FLORIDA DEPARTMENT OF
EDUCATION
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SUMMATIVE EVALUATION REPORT
Project Year 2022-2023

NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
F L O R I D A

Subgrantee Name
Boys & Girls Club of Collier County Miracle 2

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.

Table of Contents

The following Table of Contents is to remain on your report **in the order in which it has been provided**. <u>Use the Table of Contents as a checklist to ensure appropriate reporting for this deliverable.</u> 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.

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.*

The purpose and function of the program is to provide students and families with essential support, fostering academic and personal enrichment. Its overarching goal is to see students fully develop 21st-century skills, make academic gains, boost self-confidence, and become future leaders. Now in its fourth year of operation, the program received $699,955.00 in funding to deliver student-focused services at three sites throughout the summer of 2023 and the 2023-2024 academic year, including after school and limited holiday sessions.

The program's objectives are multi-faceted, aiming to (1) improve academic performance in English Language Arts (ELA), mathematics, and science; (2) enhance self-discipline; (3) cultivate visual arts skills; (4) ignite interest in career exploration, and (5) raise adult literacy and parenting skills.

The population served by this program is diverse. It engaged a total of 369 students, with 26 participating during the summer of 2022 and 369 attending throughout the 2023-2024 academic year. Impressively, 369 of these students (91.0%) attended for at least 30 days during the grant year. The program maintained an average daily attendance of 26 students in the summer and 300 students during the academic year.

The program exclusively serves students in grades 3 to 5, student recruitment was achieved through a combination of factors. The program's strong rapport with school day administration allowed for our program's participation in community and school recruitment events. Additionally, regular academic data analysis helped identify students who would be needed for enrollment. Collaborative relationships with other afterschool programs on-site and community partners further boosted enrollment. Word-of-mouth advertising and organic parent outreach contributed significantly to its success.

Beyond the classroom, this program has a profound impact on the community it serves, primarily parents and families. Many parents' schedules do not always align with the district school hours/schedule. With providing the afterschool programs it allows for the parents/families to have the additional support in proving a safe place for students to obtain a hot meal, get extra help in their academics and ensure that students are assisted with homework to help them be successful.

Lastly, this program plays a vital role in its community by fulfilling a dual mission of enriching students' lives and supporting families. Its academic and personal development goals empower students to thrive, while its assistance to parents in managing their children's after-school needs and addressing food insecurity creates a more robust and resilient community.

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.

Characteristics of Population Served:
- **Enrollment / Attendance:** The program served a total of 510 students, with 40 attending in the summer 2022 and 505 attending during the 2022-2023 academic year.
- **Regular Students:** Of the attending students, 505 (99%) attended at least 1 day and are considered "regular participants" for the 2022-2023 grant year.
- **Average Daily Attendance:** The program served an average of 257.0 per day within all academic-year components.
- **Student Recruitment:** The program benefited from a close relationship with school day administration and consistently received student referrals. The program also participated in community and school recruitment events. The program had a strong working relationship with the other afterschool programs on site as well as community partners. The program continues to benefit from strong word-of-mouth advertising and organic parent outreach.
- **The program used multi-faceted approaches to reach students and families with low attendance. School teachers and staff collaborated in sharing information and providing outreach to families.**
- **Demographics:** The program director believes based on outcome data and ongoing feedback from school administrators/teachers that the students attending the program reflected the population that the program aims to reach. However, the program noted high schoolers with extracurricular commitments were difficult to recruit or fully commit to daily attendance, especially juniors and seniors, due to the nature of the program not being a drop-in model.

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
Highlands Elementary	15	121
Village Oaks Elementary	25	113
Immokalee Middle School	0	121
Immokalee High School	0	155

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

Highlands Elementary	74	21	121	62	59	0
Village Oaks Elementary	60	16	113	60	53	0
Immokalee Middle School	27	9	121	68	53	0
Immokalee High School	88	33	155	113	42	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 **
Highlands Elementary	0	0	11	108	0	0	0	0
Village Oaks Elementary	0	0	28	81	0	0	0	0
Immokalee Middle School	1	0	63	45	0	1	0	0
Immokalee High School	1	0	46	103	0	2	0	0

Table 4. Student Grade: Total Participating Students

Students may <u>not</u> 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
Highlands Elementary	-	-	-	-	42	52	27	-	-	-	-	-	-	-	121
Village Oaks Elementary	-	-	-	-	42	47	24	-	-	-	-	-	-	-	113
Immokalee Middle School	-	-	-	-	-	-	-	54	35	32	-	-	-	-	121
Immokalee High School	-	-	-	-	-	-	-	-	-	-	50	33	42	30	155

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.*

The 21st CCLC Program, now in its Fifth year of operations, plays a crucial role in providing valuable services to students during the summer, afterschool, and limited holidays throughout the 2022-2023 reporting year. These offerings aim to enhance students' academic performance, self-development, and overall enrichment. The program maintains a clear schedule to maximize its impact.

