SUMMATIVE EVALUATION REPORT
Project Year 2021-2022

For the Children
508-2442B-2PCC1
Cohort 17

Deliverable Month
July

Due Date
August 15, 2022 at 11:59PM EDT

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.

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 21st CCLC program at For The Children Inc. is designed to enhance the academic learning and educational experience for 2nd, 3rd, 4th, and 5th graders living in one of Palm Beach County's most vulnerable areas. The population served by this program is characterized by chronic academic underachievement, low socio-economic neighborhoods, and a high needs community. Thus, this program not only focuses on student academic achievement in English, Science and Mathematics, but also on the whole child targeting children's health, nutrition, physical fitness, personal character, and appreciation of the arts. The program also works with the families of the children to increase their understanding of basic life essentials such as general literacy, safety and finances. By increasing students' academic and personal knowledge, as well as improving family life skills, the whole community benefits from shared knowledge and development.

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.

The 21st CCLC Program at Barton Elementary serves a high-needs, diverse population of students. With over 100 students served during this reporting period, the program focuses on meeting the needs of the many types of students who participate. Most the students serviced receive free-reduced lunch and majority are limited English proficient, or speak English as a second language. There are a number of students who have been identified with special needs and receive services through the program.

During the Academic year, this program supports a high number of students who regularly attend after school. The summer months continue to prove to be a challenge in retention of students as our program must compete with student participation in other summer programs, such as summer school, science camp, and student summer travel.

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
Barton Elementary	62	106

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
Barton Elementary	70	15	120	70	52

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**
Barton Elementary	0	2	75	26	0	3	0	0

*Students may be counted more than once.
**Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

Table 4. Student Grade: Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Barton Elementary	0	0	0	20	30	18	45	9	0	0	0	0	0	0	122

* 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*

During the 2021 – 2022 school year, the 21st CCLC program operated for 174 days, for 3 hours a day after school and was open 14 days during spring break and school holidays. The program also offered services for 10 weeks during the summer, for 10 hours each day. The Program operated in a designated area on the campus of Barton Elementary. Students were assigned to teachers for academic instruction and counselors for enrichment experiences. Transitions between activities are coordinated

The Program provided STEAM (Science-Technology-Engineering-Arts-Math) hands-on instruction to increase student engagement, as well as Standards-Based Reading Instruction to address student underachievement in these areas. After the completion of academic intervention and assistance each day, the Program offered enrichment clubs such as volleyball, a STEP performance team, and gardening. The Program also worked with community partners who provided Extended Learning Opportunities (ELOs) to students. Local partners such as Primetime and the Lake Worth Playhouse provided ELOs such as Youth Speak Out and Play Production, respectively. Youth Speak Out taught students how to shoot video productions and conduct interviews. The students had an opportunity to practice and produce a play that was performed for the local community. Digital Vibes taught physical and mental fitness through nutrition education and Girls on the Run provided physical fitness training for participants. These activities were chosen based on program goals/initiatives, student interests, and community partners available to provide services to students.

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	Weekends/ Holidays	Weekdays	Weekday Evenings	Weekends/ Holidays
Barton Elementary	7	5	10	0	0	49	0	0

Table 6. 2021-2022 Academic Year Operation

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			
			Before School	During School	After School	Weekends/ Holidays	Before School	During School	After School	Weekends/ Holidays
Barton Elementary	40	5	0	0	3	10	0	0	174	14

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 paid up to 16 staff members from June 1, 2021 through May 31, 2022. 13 (82%) staff were Black or African-American, one (6%) was White non-Hispanic, one (6%) was Hispanic, and one (6%) was multi-racial. The highest degrees earned by staff members were as follows: one (6%) staff member had a Ph.D., two (13%) staff had a master's degree, five (31%) staff members had a bachelor's degree, four (25%) staff members had an associate's degree, and four (25%) staff members had a high school diploma or GED. All staff members earned their 40-hour child care certification. Teachers participated in a training for the reading and math curriculum, and all staff members participated in training for Charity for Change, a social emotional learning program tat focuses on various character traits. All staff members were also trained on effective lesson planning and experiential activities. All staff were retained throughout the year. The ratio of students to staff was one teacher and one counselor to every 16 students.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)							
	Barton Elementary		*Site Name 2*		*Site Name 3*		*Site Name 4*	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
Administrators and Coordinators	**2**							
College Students	**0**							

