

FIRST UNITED METHODIST CHURCH OF EASTPOINT
(COHORT 17)

21ST CENTURY COMMUNITY LEARNING CENTERS

SUMMATIVE EVALUATION REPORT
2018-2019

AUGUST 15, 2019





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THE 21ST CENTURY COMMUNITY LEARNING CENTER INITIATIVE

THE NEED FOR AFTERSCHOOL

A great need exists for afterschool activities providing appropriate youth supervision and involvement. Academic literature suggests that children and parents are well served by carefully organized and supervised youth programs during afterschool hours. Programs can extend social, educational, and recreational activities for children, while protecting them from unhealthy environments (Posner & Vandell, 1994; Riley, 1994). Although there is no established formula for quality afterschool programs, most successful programs combine academic, recreational, physical, and artistic elements in a curriculum designed to engage youth in a variety of structured and supervised activities. The activities can fulfill numerous needs of children, families, and communities, while also providing safe and positive environments to nurture the cognitive, social, physical, and emotional development of youth (Reno & Riley, 2000). Consensus usually exists among program administrators that these components serve four key program objectives: (1) scholastic development, grade improvement, and increased performance on standardized tests (e.g., disguised learning, homework assistance, remediation, career awareness, and technology education); (2) improve behavior and social skills (e.g., behavior modification, character development, social skills education, conflict resolution; and substance abuse education); (3) provide a caring and safe environment, thus reducing negative impacts of unsupervised activities and allowing parents to be less worried about their child's safety, more appreciative of their child's talents, and more comfortable concentrating on their vocations (Wallace, 2002); and (4) provide children with personal inspiration, improving feelings of self-worth, self-concept, self-confidence, overall self-esteem, and self-perceptions of ability (Davis, 2001; Sanacore, 2002; Sanderson, 2003), as well as motivation to succeed in life and school.

TYPES OF AFTERSCHOOL PROGRAMMING

It is important to distinguish between three major types of after school programs. Child Care and Day Care (or “after care”) programs are typically the least structured



programs with a primary focus on providing a supervised place for children while parents are still in work. Extracurricular programs are typically more structured, school-run programs with a primary focus in single areas (e.g., after school band, football, debate, etc.). Finally, “afterschool program” (or “Extended Learning Program”) is a term typically used to describe the most structured types of programs offering a wide breadth of activities to enrich the minds and bodies of participating students. The latter are those programs generally included in research studies and are more likely to receive federal, state, and local funding. Ultimately, 21st CCLC programs, including the one at focus within this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida.

THE 21ST CCLC INITIATIVE

The national need for structured afterschool programming spawned the creation of the 21st Century Community Learning Centers (CCLC) initiative in 1994, when the U.S. Congress authorized the establishment of the federal afterschool programs. In 1998, the 21st CCLC program was refocused on supporting schools to provide school-based academic and recreational activities during after school hours, summer, and other times when schools were not in regular session. The development of the *No Child Left Behind Act of 2001* brought further political focus and federal funding to afterschool programs, which signified the beginning of federal funding aimed at directly addressing the need for afterschool programs in a systematic manner. Total federal funding began with \$750,000 in 1995 and grew to approximately \$1.2 billion dollars in 2013 (United States Department of Education, 2012).



The 21st Century Community Learning Center (21st CCLC) initiative, as outlined in federal law under the “No Child Left Behind Act” of 2001, is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing them to learn new skills and discover new opportunities after the regular school day has ended. As described by the US Department of Education:

The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition 21st CCLC programs



provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

Authorized under Title IV, Part B, of the Every Student Succeeds Act (ESSA), as amended, the specific purposes of this federal program are to:

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for literacy and related educational development.

Since the inception of the federal 21st CCLC initiative, Florida's 21st CCLC programs have been among the most structured and diverse out-of-school programs for students attending Florida's low-income, Title I school-wide-program-eligible schools. Regardless of the age of participating students, all 21st CCLC programs are required to provide each attending student a full repertoire of wrap-around services, to include (1) academic remediation in reading, (2) academic remediation in math, (3) academic remediation in science, and (4) literacy education and/or other educational development for adult family members of participating students. Academic remediation activities must be project-based, fun, creative, engaging, and enhancing to the lessons provided during the regular school day.