During the summer, the program was in operation for elementary sites from June 12, 2022, to June 24, 2022, providing a total of 40 hours of programming, with each day consisting of 5 hours of engaging activities. In the academic year, elementary school sites delivered 2.5 hours of programming per day, five days a week. Middle and high school sites delivered 2 hours of programming per day, four days per week. Operations spanned from August 22, 2022, to May 24, 2023. The elementary sites provided a holiday component during spring break, offering 8 hours of programming per day for 5 days.

All programming was conducted in a face-to-face format, emphasizing the importance of direct interaction and engagement between students and staff.

The activities offered to students were diverse and designed to meet the program's objectives. In the summer, students enjoyed STEM activities, dance fitness classes, academic games, 7-Habits leadership activities, outdoor enrichment, and arts and crafts. During the academic year, students dove into educational exploration through computer-based programs like iReady, ALEKS, and IXL. They also received targeted support through small group reading and math interventions. The 7 Habits of Happy Kids "Leader in Me" curriculum, along with United Arts Council classes in watercolor painting, dance, musical instruction, and Girl Scouts. Middle and high school students were also offered additional programs in engineering, Junior Achievement, taste the impact and career exploration.

Transitions between activities were facilitated in a "homeroom style" setup. Activities rotated within classes, with some groups having teachers transition with the activities while students remained in the same room. This approach minimized disruptions and ensured a smooth flow from one activity to the next, optimizing students' learning experience.

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
Highlands Elementary	2	5	8	0	10	0
Village Oaks Elementary	2	5	8	0	10	0
Immokalee Middle School	0	0	0	0	0	0
Immokalee High School	0	0	0	0	0	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
Highlands Elementary	36	5	0	0	2.5	0	0	0	161	0
Village Oaks Elementary	36	5	0	0	2.5	0	0	0	161	0
Immokalee Middle School	36	4	0	0	2	0	0	0	135	0
Immokalee High School	36	4	0	0	2	0	0	0	135	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.*

The program was supported by a team of 46 individuals, predominantly consisting of 38 females and 8 males. Staff quality was a priority, with 16 certified teachers contributing to the academic component. Among them, 3 held advanced degrees, while 20 had undergraduate degrees, and 19 held high school diplomas. The program's greatest strength lay in its staff's deep connection to the community, understanding the unique needs of the students and demonstrating unwavering commitment. All staff members underwent thorough background checks through DCF and drug screenings.

Turnover was managed in a timely manner to bring in and continue the program functions. Although 2 staff members left during the reporting period, they were replaced and allowed for the organization to undergo a restructuring. Through the restructuring, the program onboarded 3 individuals to help with the program's functions. Brought onto the team was a project manager, quality assurances manager, and an area director. This would help break the program's needs into categories of program function, effective leadership, and effective data collection/submission. The coordinators on the team would be assigned 2 sites with one lead teacher at each site.

Professional development was a focus, with six training sessions conducted throughout the year, balancing in-person and virtual formats. Regular staff meetings provided additional support and collaboration opportunities. As well as a 12 Module annual training through BGCA.NET.

The student-to-staff ratios were strategically designed to optimize programming and instruction, with a ratio of 1:10 for academics and 1:20 for enrichment (maximum).

Table 7. Program Staff Types by Category

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

Position	Highlands Elementary		Village Oaks Elementary		Immokalee Middle School		Immokalee High School	
	Paid	**Volunteer**	**Paid**	**Volunteer**	**Paid**	**Volunteer**	**Paid**	**Volunteer**
Administrators and Coordinators	1	0	1	0	1	0	1	0
College Students	3	0	2	0	0	0	0	0
Community Members	0	0	0	0	0	0	0	0
High School Students	0	0	0	0	0	0	0	0
School Day Teachers (including substitutes)	2	0	1	0	7	0	6	0
Non-teaching School Day Staff	1	0	3	0	7	0	3	0
Sub-contracted Staff	2	0	2	0	2	0	2	0
Other	0	0	0	0	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.*

Data Collection Methodology:
- **Academic Data:** Academic data were obtained directly from the district through the StopWatch dashboards, ensuring accurate and comprehensive information.
- **Data Entry:** All collected data were meticulously entered into EZReports by the program director, maintaining data integrity.

