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
Excel Kids Academy Inc.

Due Date
April 12, 2024

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 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.
- 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. 21st CCLC subrecipients are required to participate and provide data as requested to the USED and FDOE. Subrecipients are required to undergo periodic evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success ESEA Section 4205(b)(2)(A). Subrecipients must frequently review and utilize data collected for continuous improvement for student success. Subrecipients are required to post a summative report for their partners and the public identifying the annual outcomes of the program ESEA Section 4205(b)(2)(B)(ii). The report template has been developed by the FDOE-21st CCLC program office and serves as a tool for subrecipients 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 for strategic continuous improvement 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. This guidance should be removed after the final update for the table.

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.*

- <u>Function and Purpose:</u>

Excel Kids Academy identifies the function of the 21st CCLC program is "to make sure we can intervene in the early stages of academic difficulty to help support sustainable, independent individuals. We try to make sure all students are seen and help them become the best versions of themselves to navigate through today's society."

The program has an overarching purpose to "get them at the right time in their development to meet them where they are. We want a future where they can excel.

- <u>Program Overview:</u>
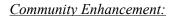
The program is in the third year of operations.

The program received $211,208.00 to implement student-focused services at one site during the summer of 2022 and the 2022-2023 academic year (i.e., afterschool).

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) increase positive behavior; (3) improve physical activity; and (4) increase adult literacy and parental involvement.

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- <u>Characteristics of Population Served:</u>
- Enrollment / Attendance: The program served a total of 58 Students.
- Students, with 23 attending in the summer 2022 and 44 attending during the 2022-2023 academic year.
- Regular Students: Of the attending students, 44 (76%) attended at least 30 days and are considered "regular participants" for the 2022-2023 grant year.
- Average Daily Attendance: The program served an average of 23 students per day in the summer and 44 per day within all academic-year components.
- In-Person Recruitment: Prior to the beginning of the academic year, families of previously enrolled students were recruited to the return to the program. The program also contacted the school and connected with the new principal. Fliers were posted and automated phone calls were made to the community. As social distancing created barriers to in-person conversations, fliers were sent home with students after the facilities were opened. School day staff recommended struggling students to the Program Director, who in turn contacted the family. When enrollment numbers stalled and students began to display inconsistent attendance, the program completed well check phone calls. Many families stated they wanted their students to remain in the program but were unable to commit to full time attendance due to health concerns and other issues.
- Virtual Recruitment: All students were recruited in the same manner. Families chose method of attending during registration.
- Demographics: The program director believes the students attending the program reflected the population of students within the recruited groups.

Community Enhancement:

Per the director, the program served as a role model in the community. Their hope is that others will aim for success, impacting those around them.

Tangible and Intangible Benefits:

- *Tangible Benefits:* Food, facilities, school supplies, art supplies, backpacks, community resources for parents.
- *Intangible Benefits:* Confidence, motivation, social skills, academic support, emotional support for families and students.

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 information in the tables below clarifies the student enrollment in the summer and academic school year including the demographics of all the students that attended through 2022-23 school year along with their grade level.

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	School Year
Benjamin Franklin K-8 Learning Center	23	44
Site Name 2		
Site Name 3		
Site Name 4		

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender		
				Male	Female	Other
Benjamin Franklin K-8 Learning Center	5	5	58	28	30	
Site Name 2						
Site Name 3						
Site Name 4						

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 **
Benjamin Franklin K-8 Learning Center			52			4	2	
Site Name 2								
Site Name 3								
Site Name 4								

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
Benjamin Franklin K-8 Learning Center		9	14	11	4	2	2								42
Site Name 2															
Site Name 3															
Site Name 4															

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.*

Operation Overview:

- The 21st CCLC Program is in the fourth year of operations, providing services during Summer 2022 and afterschool during the 2022-2023 reporting year.
- ***Summer****: Operations started 06/15/2022-07/29/2022 and ended– providing 300 hours of total programming at 8 hours/day.
- ***Academic Year***: Operations started 08/17/2022-06/07/2023- providing 692 hours of total programming at 4 hours/day for K-1st grade students and 519 hours of total programming at 3 hours/day for 2nd-5th grade students.

Type of Programming:

- ***Summer:*** The program was offered in-person.
- ***Academic Year***: The program was offered in-person.

Summary of Operations:

- ***Summer****: Total of 40 total days of summer services – operating 5 days per week and 8 hours per day.
- ***Academic Year***: Total of 176 days of academic year services – operating 5 days per week and 4 hours per day for K-1st grade students and 3 hours a day for 2nd-5th grade students.

Types of Activities:

- ***Summer***:

    Students participated in a full day of activities with a focus on academics in the morning and personal enrichment in the afternoon. In addition to the activities outlined in the grant, a drama program was offered.

- ***Academic Year***:

    Students participated in science experiments, hands-on PBL activities, academic enrichment, homework support, sight word practice, math facts, and integrated art activities.

Transitions:

- Students rotate as a group, led by after-care counselors.

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
Benjamin Franklin K-8 Learning Center	**6**	**5**			**5**	
Site Name 2						
Site Name 3						
Site Name 4						

Table 6. 2022-2023 School 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
Benjamin Franklin K-8 Learning Center	**42**	**5**			**4**				**176**	
Site Name 2										
Site Name 3										
Site Name 4										

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 11 individuals supported the program during 2022-2023, with 9 serving in Summer 2022 and 10 in the Academic Year.
- Staff included 9 females and 2 males.

