

SUMMATIVE EVALUATION REPORT
Project Year 2021-2022



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

Deliverable Month

July

Due Date

August 15, 2022 at 11:59PM EST

Submission Environment

EZReports

Reporting Period

The Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Summative Evaluation Report will include data for **Summer 2021** and the **2021-2022 Academic Year**. Data for Summer 2022 should not be included in this year's Summative Evaluation Report. Summer 2022 data will be included in next year's report.

General Notes

1. This report template is a form to be completed. The guidance begins after this page and should be submitted in its totality. To ensure the correct information is included in the Summative Evaluation Report, please refrain from using a template from a previous year.
2. **Instructions for each section of the report will appear in italics. Please provide the appropriate response in the corresponding text box or table.**
3. Summative evaluation reports are public documents and as such are available for public review and posting. Refrain from **including any personal information** about students or families (e.g., names or social security numbers). If a subrecipient decides to include photos, they should secure and maintain appropriate authorization from all individuals or their parent/guardian whose photo is included within their report.
4. This document describes the minimum reporting requirements for the summative evaluation report. Subrecipients are encouraged to add any information that highlights the project's operations and successes or guides improvements or sustainability in the appropriate sections.
5. There is a variety of tables throughout the document. These tables are designed to reflect the project's information and should be edited for content. Delete rows that are not needed. Tables should not be split between pages.
6. Additional **information highlighting your specific project** can be offered as an **introduction** to the template and tables below.
7. Projects with no programming during select reporting periods should keep all items on the report with a statement in each narrative explaining that no programming occurred.
8. You may remove these notes page from your final report.

Table of Contents

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*

Monroe County School District received funding to operate the 21st Century Community Learning Center (CCLC) grant project located at Gerald Adams Elementary School for the 2021-2022 project year. This is the second year of the five-year funding period that was initially awarded by the Florida Department of Education (FDOE). This report will include the results of the Summative Evaluation that was completed for the 2021-2022 project year. The Summative Evaluation Report is considered the year-end report and informs the center and other stakeholders about the progress that has been made during the year, while also driving decision-making regarding program improvement and sustainability. Student characteristics, program operations, staff characteristics, objectives and outcomes will all be detailed in the report.

The purpose of the Keys to Success program is to provide an educational, enriching, and unique afterschool program to students in need of an academic boost or additional academic instruction. The target population served is homeless students and students scoring below proficiency on the FSA and STAR tests. The program goal is always to help students achieve academic success and to make educational gains. During the 2021-22 grant year, the 21st CCLC Keys to Success program offered homework help, remediation, Reading/Math/Science instruction, Project-based Learning activities, ELL services, typing, steel drum and xylophone music lessons, SPARK physical education activities, and Arts and Culture education. The program put an emphasis on math lessons and activities to help ensure that students received the instruction needed to make educational gains.

Students, parents, and teachers make up the Keys to Success 21st CCLC community. Students are impacted by receiving additional instruction, improving their grades, and having their horizons broadened. Parents provide verbal feedback often about the program and express gratitude that the program encourages students to ask questions, think critically, and be creative. Many parents have personally thanked our Site Coordinator for providing more than just afterschool care and instead an extension of the learning day and environment. Teachers are also positively impacted by the program because it provides additional working hours, professional development, and time to work with the students they know need an extra boost.

The 21st CCLC program also provided opportunities to the adult family members and/or parents of student participants. Events and/or workshops that were offered included:

- **August 2021** – Welcome Night
- **September 2021** – Understanding District and School Expectations
- **October 2021** – Computer Literacy
- **November 2021** – Advisory Meeting 1
- **February 2022** – A History of the Keys
- **March 2022** – Advisory Meeting 2
- **May 2022** – The Keys Environment, Connecting with Mental Health Resources, Summer information Night

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program. Also, provide a brief narrative summary of clarifying information to complement the tables, to include any challenges encountered in data collection or reporting.

In program year 2021-2022, 21st Century at Gerald Adams had 102 students for the summer program and 211 students for the afterschool program. Of the 211 afterschool attending students, 89 were male and 122 were female. The English Language Learners population had 91 students with this number increasing year after year, mirroring increasing district ELL enrollment. The number of students on Free and Reduced Price Lunch was 48 which is low considering the Title I status of the school. Due to free meals being offered for the school year, parent participation in filling out meal applications was low district wide. With the return of paid meals, it is likely that the Free and Reduced Lunch population will increase for the 2022-2023 school year.