Outcomes Met:
- **Academic Performance:** The program demonstrated notable success, with 45% of regularly participating students maintaining or improving their English Language Arts grades, 51% in mathematics, and a significant improvement in the average science grade from Q1 to Q4.
- **Behavior & Discipline:** 88% of students improved on in school suspension and 43% Improved on their Behavior & discipline.

Impact on Population Served:

The program provided a specific curriculum and a supportive staff, contributing to enhanced student motivation and their development as productive community members.

Data Collection Challenges:

The program did not encounter significant challenges in collecting academic data from the District's Stopwatch system, ensuring a reliable source of information. With the ability to collaborate with our districts data warehouse, stopwatch. We were able to effectively enter data into our EZ Reports system.

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.

The teacher end-of-year stakeholder surveys administered electronically though email. We received a response rate of 99%. The survey findings conveyed positive feedback from teachers involved in the program.

Notably, 49% of teachers reported a noticeable increase in student engagement. This reflects the program's ability to not only educate but also to inspire and motivate students, making learning a more engaging and enriching experience.

Furthermore, 51% reported that students did show improvement combined with the new for no improvement.

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	503	49%
Q2. Level of Safe and Supportive relationships	503	51%

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.*

Progress Towards Sustainability:

The program has made significant progress in its sustainability efforts. It estimates that about 50% of its current funding would be necessary to maintain operations if federal funding were to end. This demonstrates a realistic understanding of its financial needs and potential sources of support. The strong relationships it has cultivated within the community and with Boys and Girls Club of Collier County (BGCCC) have assisted with sustaining programming.

Advisory Board:

The program's advisory board is composed of a diverse group of stakeholders, including program leadership, site coordinators, BGCCC administrators, partners, school principals, teachers, and parents. This composition ensures a well-rounded perspective on program operations and impact. The board has met twice during the year, in December and April, demonstrating a commitment to regular communication and feedback. The positive feedback from board members regarding the program's impact, especially increased student interest in the spring camp, underscores the program's effectiveness and community support.

Contributions to Program:

The program has received an estimated $51,608 in contributions to support its 21st CCLC activities and services. These contributions are equivalent to 84.3% of the 2021-2022 grant award amount ($699,925). The contributions primarily take the form of direct programming for students, training initiatives, staffing, and materials to support program activities. This substantial financial support from various sources highlights the program's success in garnering community backing and demonstrates a significant step toward sustainability. The program's ability to secure these contributions contributes to its overall strength and resilience in continuing to serve its target population effectively.

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
Collier County School District	Daily Nutrition Services/Meals; Technology; Student Data; Transportation; Teachers	300,000.00	**Monetary**
FSU Center for Child Stress & Health	Mental health services for students; educational student support and skill-building group sessions; Adult family member sessions; Staff training; Resources	$100,000.00	**In-kind**
Naples Children & Education Foundation	Materials; staffing; training; resources	$70,000.00	**Monetary**
University of Florida Family Extension	Adult family member sessions; Resources	$20,000.00	**In-kind**
			Choose an item.
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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.*

Reflections & Lessons Learned:

Despite the challenges posed by the COVID-19 pandemic and workforce disruptions, our program upheld its commitment to providing quality, consistent programming. Our program's greatest achievement was maintaining the program despite COVID disruptions and workforce issues.

Recognizing the importance of stability in staffing, we implemented a new staffing structure to assist with the load of duties of one Program Director. The role has since been split into the following 1. Immokalee Area Director 2. Project Manager 3. Quality assurances manager, this was implemented midyear upon the loss of our program director. Following this we provided staff with updated training procedures and staff support. We still seen difficulties in staff and student retention, the numbers fluctuated throughout the year.

Recommendations:

To enhance the quality of services offered to students and families in the upcoming year, we propose the following recommendations, continue prioritizing stability in staffing and support measures, maintain integrating academic content with life skills and extracurricular activities to create a well-rounded educational experience and continue to be adaptable in providing valuable services to our students and families.