In addition to these activities, all 21st CCLC programs are required to provide a variety of personal enrichment activities from at least four (4) of the following categories: (1) physical education and recreation; (2) dropout prevention and character education; (3) service learning; (4) tutoring (e.g., homework help) and mentoring services; (5) arts and music education; (6) entrepreneurial education; (7) programs for limited English proficient students that emphasize language skills and



academic achievement; (8) telecommunications and technology education; (9) expanded library service hours; and/or (10) drug and violence prevention and/or counseling. In addition to wrap-around services for each participating student, 21st CCLC programs must also assure the FDOE that: (1) all targeted students receive services regardless of special need, (2) services are provided with safe and well-planned program facilities and transportation services, (3) there will be a high level of communication with students' schools, (4) adequate professional development will be provided for employed staff, and (5) daily snacks/meals will be provided to all participating students using other funding sources.

In essence, 21st CCLC programs provide structured, academically-focused, safe learning environments for students during non-school hours. The programs include a wide variety of wrap-around services and activities for students and family members.

BENEFITS OF AFTERSCHOOL PROGRAMMING

Research on the benefits of afterschool programs are generally limited to highly structured programs. With this caveat, research often shows a number of positive impacts on children and families, often depending on the types of activities offered. The most common benefit, spanning all activities and programs, is that children are kept safe and out of trouble. Many studies have shown that children in afterschool programs have a reduced incidence of juvenile delinquency, violence, and drug use. In addition, research has shown the following benefits of regular participation in a high-quality program:

- Gains in academic grades, standardized test scores, and quality of school work.
- Improved motivation and dedication to school and learning.
- Enhanced creativity and interest in school.
- Improved in-school behaviors and greater self-reported control over behaviors.
- Reduced stress for students and parents.
- Improved self-esteem, self-efficacy, and greater hope for the future.
- Improved well-being, improved physical fitness, and decrease in obesity.
- More connection to the community (particularly with service learning).

Afterschool programs can also offer many intangible benefits, such as the opportunity to engage in activities that help children realize they have something to contribute; the opportunity to work with diverse peers and adults to create projects, performances, and presentations; and the opportunity to develop a vision of life's possibilities that, with commitment and persistence, are attainable.



ENHANCING QUALITY THROUGH EVALUATION

THE EVALUATION PROCESS

Given the impacts of high quality afterschool programs, federal, state, city, and community efforts and numerous initiatives across the U.S. have established and expanded afterschool enrichment programs in both public and private settings. However, as afterschool enrichment programs move toward greater recognition and become a more institutionalized social function, they are continuously challenged to demonstrate quality by reaching more children, strengthening programs and staff, and providing adequate facilities and equipment. Indeed, program quality has already become a public concern (Halpern, 1999) and, since the early 1990s, researchers have become more interested in identifying characteristics of quality and effective afterschool programs for children. In fact, poor quality educational programs have been reported to put children's development at risk for poorer language acquisition, lower cognitive scores, and lower ratings of social and emotional adjustment (Scarr & Eisenberg, 1993). Although hours of program operation, program stability, and type of activities can impact children's achievement, research has established the greatest influence to be program quality (Casparly et al., 2002).

Evaluation of program quality is integral to maintaining high quality programs and assessing progress toward achieving the primary program objectives. Program evaluation provides information for curriculum and activity adjustment, reallocation of funding, staff development, decision-making, and accountability (McGee, 1989). However, it is critically important to carefully establish evaluation procedures to effectively and accurately monitor the quality of afterschool programs. Toward this end, it is impossible to determine the effectiveness of an afterschool program without an in-depth assessment of all aspects of an individual program. Methods of assessment tend to be qualitative in nature to ensure that program goals are being met, although quantitative data can often allow for more concrete conclusions about program effectiveness. Thus, a mixed method approach is typically the most advantageous (Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003).