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students for Summer 2021 and 2021-2022 Academic Year

Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming.

Site Name	Total Participating Enrollment (attending at least one day)	
	Summer	Academic Year
<i>Gerald Adams</i>	102	211

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>Gerald Adams</i>	91	55	48	89	122

Site Name	Total Participating Students*
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	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>Gerald Adams</i>	1	0	87	100	0	23	0	0
*Students may be counted more than once.								
**Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.								

Table 3. Student Race and Ethnicity: Total Participating Students

Table 4. Student Grade: 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>Gerald Adams</i>	0	38	34	39	40	31	29	n/a	211						
* Grade levels are exclusive, as students can only be in one grade level.															

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

- describe how transitions between activities are planned and executed

The typical and total time of operation for the two reporting timeframes that were required for the 2021-22 project year are as follows.

Summer 2021: Program hours were Monday through Friday, 8:00 AM to 2:00 PM. The program operated a minimum of 6 hours per day and 30 hours per week. The Summer program began at 8:00 AM with breakfast, attendance, and Social and Emotional Learning exercises until 8:30 AM. Students begin tutoring and additional instruction from 8:30 to 10:15 AM. From 10:15 to lunch, students participated in Academic enrichment. Lunch times were staggered every fifteen minutes from 11:00 to noon with students receiving a half hour lunch break. From the end of lunch to 2:00 PM, students attended academic and personal enrichment. At 2:00 PM, students were brought to the cafeteria for bus or parent pick up.

Fall 2021 and Spring 2022: Program hours were Monday through Thursday 3:00 PM to 5:30 PM and Friday – 3:00 PM to 5:00 PM. The program operated a minimum of 12.5 hours per week. The Afterschool program began promptly at 3:00 PM with students meeting in the cafeteria for a snack and attendance. From 3:15 to 3:20, students transition into their classrooms for homework help and tutoring from 3:20 to 3:40. From 3:45 to 4:30, students engage in either a PBL or Remediation activity. At 4:30 to 4:35 students transition to the personal enrichment activity. At 5:25, students transition to the cafeteria to either board the bus or wait to be picked up by adult family members.

Class transition times for both reporting periods were no longer than 5 minutes, with most transition times lasting less than 1 minute as students typically stayed in the same classroom and with the same student group for the duration of the program day.

Complete the tables below as indicated in the headers.

Table 5. Summer 2021 Operations

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		
			Weekdays	Weekday Evenings	Weekend/Holidays	Weekdays	Weekday Evenings	Weekend/Holidays
Gerald Adams	6	5	6.5	0	0	0	0	0

Table 6. 2021-2022 Academic Year Operation

Site Name	Total # of weeks	Typical # hours per day THIS site was open	Total # days THIS site was open
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	THIS site was open	Typical # days per week THIS site was open	Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
<i>Gerald Adams</i>	36	5	0	0	2.5	0	0	0	167	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*

In the 2021-2022 school year, Gerald Adams was fortunate enough to staff the 21st Century program with both paid and volunteer positions. The paid Administrative and Coordinator staff were comprised of the Site Coordinator and Project Director. Thirty-three regular day certified teachers were employed/paid to teach in the program and maintain the academic ratio of 1:10. Each member of the teaching staff participated in a minimum of 2 professional development events and the program was fortunate enough to have no staff turnover throughout the 2021-2022 program year. In addition to school teaching staff, the program had 2 sub-contracted community members from Mote Marine Laboratories instruct students.

In addition to paid staff, the program had 1 community member from the Key West Art and Historical Society volunteer in the program. 1 regular day school employee and 1 District Staff employee volunteered to translate at the Adult Family Member Activities.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	<i>Gerald Adams</i>		<i>N/A</i>		<i>N/A</i>		<i>N/A</i>	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	2	0						
College Students	0	0						
Community Members	0	1						
High School Students	0	0						

School Day Teachers (including substitutes)	33	0						
Non-teaching School Day Staff	0	1						
Sub-contracted Staff	2	0						
Other	0	1						

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.

