

Suwannee County School District

"Zapping the Gap"

601-2441B-1CCC1

SUMMATIVE EVALUATION REPORT

Project Year 2020-2021



Deliverable Month

July

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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 and Purpose:

- "Zapping the Gap" identifies the function of the 21st CCLC program is "to give children a safe place to go after school. They can get their homework done with the support and assistance of someone that can help them understand the material. The program also provides an atmosphere that fosters positive social skills.
- The program has an overarching purpose to "hope that the children in Suwannee are instilled with appreciation of the time and support given to them, not only in the classroom but also afterschool with their peers. We are a complement to the regular school with literacy and club structure. We are trying to build a little community by being an extension of the school day."

Program Overview:

- The program is in the third year of operations.
- The program received \$699,600.00 to implement student-focused services at four sites during the summer of 2020 and the 2020-2021 academic year (i.e., afterschool and before school)
- 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 social interaction; and (4) increase adult literacy and parenting skills.

Characteristics of Population Served:

- **Enrollment / Attendance:** The program served a total of 747 students, with 123 attending in the summer 2020 and 669 attending during the 2020-2021 academic year.
- **Regular Students:** Of the attending students, 595 (80.0%) 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 98.6 students per day in the summer and 399.8 per day within all academic-year components.
- **Recruitment:** The program is extremely popular in the communities and schools, such that the program felt no need to advertise the 21st CCLC program. Students were recruited through the back-to-school bash. Fliers were sent out during the first week of school, included with general enrollment forms. First applications were time stamped; the rest of the students were put on a waiting list.
- **Demographics:** The program director believes the students attending the program reflected the population of students within the recruited groups.

Community Enhancement:

- Per the director, with a strong network of connections, the 21st CCLC program brings in community resources. Businesses and other organizations get involved, donate items. The program has become a pillar in the community. Parents and other adults trust the program to offer a safe place while they are at work. Parents know their children are in good hands and are able to focus on their own jobs. Directors and site directors are community members. These people are invested in the job because they are also members of the community.

Tangible and Intangible Benefits:

- ***Tangible Benefits:*** Food, Lego robotics, computer technology, curriculum, and specialized enrichment (e.g., musical instruments).
- ***Intangible Benefits:*** Peer relationships, adult relationships, social emotional skills, teamwork, collaboration, creativity, media literacy, critical thinking, flexibility. experience with the entrepreneurial process, and civic responsibilities.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st 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 (attending at least one day)	
	Summer	Academic Year
Bradford ES	54	147
Pineview ES	25	215
Riverside ES	18	174
Springcrest ES	26	133

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
Bradford ES	16	1	152	79	82
Pineview ES	32	13	203	144	93
Riverside ES	23	6	171	83	107
Springcrest ES	17	5	141	81	78

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*
Bradford ES	--	--	8	10	--	136	7	--
Pineview ES	2	1	47	49	--	129	9	--
Riverside ES	--	3	25	33	--	121	8	--
Springcrest ES	--	--	21	28	--	104	6	--
* 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
Bradford ES	--	22	29	29	30	30	18	3	--	--	--	--	--	--	161
Pineview ES	--	27	32	33	76	46	23	--	--	--	--	--	--	--	237
Riverside ES	--	33	41	34	24	38	20	--	--	--	--	--	--	--	190
Springcrest ES	--	27	21	18	18	27	37	11	--	--	--	--	--	--	159
* 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 third year of operations, providing services during Summer 2020, before school and after school during the 2020-2021 reporting year.
- **Summer:** Operations started 06/02/20 and ended 07/16/20 – providing 108 hours of total programming at 4 hours/day.
- **Academic Year:** Operations started 08/17/20 and ended 05/25/21 (before school program ended on 05/27/21) - providing 588 hours of total programming at 1 hour/day before school and 2.5 hours/day after school.

Type of Programming:

- **Summer:** During Summer 2020, the program only offered a virtual option.
- **Academic Year:** The program offered in-person learning only.

Summary of Operations:

- **Summer:** Total of 27 total days of summer services – operating 4 days per week and 4 hours per day.
- **Academic Year:** Total of 168 days of academic year services – operating 5 days per week and 1 hour per day before school and 2.5 hours per day after school.

Types of Activities:

- **Summer:** Students logged in through Zoom and were able to complete lessons with a certified teacher. All program tutors were assigned 5-7 students to work with throughout the summer. Aside from academics, students participated in cooking lessons, art lessons and story time.
- **Academic Year:** Students participated in a rotation-based schedule. Every afternoon, students received STEM, homework, physical fitness, and personal enrichment. Added academic support was offered through the American Reading Curriculum. Specific enrichment activities included SPARK, Christmas around the world, Native American studies, Black History Month, community helpers, Lego Robotics, and Ozobots,

Transitions:

- After the school day ends, each student has a tag on their backpack letting all staff know where the students will go after school. Program students report directly to their room. Most groups have two staff, one stays and cleans and prepares the classroom while the other staff transports students from place to place.

Complete the table below as indicated in the headers.

Table 5. Summer 2020 Operations

Site Name	Total # of <u>weeks</u> 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>Bradford ES</i>	7	4	4	--	--		Virtual
<i>Pineview ES</i>	7	4	4	--	--		Virtual
<i>Riverside ES</i>	7	4	4	--	--		Virtual
<i>Springcrest ES</i>	7	4	4	--	--		Virtual

Table 6. 2020-2021 Academic Year Operations

Site Name	Total # of <u>weeks</u> 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>Bradford ES</i>	37	5	1	--	2.5	--	168	--	168	--	Hybrid
<i>Pineview ES</i>	37	5	1	--	2.5	--	168	--	168	--	Hybrid
<i>Riverside ES</i>	37	5	1	--	2.5	--	168	--	168	--	Hybrid
<i>Springcrest ES</i>	37	5	1	--	2.5	--	168	--	168	--	Hybrid

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 94 individuals supported the program during 2020-2021, with 22 serving in Summer 2020 and 94 in the Academic Year.
- Staff included 91 females and 3 males.