Although assessing specific activities or services is often the basis for establishing program quality, it is also important to collect data from participants, parents, and program staff. For instance, recognizing that feedback from the participants is essential to assess program quality and to encourage continued participation, a number of assessments are available to measure participant perceptions and satisfaction with afterschool enrichment programs. Numerous researchers (e.g., Byrd et al., 2007; Deslandes & Potvin, 1999; Grolnick et al., 2000) have also indicated that parental involvement in the education of their children is an important aspect of effective education programs from the elementary through high school years. Indeed, children often make better transitions in educational programs and have a more positive orientation if their parents are more involved in their learning. As such, it is important for an evaluation to include assessment of parent participation in and parent perceptions about the afterschool programs. Finally, the opinions of program staff are fundamental for recognizing the importance and future directions of afterschool enrichment programs. Program staff members are the first-line deliverers of the program and are best able to provide immediate feedback about program operation.

Byrd, et al. (2007) and Smith et al. (2002) have suggested that evaluating the effectiveness of structured afterschool programs necessitates the assessment of a number of variables in addition to the opinions of program participants, parents, and facilitators. These variables include: (a) characteristics of program sites; (b) program operations and finance; (c) characteristics of participants and staff members; (d) program curriculum; (e) program attendance; (f) academic achievement in test performance, school attendance, and school behaviors; and (g) prevention of delinquent behaviors and fostering of good citizenship. Other researchers have suggested that fundamental evaluations of implementing quality afterschool programs should generally include the following 10 areas: (a) community needs assessment, (b) clarification of goals and intended outcomes, (c) program structure, (d) curriculum content, (e) program environment, (f) program facilities and infrastructure, (g) staff competency, (h) community partnership, (i) parent involvement, and (j) linkage to regular day school (Byrd et al., 2007; Friedman, 2003; Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003). Finally, Baker and Witt (1996) and Byrd et al. (2007) suggested reporting community characteristics and assessing the effect of afterschool achievement programs on the enhancement of participants' self-esteem levels. Clearly, there exists a plethora of variables from which an individualized, effective, and accurate evaluation of program quality can be generated.



THE SUMMATIVE EVALUATION

For the purposes of the summative evaluation, a number of variables are assessed and reported. The primary focus is on (1) a review of operational accomplishments and challenges (e.g., hiring staff, student recruitment/retention, etc.), (2) actual versus proposed operation (e.g., days of operation, attendance), (3) a review of each objective (e.g., data collected, progress), (4) partnerships and sustainability, and (5) recommendations for addressing any identified challenges. To enhance the quality and effectiveness of the 21st CCLC programs, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions. As such, using a developmental model of evaluation, the Center for Assessment, Strategic Planning, Evaluation, and Research (CASPER) has already been working with the program in identifying and implementing the recommendations provided throughout this report.

OVERVIEW AND HISTORY

FIRST UNITED METHODIST CHURCH OF EASTPOINT 21ST CCLC PROGRAM

First United Methodist Church of Eastpoint (Cohort 17) provides free 21st CCLC programming Monday through Friday after school, on some school break days during the academic year, and during the summer for each student. The program offers students in grades pre-K through 8 a variety of academic and personal enrichment activities that help student achievement in reading/language arts, math, and science.



SUPPLEMENTAL SNACK AND MEAL REQUIREMENT

All 21st CCLC programs in the State of Florida are required to provide food to all actively participating 21st CCLC students during program operational hours. More specifically, each 21st CCLC program must provide supplemental meals when the program is open as follows: (1) daily, nutritious snack when operating only during after-school hours; (2) daily, nutritious breakfast and snack when operating during both before-school and after-school hours; and (3) daily, nutritious breakfast, lunch, and snack when operating on non-school days (dependent on hours of operation). In Florida, as in many states, the afterschool snack is often the final meal for many children each day. However, Florida rules disallow the use of state funding to purchase meals and/or food items, such that funding for snacks/meals cannot be drawn from 21st CCLC funds and must come from other sources (e.g., grocery store donations, private donations, private foundations or endowments, etc.). Finally, as 21st CCLC programs serve primarily low-income students, programs in Florida are not permitted to charge students for any costs associated with supplemental snacks and meals. The First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program provides a free, daily, nutritious snack, as required, to each student participating in the 21st CCLC afterschool program. During the summer, the program



provides a free, daily, nutritious breakfast, lunch, and snack to each participating student.