Community Members	**0**						
High School Students	**0**						
School Day Teachers (including substitutes)	**7**						
Non-teaching School Day Staff	**7**						
Sub-contracted Staff	**1**						
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 words 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.*

<table>
<tr><td colspan="8" align="center">Program Performance Report 2021-2022</td></tr>
<tr><td colspan="8">Project #: 508-2442B-2PCC1   Project Name: For the Children</td></tr>
<tr>
<th>Domain</th>
<th>Objective #</th>
<th>Total # of Participants Served</th>
<th>Total # of Participants Measured</th>
<th>% of Participants Measured</th>
<th>Total # of Participants Meeting SOS</th>
<th>% of Participants Meeting SOS</th>
<th>Benchmark Met</th>
</tr>
<tr><td>English Language Arts (ELA)</td><td>1.A.1</td><td>122</td><td>57</td><td>47%</td><td>21</td><td>37%</td><td>N</td></tr>
<tr><td>English Language Arts (ELA)</td><td>1.A.2</td><td>122</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
<tr><td>English Language Arts (ELA)</td><td>1.A.3</td><td>122</td><td>92</td><td>75%</td><td>52</td><td>57%</td><td>N</td></tr>
<tr><td>English Language Arts (ELA)</td><td>1.A.4</td><td>122</td><td>99</td><td>81%</td><td>49</td><td>49%</td><td>N</td></tr>
<tr><td>Mathematics</td><td>1.B.1</td><td>122</td><td>58</td><td>48%</td><td>14</td><td>24%</td><td>N</td></tr>
<tr><td>Mathematics</td><td>1.B.2</td><td>122</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
<tr><td>Mathematics</td><td>1.B.3</td><td>122</td><td>92</td><td>75%</td><td>60</td><td>65%</td><td>N</td></tr>
<tr><td>Mathematics</td><td>1.B.4</td><td>122</td><td>99</td><td>81%</td><td>60</td><td>61%</td><td>N</td></tr>
<tr><td>Grade Point Average (GPA) for Secondary Students</td><td>1.C</td><td>0</td><td>0</td><td>0%</td><td>0</td><td>0%</td><td>N</td></tr>
</table>

Attendance/Dropout Prevention	2.A	122	0	0%	0	0%	N
Behavior	3.A.1	122	0	0%	0	0%	N
Behavior	3.A.2	122	0	0%	0	0%	N
Engagement/Safe and Supportive Relationships	4.A.1	122	82	67%	72	88%	Y
Engagement/Safe and Supportive Relationships	4.A.2	122	82	67%	69	84%	Y

As this was the first year of reporting for the updated GPRA measures, there is no comparative outcome data for GPA, School Day Attendance/Dropout Prevention or Behavior for the 2021-2022 academic year. The first outcomes for these annually reported measures will be provided in the 2022-2023 Summative Evaluation Report.

With students' return to in-person learning many adjustments needed to be made and our students faced many challenges including transitioning back to classroom structures, changes due to COVID-19 protocols, being away from home for extended periods of time, and more. In addition to these adjustments effecting their learning and achievement, we had to combat learning loss due to the "Summer AND COVID Slide". As noted by our District leadership, students are in need of intensive supports to not only catch them up, but to help them remain on track. Our program plans to continue to meet this need by offering small group instruction in areas students are performing low in. Additionally, teachers will to be trained in the new BEST standards to ensure they are meeting students' needs and meeting state goals. Students will receive specialized assistance with homework that includes re-teaching and enrichment, when needed. Finally, our program will focus on providing reading and writing strategies that students can utilize in the classroom and beyond.

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.