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

In 200 or less, 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.*

There are 7 grant objectives for the Gerald Adams 21st CCLC program. The ELA, Math, and Science objectives state that 70% of students will improve their grade. This objective is collected through report card grades and FSA test results. The science objective was not met at 32%. The math outcome missed the mark at 29%. 44% of students met the ELA objective. No methodology changes occurred.

100% of students met the third-grade promotion objective for 95% of students to matriculate to the next grade. No methodology changes occurred. 100% of students met the Responsible Decision-Making objective. No methodology changes occurred. 80% of students improve their Arts and Culture knowledge objective was met with 100%.

80% of parents were planned to improve their involvement in student education. Due to the lack of parent survey, and pre and post surveys, parent involvement data was not taken. A methodology change planned is to survey parents at the beginning and end of the year to determine participation increases.

Data collection challenges did exist for the program year. 246 students were listed as attending the program for both the summer and afterschool sessions in the EZ Reports software. Of those 246 students, only 183 were active and participated regularly. Students who dropped the program and relocated to another school district were considered in the overall measurement of objectives. Students who attended Summer 2021 and moved on to middle school were counted in the objectives measure. These student discrepancies skewed the data because it appears that 60% of data was collected for participating students when in actuality, all student data for regularly participating students was collected. The inclusion of summer 2021 students and dropped students inflated the participant number which in turn decreased our percentage rates for improved and declined students. For future program years, program specialists will be consulted to prevent inflated student numbers.

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.

For the 2021-2022 school year, only Teacher Surveys were requested. 93% of Teacher Surveys were responded to with the 7% of missing surveys being for students that did not attend the program long enough for the teacher to gauge or accurately answer the question.

The third question in the survey was allowed to be skipped and 79% of respondents chose to skip the question. Due to the high number of skips, I do not believe a thorough response was given to provide insight on teacher recommended program improvement.

Table 8. Stakeholder Survey Responses

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	93%	This was not a 2021-2022 survey question.

6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project’s progress towards 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.*

The sustainability plan of Gerald Adams was to continue to recruit community partners that would provide services to enhance and enrich the program education of the students served. Students interacted with community members from the Key West Art and Historical Society and Mote Marine Laboratories through hands on and instructional presentations relating to the culture, history, and Environment of Key West and the Florida Keys. The total estimated contribution of community partners to the program over the 2020-2021 program year was \$2,800.

The advisory board of the Keys to Success program is composed of regular day teachers, program staff, the parents/guardians of students, and community members from Mote Marine Laboratories. Program recommendations included having co-presidents on the advisory board as to not overwhelm parents. The recommendation was approved, and program staff facilitated the inclusion of the suggestion in our Advisory Board attendance.

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Key West Art and Historical Society	Student enrichment and parent activities	\$1000	Partner
Mote Marine Laboratories	Student enrichment and parent activities	\$1800	Contractor

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*
- *recommendations to enhance the quality of services offered to students and families for the next year*

The 2021-2022 program year was the first full year of instruction provided in person since the Covid-19 pandemic began. Students, teaching staff, and parents were pleased to return to in person instruction and to regain the stability of a “normal” school year. Although only 3 of 7 grant objectives were met, school leadership and instructional staff are confident that as we continue to return to “normal” student achievement will increase and learning loss will decrease. Formal recommendations for program improvement are below.

The benchmark percentage was not attained for the English Language Arts, Math, and Science report card grade objectives, and the parent involvement objective.

It is recommended and planned that program leadership meet with the teaching staff to discuss the objectives. Additional resources will be implemented to help students retain subject matter. Additional teaching strategies will be considered including nonlinguistic representations, scaffolding instruction, inquiry-based teaching, concept mapping, and other similar strategies. Teaching staff will further be instructed to check for student understanding throughout the academic lessons and will include the use of quizzes, Project Based Learning Modules, and class discussions. Parent surveys will be sent at the beginning and end of year to increase the data collected on parent participation and to gauge increases and decreases in participation from the first survey to the last.

Overall, the program made strides this year with student behavior due to an elevated focus on the emotional well-being of our students. Students needed different types of support this year due to the previous year's virtual learning environment and lack of consistency and stability. As consistency and stability returned this year, we hoped to see learning gains. Due to objective data collection including inactive students, data was skewed. We are hopeful that in the coming program years all data is collected accurately, and student learning increases will be documented.