SAFETY REQUIREMENTS

Safety of students participating in Florida's 21st CCLC programs is of the highest priority to the Florida Department of Education (FDOE). Within Florida, each 21st CCLC program must demonstrate that students will participate in structured activities in a safe environment, supervised by well-trained and caring staff. To this end, each program provides a safety plan that, at a minimum, describes the following: (a) how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, presence of school resource officer) and during off-site activities (if applicable), (b) how personnel hired to work at the center will meet the minimum requirements set forth by the district or agency and that the personnel will have all required and current licenses and certifications where applicable, (c) how safe transportation needs will be addressed, (d) how families will safely access the program's services, and (e) how the community learning center will assure that students participating in the program will travel safely to and from the center.

Students in grades pre-K through 8 are bused from the Franklin County School, using approved district buses and drivers, to both the United Methodist Church Youth and Children's Center and Carrabelle Fieldhouse. A staff member is present at a secure location to check in students where the bus unloads at both sites. Staff members are assigned bus duty to ensure that students safely exit the bus and that all students assigned to the afterschool program unload. The staff member checks the students in and directs them inside. The UMC Youth and Children's Center employs video camera to ensure facility security both during and after student hours. The Carrabelle Fieldhouse is a fenced area with limited access. Because both sites are centrally located within the Eastpoint and Carrabelle communities, many parents pick students up at the end of the program day. However, due to the limited transportation and working hours of many of the parents, there is afterschool transportation supplied to students. For those students requiring transportation home after program hours, the program has contracted with the school district transportation department to provide transportation.

The UMC Youth Center Nest places a premium on safety at its sites. All staff members (e.g., site coordinators, certified teachers, aides, parent liaisons, custodians, and bus drivers) must pass a level two criminal background screening and 5-panel

drug test, as required of all school district employees. The background screening includes fingerprinting, in accordance with the Jessica Lunsford Act.

A parent liaison at both sites oversees student check-out by parents and authorized persons. Parent and guardian information is collected at the beginning of the school year and that information is used to determine the person(s) allowed to pick up 21st CCLC students. The student application also indicates whether a child is authorized by parents or guardians to walk home from the site.

The program ensures safe transportation by utilizing district school buses and certified drivers for all off-site activities and field trips. All students must return signed parent permission slips before attending any off-site activity or field trip. Staff members are assigned to groups not exceeding 15 students and conduct head counts before, during, and after the trip.

All staff members are trained in emergency procedures, with safety drills conducted at both sites during program hours. The site coordinator maintains drill records and post dates, times, and results of drills performed. The program utilizes the Franklin County School District safety manual, with safe locations noted at both sites. All staff members utilize two-way radios to facilitate student check-out and in the event of emergencies. Each site has at least one staff member trained in CPR/First Aid present at all times. To ensure this, a minimum of three staff members will be training in CPR/First Aid at each site. The site coordinator will maintain and monitor CPR training certificates. Names of all CPR trained staff members will be posted in all classrooms as well as common areas.

INFORMATION DISSEMINATION AND PROGRAM MARKETING

A proactive implementation plan, including hiring quality staff and establishing a visible community presence, is further enhanced by strong information dissemination and marketing. In this regard, the First United Methodist Church (Cohort 17) 21st CCLC program also focused early efforts on disseminating information throughout the communities and schools housing potential 21st CCLC student participants. Notices of registration drives, special events, and program activities are printed in the local newspaper, posted on the program website and program Facebook page, and announced on the local radio station, as well as on the school district website and Facebook page. Parents, students, regular school day staff, community partners, and



other stakeholders are also kept informed of program happenings via emails, letters, program website, and program Facebook page.

