide lessons for students that correlate with what students are learning. The skills provided should encompass critical thinking, creativity, and collaboration, A great way to provide these skills is through PBLs and STEM activities.

The pandemic had DRASTIC effects on 21st CCLC programming, staffing, and operations. These effects are still being felt. First of all, the missed school time due to school closures and quarantines has caused learning gaps, and socialization problems that have continued to grow despite efforts of students, staff, and parents. We are still trying to recover from this. During outbreaks of COVID- quarantining caused staff absence and shortages at sites Operations were also affected when partners couldn't come on campus due to their company policies, as well as our policies. Our partners' policies have kept them from coming back to us, as well as shortages of staff for these companies. We are in the process of trying to get our partners back to our 21st CCLC programs. This also meant that school staff members are trying to help students master current grade level benchmarks while trying to fill in the gaps of student learning. We are still struggling with having enough staff to cover our needs that arose after COVID.

Our recommendations to enhance the quality of services offered to students and families for next would include implementing strategies to support social, emotional, and mental health. This could include sending a 21st Century Newsletter with a list of services and activities for families. We can implement family days where the family is invited to come and play games and participate in their child's learning. We can further survey parents to see what activities would benefit the students and their families.