



**After School Programs, Inc.**  
Broward County (Walker ES)  
06K-2441B-1PCC2

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



**NITA M. LOWEY 21<sup>ST</sup> CENTURY**  
COMMUNITY LEARNING CENTERS  
**FLORIDA**

Deliverable Month

July

Due Date

August 15, 2021 at 11:59PM EST

Submission Environment

EZReports

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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*

### **Function / Purpose:**

After School Programs (ASP) is a non-profit (501(c)3) organization established in 1991 to enhance, enrich, and meet the needs of Florida's children, families, and communities.

ASP identifies the function of the 21<sup>st</sup> CCLC program is "to help close the achievement gap. We use PBL and teacher time to close the gap. During COVID time, a lot of learning was lost so we used the program and our certified teachers to support the students who are struggling and to close the gap."

The 21<sup>st</sup> CCLC program has an overarching purpose "for students to grow from when they first enter the program. Students should leave the program transformed academically, socially, or emotionally."

### **Program Overview:**

The program is in the fourth year of operations.

The program received \$250,788.00 to implement student-focused services at one site during the summer of 2020 and the 2020-2021 academic year (i.e., afterschool services and limited holidays).

The program was designed to impact elementary school students in the following ways: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) improve cultural awareness; and (4) increase adult literacy and parenting skills

### **Population Served:**

The program served a total of 106 students, with 85 attending in the summer 2020 and 43 attending during the 2020-2021 academic year.

**Regular Students:** Of the attending students, 75 (71.0%) attended at least 30 days and are considered "regular participants" for the 2020-2021 grant year.

**Average Daily Attendance:** The program served an average of 72.1 students per day in the summer and 22.6 per day within all academic-year components.

**Student Recruitment:** The site coordinator recruited students enrolled in the summer virtual program first and held virtual parent meetings with returning families. To help ease fears of parents, the program promoted the afterschool COVID safety protocols. At the beginning of the year, only a limited number of students were enrolled to keep the number low.

**Demographics:** The director believes the students attending the program closely reflected the population of students within the recruited groups. However, many of the students enrolled in the fall were primary students because they needed more structure

and supervision and could not be at home with virtual learning.

**Community Enhancement:**

As per the director, the program impacts the community in a variety of ways. Many parents are single parents and work long hours. This free afterschool program helps give them a chance to work more hours. Also, the weekly meetings provide a chance to connect with parents and offer opportunities to share resources.

**Tangible and Intangible Benefits:**

***Tangible Benefits:*** Dinner, safe location, academic support from certified teachers

***Intangible Benefits:*** Foster inspiration in areas of interest. Staff provides emotional support and caters to academic, social, and emotional needs of each individual child.

***Positive Impacts:*** The director identified primary positive impacts being that students received additional remediation they would otherwise lack. Students now have the opportunity to “just be a kid - they can have fun with a strong academic base.”

## 2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21<sup>st</sup> CCLC Program.

### 2.1 Student Enrollment Total and Regularly Participating Students

Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 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 <i>(attending at least one day)</i>	
	Summer	Academic Year
Walker Elementary	85	43

### 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
Walker Elementary	0	0	91	56	50

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*
Walker Elementary	--	3	97	3	--	--	3	--

\* 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
Walker Elementary	--	4	20	24	20	19	19	--	--	--	--	--	--	--	106

\* 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 time frames*

*describe the type of programming provided*

*include a summary of or enhance the information provided in the tables below*

*address the types of activities chosen for programming including virtual programming when allowable*

*describe how transitions between activities are planned and executed*

#### **Operation Overview:**

The 21st CCLC Program is in the fourth year of operations, providing services during summer (2020) and afterschool during the 2020-2021 reporting year.

**Summer:** Operations started 06/08/2020 and ended 07/24/2020 – providing 96 hours of total programming at 3 hours/day.

**Academic Year:** Operations started 10/23/2020 and ended 06/09/2021 - providing 372 hours of total programming at 3 hours/day. Program anticipated starting on 08/18/2020, though started later due to implementing only in-person programming.

#### **Type of Programming:**

**Summer:** Due to District mandates during pandemic, the program only offered a virtual program during the Summer 2020 session.