A parent liaison at each site provides face-to-face interaction with adult family members and other stakeholders on a daily basis and personally invites them to participate in program events and activities. The program maintains a website (thenestprogram.org) that includes each site's address, phone number, hours of operation and contact information. There is information on school break and summer programs, dates, and times. There are school day, school break, summer program schedules and registration forms. A page for grant information contains the grant request, award, objectives, and an objective update (report card), as well as the formative and summative evaluation reports and mid-year and end-of-year data. The program specialist, with the help of the site coordinators, maintains and updates the website. In addition to the website, the program maintains a Facebook page, "The Franklin Nest Program," which the program has found is one of the best ways to provide information and communicate with parents and adult family members.

STUDENT CHARACTERISTICS

STUDENT RECRUITMENT AND ENROLLMENT

The ultimate purpose of designing a high-quality, research-based, and well-rounded 21st Century Community Learning Center (CCLC) program is to recruit, retain, and serve students in low-income areas that are at-risk for lower levels of academic achievement. The focus of any program, whether it is in Florida or elsewhere in the nation, falls squarely upon the students being served. Even with outstanding activities, well-planned schedules, high-quality staff, and continuous professional development, a program will only have widespread and significant impact if they are able to recruit and retain the participation of eligible students and their family members. As such, to better understand the population of students and families impacted by the 21st CCLC program, this section provides information about attendance, enrollment, and demographics of those students participating in the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program activities during the operational components described in the prior section.

21ST CCLC REQUIRED TARGET POPULATIONS

Students: Florida's 21st CCLC afterschool programs are designed to help students meet state and local academic achievement standards in core academic subjects, particularly those who attend low-income, low-performing schools. Across the state of Florida, the 21st CCLC program targets at-risk students from kindergarten to twelfth grade. Recipients must target only those students attending schools eligible for Title I School-Wide Program services, attending schools with at least 40% low-income families (as demonstrated by free and reduced-price lunch status), or living within the district-defined service areas of such schools.

Students with Special Needs: In accordance with State and Federal laws, Florida's children with special needs must be afforded the same opportunities as children in the general population. Eligibility for funding under Florida's 21st CCLC initiative requires all programs to demonstrate the capacity to equitably serve students with special needs. In Florida, students with special needs include those who may be identified as Limited English Proficient (LEP), homeless, migrant, or with a physical, developmental, psychological, sensory, or learning disability that results in significant



difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. In Florida, no child may be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated.

Adults and Families: In addition to services for eligible students, federal law allows 21st CCLC funds to support services to family members of participating students. Within Florida, all 21st CCLC programs are required offer some level of services to support parent involvement, family literacy, and/or related educational development. As per federal law, the 21st CCLC program may only propose services to adult family members of students actively participating in the 21st CCLC program. In Florida, services for adult family members cannot extend beyond the dates of the ongoing program for students.

PROPOSED TARGET POPULATION

All students within the Franklin County School District in grades pre-K through 8 are eligible to participate. Students scoring levels 1 and 2 on the FSA and those identified by school day staff as at-risk students are given priority. Students with special needs identified by the school district are also given priority placement. Program staff work closely with Franklin County School teachers and guidance counselors to identify and encourage students to participate in the program. Letters are sent to parents/adult family members of identified students with information on the afterschool program and inviting them and their student to contact the afterschool program for more information and availability. Registration packets that outline program goals and offerings are available at both sites, as well as the Franklin County School, to market the program to new participants.

STUDENT ENROLLMENT

Any actualized impact of the 21st CCLC program requires successful implementation of the recruitment and enrollment plan, thus ensuring the highest level of student participation. Over the course of the program year, the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program enrolled a total of 133 students. Average daily attendance will be discussed later in this report.



REGULAR STUDENT ATTENDANCE

In addition to student enrollment (representing the number of students attending the 21st CCLC program for at least one day of activities), it is important to explore daily student attendance. Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. The First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program collects data on both (1) the total number of students who participated in 21st CCLC programming over the course of the year, and (2) the number of these students meeting the United States Department of Education (USED) definition of “regular attendee” by participating in 21st CCLC activities for 30 days or more during the program year. The first indicator (total participants) can be utilized as a measure of the breadth of the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program’s reach, whereas the second indicator (regular participants) can be construed as a partial measure of how successful the program was in retaining students in 21st CCLC services and activities across the program year.