Staff Quality:

- Staffing included 2 certified teachers present for all academic-based programming.
- 2 had advanced degrees; 7 had undergraduate degrees; 2 had a high school diploma.
- Greatest strength of staffing: "small community group with certified teachers staying the duration of the afternoon."
- All staff received level 2 background checks, including certified teachers.

Turnover:

- 2 staff left and were replaced during the reporting period.
- Family atmosphere reduced turnover.

Professional Development:

- 4 trainings provided during the year, selected by program administration.
- All trainings were delivered in person.
- Topics were chosen through observation, feedback, and timely situations.

Ratio:

- Academics at 1:10 and Enrichment at 1:20 (maximum).
- Teachers were added as number of students increased.

Table 7. Program Staff Types by Category

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

Position	Site Name 1		Site Name 2		Site Name 3		Site Name 4	
	Paid	**Volunteer**	**Paid**	**Volunteer**	**Paid**	**Volunteer**	**Paid**	**Volunteer**
Administrators and Coordinators	2							
College Students								
Community Members								
High School Students								
School Day Teachers (including substitutes)	3							
Non-teaching School Day Staff	4							
Sub-contracted Staff								
Other	2							

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:
- Program Director collects all academic grades, directly from the school.
- Certified Teachers and enrichment staff administered enrichment assessments.
- Program Director enters all scores into EZReports.

Outcomes Met:
- All reported outcomes based on regularly participating students (30+ Days Attended).
- 74%** improved or maintained high performance in English Language Arts grades, 70%** in mathematics, and 81% in science.
- 59%** increased science skills.
- 83% of third graders achieved promotion based on FSA Reading performance.
- 90% increased positive behavior.
- 94% improved/maintained performance in physical fitness.
- 100% of adult family members reported improved skills from adult events.
- ** indicates objective was not met as proposed.

Impact on Population Served:
- The director identified primary positive impacts being that the students in the program benefit from consistent adult mentorship.

Data Collection Challenges:
- No challenges collecting academic data from school.
- Adult Literacy Performance Survey was difficult to collect.
- Stakeholder surveys were not completed
- Program reported no stakeholder surveys returned due to a miscommunication with the school day.

Program Performance Report 2022-2023

Project #: 95S-2443B-3PCC1   Project Name: Excel Kids Academy After School Program (C17)

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	1.A.1	58	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	58	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	58	47	81%	10	21%	N
English Language Arts - Progress Reports	1.A.4	58	47	81%	11	23%	N
Mathematics - FSA Scores	1.B.1	58	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	58	0	0%	0	0%	N
Mathematics - Report Card	1.B.3	58	47	81%	9	19%	N
Mathematics - Progress Reports	1.B.4	58	47	81%	11	23%	N
Grade Point Average	1.C	0	0	0%	0	0%	N
Attendance/Dropout	2.A	48	11	23%	3	27%	N
In-School Suspensions	3.A.1	48	45	94%	45	100%	Y
Behavior Referrals	3.A.2	48	48	100%	48	100%	Y
Safe and Supportive	4.A.1	48	0	0%	0	0%	N
Engagement	4.A.2	48	0	0%	0	0%	N

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 findings below show the teacher end of year stakeholder surveys. There were no difficulties or challenges encountered in the collecting of surveys. The response reflects the survey type of who was asked.

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	0	0%
Q2. Level of Safe and Supportive relationships	0	0%

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 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 if funding were removed.
- Partners were mainly utilized to present adult family member service events.
- Program reports no new partners and 2 existing partners this year.

Advisory Board:
- Advisory board includes program administration, community members, and local politicians.
- The program reported reaching out to parents several times to join the board. They did not get a response.
- Board met two times, during the year (November and January).
- During these meetings, the board provided feedback and ideas to better support the cleaning protocols aligned with CDC guidelines. The board also offered feedback regarding ways to increase parent attendance and how the program could connect with community agencies to help students and families in need.

Contributions to Program:
- Program received an estimated $100,000 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 49% of the 2022-2023 grant award ($211,208.00).

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
Little Lighthouse	School supplies, Holiday Gifts for the children, Meals for families	25,000	**In-kind**
Miami Dade Public Schools	Facilities, Utilities, Snacks and Janitorial Staff and Administrator support	75,000	**In-kind**
			Choose an item.
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			Choose an item.

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.*

The program utilized a variety of activities to (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) increase positive behavior; (3) improve physical activity; and (4) increase adult literacy and parental involvement.

Reflections and Lessons Learned:

- Program director left at the ending of the 2021 year, leaving behind little information for the replacement. Not only was the program director new to the grant, but so was the rest of the program administration. With very little experience with the grant, a massive learning curve was needed.
- The classrooms traditionally used by the program were used to store furniture taken from other areas in the building because of social distancing measures. Without classroom space, the program was held entirely in the cafeteria and outside.
- After baseline data was collected and analyzed, the program realized most of the enrolled students had fallen extremely far behind. Creative and engaging lessons were planned to replace original lessons plans deemed too difficult for returning students.

Recommendations:

- Average Daily Attendance: The program posted an ADA during the reporting period. The program is encouraged to continually implement strategies for increasing attendance among enrolled students, along with recruiting additional students to increase average daily attendance.
- The program day ends at 6:10. Most parents felt this time is too late and began to pick up their students at 5:00. The program is encouraged to analyze the current schedule to plan an engaging afternoon, that will encourage parents to leave their students in the program for the duration.

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