**Academic Year:** The decision was made not to continue virtual programming entering the 2020-2021 school year. Instead, in-person programming began on October 28, 2020. Services and schedules did not change from Fall to Spring.

#### **Summary of Operations:**

**Summer:** Provided a total of 32 total days of summer services – operating 5 days per week and 3 hours per day.

**Academic Year:** Provided total of 124 days of academic year services – operating 5 days per week and 3 hours per day. No holiday component during the 2020-2021 year due to District-mandated “deep cleaning” of schools.

#### **Types of Activities:**

**Summer:** Students separated by grade (K-1, 2-3, 4-5). Instruction offered via Zoom by teachers. Morning focused on academics and afternoon reserved for virtual field trips and contractors. Materials were picked up at school.

**Academic Year:** Students divided by grade (K-2, 3-5). Staffed in-person with teacher and counselor. Students provided SPARK fitness, hands-on STEM, tinkering, and integrated arts. Adjustments made to follow CDC and District guidelines. Provided SPARK requiring no materials, as could not share equipment. For academics, each student provided individual supplies.

#### **Transitions:**

Transition times are built into the schedule. This academic year, the groups stayed in the cafeteria and did not rotate, thus significantly reducing transitions between

activities.

Complete the table below as indicated in the headers.

Table 5. Summer 2020 Operations

Site Name	Total # of weeks THIS site was open	Typical # days per week THIS site was open	Typical number of hours per day THIS site was open			Typical Programming (as stated in the Restart Plan)
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS / HOLIDAYS	
<i>Walker Elementary</i>	7	5	10	--	--	Virtual

Table 6. 2020-2021 Academic Year 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				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>Walker Elementary</i>	28	5	--	--	3	0	--	--	124	0	Face to Face

## 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 Demographics:**

A total of 9 individuals supported the program during 2020-2021, with 5 serving in Summer 2020 and 9 in the Academic Year.

Staff included 7 females and 2 males.

No volunteers due to health-related restrictions.

### **Staff Quality:**

Staffing included 2 certified teachers present for all academic-based programming.

3 had advanced degrees; 5 had undergraduate degrees; 1 had a high school diploma.

Greatest strength of staffing: “Staff flexibility and eagerness to help.”

ASP runs background checks and badge is renewed on annual basis.

### **Turnover:**

One (1) staff left and was replaced (counselor took full-time job).

Teachers provided 30-minutes planning to reduce turnover.

No significant issue from turnover.

### **Professional Development:**

Nine (9) trainings provided during the year, selected by coordinator.

Both virtual and in-person trainings provided.

Staff meetings held for additional training.

### **Ratio:**

Academics at 1:10 and Enrichment at 1:20 (maximum).

Registered only 30 students per direction of school principal.



**Table 7. Program Staff Types by Category**

	Type (Paid and Volunteer)	
	Walker Elementary	
	Paid	Volunteer
Administrators and Coordinators	6	--
College Students	1	--
Community Members	--	--
High School Students	--	--
School Day Teachers (including substitutes)	2	--
Non-teaching School Day Staff	--	--
Sub-contracted Staff	--	--
Other	--	--

## 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.*

#### Objectives Narrative

##### **Data Collection Methodology:**

Academic data were received directly from the school day administration team.  
Personal enrichment data were collected three times per year by teachers and staff.  
All data were entered into EZReports directly by the program director.

##### **Outcomes Met:**

All reported outcomes based on regularly participating students (30+ Days Attended).  
82% improved or maintained high performance in English Language Arts grades, 82% in mathematics, and 80% in science.  
40%\*\* of third graders achieved promotion based on FSA Reading performance.  
76%\*\* improved/maintained performance in cultural awareness.  
89% improved/maintained performance in physical fitness.  
27%\*\* of students had at least one adult attend programming.  
57% of adult family members reported improved skills from adult events.  
\*\* *indicates objective was not met as proposed.*

##### **Impact on Population Served:**

Primary positive impact is that students received additional academic remediation.  
Students could “just be a kid” and have enriching experiences with an academic base.