The US Department of Education has determined the minimum dosage for afterschool programs to be impactful is 30 days of student attendance. As such, the US Department of Education requires data to be reported separately for students that attended at least one day (i.e., enrolled) and those attending at least 30 days of 21st CCLC activities (i.e., regularly participating students). While this “dosage” has not been clearly supported by research, data is presented consistent with this threshold in order to match data reported to the US Department of Education.

Table 1: Student Enrollment: Total and Regularly Participating Students for Summer 2018 and 2018-2019 Academic Year

Center Name	Total Enrolled Attending (at least one day)			Regularly Participating Enrollment (30 days or more)		
	Total	Summer	Academic Year	Total	Summer	Academic Year
Carrabelle	48	n/a	48	44	n/a	44
Eastpoint	85	n/a	85	70	n/a	70

As defined by the US Department of Education, it is reasonable to assume that regular attendees are more likely to represent those students who have received a sufficient “dose” of the 21st CCLC programming for it to have a positive impact on academic and/or behavioral outcomes. In order to show progress toward this federal



metric, Table 1 provides a breakdown of total enrollment versus regular attendance (i.e., those who attended at least 30 days). As shown, the First United Methodist Church (Cohort 17) 21st CCLC program was largely successful in retaining student participants – achieving an outstanding 85.7% rate of regular attendees compared to total enrollment (114 of 133 students). In general, any proportion over 50% suggests successful retention and student engagement. The program is encouraged to explore the reasons why the small percentage of students left the program and, if necessary, consider procedures or programmatic changes that could increase the overall rate of regular participation. It is likely that increased and more regular attendance will result in more positive academic and behavioral outcomes.

AVERAGE DAILY ATTENDANCE

For the purposes of this evaluation, in addition to assessing progress toward regular student attendance, it is also important to explore whether the program is making progress toward meeting the proposed average daily attendance of student participants. This statistic serves several purposes for 21st CCLC programs. First, the level of funding provided by the Florida Department of Education is based on the number of students served by the program on a daily basis, rather than the number of students enrolled in the program (or even the percentage of regularly participating students). The logic for using average daily attendance as the funding metric is that programs may have 100 students enrolled, but only 50 students attending each day, such that they do not need staffing and other costs to support 100 students every day. As such, average daily attendance provides a better estimation of the required resources on an average day of operation. The second purpose for this statistic relates to program impact and quality - with high average daily attendance suggesting that the program is more likely to provide students with adequate dosage to impact academic achievement and program objectives. Finally, when average daily attendance is compared to site enrollment, conclusions can be cautiously drawn about student retention and engagement – with approximately equal numbers indicating that the program has not had significant “turnover” of students.

Data on the average daily attendance for the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program are provided in Table 2. As part of the application approved by the Florida Department of Education, the First United Methodist Church of Eastpoint proposed to serve an average of 120 students (60 at each site) per day of 21st CCLC afterschool operation, holiday/school break operation, and summer operation (Summer 2019 attendance will be reported as part



of the 2019-2020 Summative Evaluation Report). As shown in Table 2, the program achieved 70.8% of the proposed average daily attendance for the afterschool component and 38.3% for the holiday/school break component over the course of the 2018-2019 program year.

Table 2: Average Daily Student Attendance

	Summer 2018	Academic Year 2018-2019 (133 Total Enrolled)		
		After School	Before School	Weekend/Holidays
Carrabelle	n/a	37 (60) 61.7%	--	Did not operate
Eastpoint	n/a	48 (60) 80.0%	--	23 (60) 38.3%
ALL SITES	n/a	85 (120) 70.8%	--	23 (60) 38.3%

* Numbers in parentheses indicate PROPOSED average daily attendance. The percentage afterwards represents the percent of proposed daily attendance for that site and/or the total of all sites for that component.

** "Average Daily Attendance" for each component rounded up to next whole number.

STUDENT AND FAMILY DEMOGRAPHICS

When educators, administrators, and policymakers look at the academic and developmental impacts of out-of-school programming, it is imperative that they attend to the issues of access and equity by addressing two important questions: who is being served and how equitable is the quality of services across centers. To better understand the types of students being served in 21st CLCC programming, First United Methodist Church of Eastpoint submitted data on characteristics of all student participants served during the 2018-2019 program operational year.