Staff Quality:

- Staffing included 61 certified teachers present for all academic-based programming.
- 14 had advanced degrees; 56 had undergraduate degrees; 22 had a high school diploma.
- Greatest strength of staffing: “Staff know the kids and the families in the community.”
- All staff received a Suwannee County School District background check.

Turnover:

- No staff left and were replaced during the reporting period.
- The district provided the plans so the staff in the program did not feel like it was extra work.

Professional Development:

- 8 trainings provided during the year, selected by program administration.
- Trainings were provided in person.
- Topics based on staff interest.

Ratio:

- Academics at 1:10 and Enrichment at 1:20 (maximum).
- Occasionally homework and computers were combined for ratios.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	Branford ES		Pineview ES		Riverside ES		Springcrest ES	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	--	--	--	--	--	--	--	--
College Students	--	--	--	--	--	--	--	--
Community Members	--	--	--	--	--	--	--	--
High School Students	--	--	--	--	--	--	--	--
School Day Teachers (including substitutes)	15	--	15	--	18	--	13	--
Non-teaching School Day Staff	7	--	7	--	10	--	9	--
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 grades were pulled directly from the district server.
- Enrichment assessments were written into lesson plans, ensuring they are given on time.

Outcomes Met:

- All reported outcomes based on regularly participating students (30+ Days Attended).
- 60%** improved or maintained high performance in English Language Arts grades, 62%** in mathematics, and 81% in science.
- 88% of third graders achieved promotion based on FSA Reading performance.
- 99% improved/maintained interpersonal skills.
- 98% 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 students received increased academic support, positive role models, exposure to physical activity, new experiences, STEM, robotics, financial literacy, problem solving skills, and entrepreneurial activities.

Data Collection Challenges:

- The grants administration department provides a program assistant, in-kind, to support the 21st CCLC program. This assistant pulls student grade data from FOCUS (district data dashboard), creates necessary spreadsheets, and uploads the data into EZReports. The program director, site coordinators, and teachers have direct access to FOCUS and student data to ensure students receive a program that addresses their individual needs.

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 st CCLC program as a whole (<i>Very Satisfied and Satisfied</i>).
Parent	100%	99.3% (150 of 151)

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5	100%	99.2% (494 of 498)
Students 6-12	--	--

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	68%	86.3% (335 of 388)

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.
- In place of in-person programming, partners and subcontractors sent materials for the students. Florida State students partnered with the program afterschool, virtually, for internship.
- To maintain partnerships, the director continued to speak to service organizations and community agencies.
- Suwannee Parks and Rec staff were permitted bring an in-house field trip into the program, featuring a safety demonstration.
- Program reports no new partners, though maintained 10 existing partners this year.

Advisory Board:

- Advisory board includes district superintendents, program director, principals, site coordinators, parents, and community members.
- Board met twice (in person) during the year (January and May).
- The board shared general information, collaborated on potential community partners, and resolved parent pick-up issues.

Contributions to Program:

- The program received an estimated \$8,100 in contributions to support 21st CCLC activities and services.
- This is equivalent to 1% of the 2020-2021 grant award amount (\$699,600).
- School District fills in most of the program's gaps. Most of the community partners donate gift cards or in-kind materials.

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Brian Gollery, IT tech	LEGO and STEM programming	\$500.00	Partner
Dairy Queen	Gift certificates, food, and sponsorships	\$500.00	Partner
Early Coalition of Florida Gateway Inc	Resources for families	\$750.00	Partner
Live Oak Artist Guild	Volunteers and supplies	\$1,000.00	Partner
Live Oak Pest Control	Science programming	\$600.00	Partner
Suwannee County School District	Facilities, utilities, custodial staff	\$1,000.00	Partner
Suwannee County Sheriff's Emergency Management	Safety programs, career day speakers, materials, and goods	\$750.00	Partner
Suwannee Parks and Recreation	Career day speakers and health demonstrations	\$750.00	Partner
Suwannee Valley Electric	Electricity safety programming	\$750.00	Partner
Swann Industries	School supplies	\$750.00	Partner

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 program utilized a variety of activities (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) improve social interaction; and (4) increase adult literacy and parenting skills. 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:

- The program struggled to reinforce social distancing in the Fall. After such a long time away from teachers and friends, students wanted to collaborate and work closely together. Keeping students 6 feet apart proved to be a daily struggle.
- This year, new administrative staff was added at the district level. EZReports were difficult to learn. No previous staff member was available to provide insight.
- Struggling parents were thankful for the program during a difficult school year, "I don't know what my family would do without it."
- The program tried several ways to plan parent pick up efficiently, still trying to move through large numbers of parents through a line as quickly as possible

Recommendations:

- Several times the program had to move classrooms as other events and programs were being held in rooms originally designated for programming. The program is encouraged to establish communication with school day staff regarding consistent classroom use.
- Program observed students not having assigned homework, resulting in occasional behavioral issues. The program is encouraged to provide students with a list of approved sites and activities to explore if they do not have homework. On-task behavior will improve as engagement increases.
- While the program offered opportunities for students to explore hands-on activities, the importance of consistently offering structured project-based learning is encouraged. The program should consider introducing the activity with a related book or tying in a real-world situation while supporting students as they build.