##### **Data Collection Challenges:**

No challenges collecting academic data from school.  
For enrichment, staff provided testing schedule in lesson plans. Fitness was a challenge because sometimes students do not want to participate.  
Adult data seems occasionally inconsistent with verbal feedback.  
Stakeholder surveys not distributed due to apparent miscommunication between program and FLDOE.

## 5.2 Stakeholder Surveys

Provide the response rate and a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys.

**Table 8. Stakeholder Survey Responses**

Survey Type	Response Rate	Percentage of stakeholders satisfied with the 21 <sup>st</sup> CCLC program as a whole ( <i>Very Satisfied and Satisfied</i> ).
Parent	0.0%	N/A

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 <sup>st</sup> CCLC program helped improve academic grades.
Students K-5	0.0%	N/A
Students 6-12	--	--

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 <sup>st</sup> CCLC program improved student's academic performance ( <i>Improved and Did Not Need to Improve</i> ).
Teacher	0.0%	N/A

## 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.*

### **Progress Towards Sustainability:**

The program believes most, if not all, the current grant amount would be required to operate the program without 21st CCLC funding. The program would likely eliminate certified teachers and materials if funding were removed.

Program noted challenges to partnerships due to COVID19. For instance, the mentor program and in-house field trips were forbidden from entry into the school.

To maintain partnerships, the site coordinator continued to foster past partnerships to keep them informed about programming.

Program reports 1 new partner and 3 existing partners this year.

### **Advisory Board:**

Advisory board includes school principal, site coordinator, program director, teacher, regional director, and three parents.

Board virtually met twice during the year (October and May).

During these meetings, the board provided feedback and ideas to better support parents and families during the limitations associated with COVID19 restrictions.

### **Contributions to Program:**

Program received an estimated \$35,300 in contributions to support 21st CCLC activities and services, providing facilities, utilities, support staff, snacks/dinner, and limited materials for use in programming.

This is equivalent to 14% of the 2020-2021 grant award (\$250,788).

Partners could not actively participate in the program as in the past, so partnerships did not fill gaps this year.

**Table 9. Program Partners**

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Broward County School District	Facilities, Utilities, Custodial Staff,	\$10,000	Partner
Broward County School District	Daily Snack and Supper	\$24,000	Partner
After School Programs, Inc	Office Space, utilities, Admin support	\$1,200	Partner
Publix	Donated Reusable Bags	\$100	Partner

## 7.0 PROGRAM REFLECTION

*In 300 words or less, provide a narrative with an overall assessment of your 21<sup>st</sup> 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 program utilized a variety of activities to (1) improve academic achievement; (2) improve fitness and healthy lifestyle choices; (3) improve cultural awareness; and (4) increase adult literacy. While experiencing continued challenges from COVID-19, virtual summer and in-person afterschool were provided to impact students, families, schools, and communities.

### **Reflections and Lessons Learned:**

Prior to Summer, a decision was made to use both Zoom and Canvas, the virtual platform used by the District. Teachers accessed Canvas to identify student needs.

Program learned how best to operate efficiently during uncertain times. Program reports their greatest strength was offering high-quality programming in safe environment.

Parents were hesitant to enroll their students because of safety measures. Masks and hand washing protocols were promoted. Parents were grateful to have a safe and encouraging place for students to receive academic support.

Guidance precluded sharing of equipment and materials. Adapted to doing activities that did not require equipment and provided individual bags of materials for students.

Program learned students in brick-and-mortar learning were still on computers all day. To better engage and support learning, program provided students individual bags of supplies for hands-on activities.

### **Recommendations:**

Program is encouraged to improve training of enrichment staff to increase comfort in providing their assigned activities.

Program is encouraged to create thematic learning units for better engagement of both students and adult family members (involve adults in culminating events).

Program should increase communication with school-day teachers regarding struggling students, particularly third graders struggling in reading performance.

Arts vocabulary, themes, and topics should be intentionally added to science, reading, and physical fitness. Certified teachers and counselors should integrate cultural conversations into other subject areas.

Program should seek out food donations to help motivate parents to attend AFMS events. Program should record sessions and allow adults to view them at more convenient times.