95% of teachers were satisfied that the 21st CCLC program improved student engagement. 84% responded that engagement was increased and 11% responded that it stayed the same. 87% of teachers responded that there was an increase in safe and supportive relationships for students cultivated by positive interactions and emotional support with peers and adults and 11% responded that it stayed the same. 89% of responders skipped the final question requesting feedback as to what the program could do better to assist students.

One challenge faced with the collection of this survey was teacher unwillingness to complete the survey without several reminders and prompts.

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21st CCLC program improved student engagement (*Increased and Did Not Need to Increase*).
Teacher	**67%**	**84%**

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.*

For The Children Inc. (FTC) is the primary partner for this grant and will continue to harness its relationship with current funding sources such as the Florida Department of Education Office of the 21st Century Community Learning Centers, and Frederick Deluca Foundation which offers financial support to hire more staff to reduce classroom sizes and allow for small ratios. The Palm Beach County Youth Services Department and Community Foundation of Palm Beach County and Martin offer support for the Healthy Families Healthy Kids program, which offers free nutrition and cooking demonstrations, gymnastics classes, mindfulness sessions with parents and youth, along with monthly interactive activities. FTC will continue to forge new alliances with potential partners and donors. We will continue to work closely with parents, youth, elected officials, churches, local schools, and service providers to share resources that are beneficial to parents, youth, and immediate target program audiences. FTC uses and will continue to engage its advisory council, made up of parents and community partners, to gauge programmatic needs and forge relationships.

In SY 2021-22, the estimated value of contributions was $96,000. The program's budget was $512,815, thus the percentage of contributions toward sustainability was approximately 19%.

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value ($) of Service or Contribution	Type of Contribution
Barton Elementary	In-kind use of computer lab, library, and building space for 21st CCLC program activities	$60,000	Partner
Barton Elementary	Donated food services for 21st CCLC program participants	$24,000	Partner
Prime Time of Palm Beach County	Extended Learning Opportunities for 21st CCLC participants	$4,000	Partner
Max M and Majorie S Foundation	STEAM Classes and supplies for 21st CCLC participants	$8,000	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*
- *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

With a return to post-COVID "normalcy", the Program was able to provide many services and opportunities for students and parents that were either inhibited or reduced during the previous reporting period due to COVID. The students were able to follow routines and engage in face-to-face enrichment activities that had otherwise been virtual. While the Program was able to offer more services to brick and mortar students, innovative practices conceptualized and used during the pandemic were also used during this year for continuity and efficiency purposes. For example, students continued to use computer-based programs as a complement to their in-class lessons and learning opportunities with teachers. The program was also able to engage families this year, returning to face-to-face monthly meetings and offering in person developmental classes. Program engagement with community partners also increased with activities such as the Play Production with the Lake Worth Playhouse. The worldwide pandemic definitely caused the Program to pivot to new ways of operating and services offered.

Recommendations

One of the challenges faced during this reporting period includes the difficulty of retention of students during the summer programming months. Due to the many summer opportunities available to students during the summer months, we continue to see lower engagement with students. One recommendation to address this concern of continuity of participation is to inform students and families of the great opportunities and services available during the summer months through the Program while the school year is still in session and families are making decisions about what their summers will include. Another recommendation to enhance the quality of services offered to students and families is to continue to seek out and collaborate with other/varied local community partners that meet the interests and needs of participants.

With students' return to in-person learning many adjustments needed to be made and our students faced many challenges including transitioning back to classroom structures, changes due to COVID-19 protocols, being away from home for extended periods of time, and more. In addition to these adjustments effecting their learning and achievement, we had to combat learning loss due to the "Summer AND COVID Slide". As noted by our District leadership, students are in need of intensive supports to not only catch them up, but to help them remain on track. Our program plans to continue to meet this need by offering small group instruction in areas students are performing low in. Additionally, teachers will to be trained in the new BEST standards to ensure they are meeting students' needs and meeting state goals. Students will receive specialized assistance with homework that includes re-teaching and enrichment, when

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