Student Grade Levels

Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the characteristics of students served by the First United Methodist Church of Eastpoint, the program provided a distribution of student grade levels served during the 2018-2019 program year. School grade levels were reported for all 133 students in the 21st CCLC program. As shown in Tables 3 and 4 and Figure 1, the participating student population was composed of 91.7% elementary school students (grades pre-K-5) and 8.3% middle school students. Table 3 shows enrollment (students who attended at least one day) by grade level for each site, while Figure 1 indicates enrollment by grade level for the



entire program. Table 4 provides a breakdown of regular participants (students who attended at least 30 days) by grade level for each site.

Table 3: 2018-2019 Academic Year – Student Grade for Total Participating Students

Center Name	Grade In School*														Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Carrabelle	7	4	10	10	8	7	0	2	0	0	-	-	-	-	48
Eastpoint	14	11	17	5	16	5	8	4	4	1	-	-	-	-	85

* Grade levels are exclusive, as students can only be in one grade level.

Figure 1: Distribution of Student Participants by School Grade Level

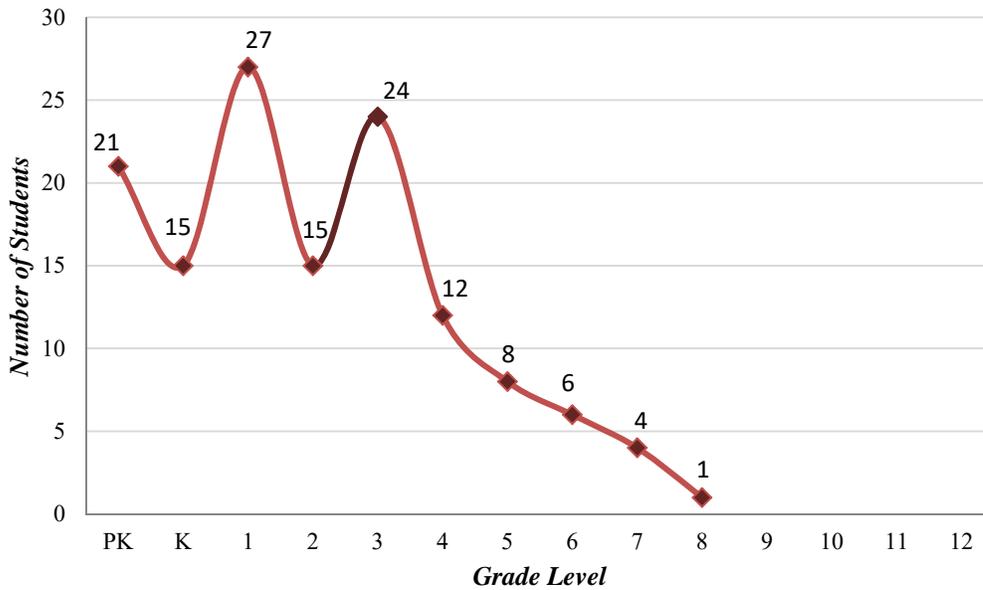


Table 4: 2018-2019 Academic Year – Student Grade for Regularly Participating Students

Center Name	Grade In School*														Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Carrabelle	5	4	10	10	8	6	0	1	0	0	-	-	-	-	44
Eastpoint	11	11	15	4	14	3	6	4	2	0	-	-	-	-	70

* Grade levels are exclusive, as students can only be in one grade level.



Race and Ethnicity of Student Attendees

Table 5: 2018-2019 Academic Year – Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students						
	American Indian / Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American	Two or More Races	Data Not Provided
Carrabelle	0	0	3	0	32	9	4
Eastpoint	0	0	4	0	77	4	0
ALL SITES	0	0	7	0	109	13	4

Table 6: 2018-2019 Academic Year – Student Race and Ethnicity: Regularly Participating Students

Site Name	Regularly Participating Students						
	American Indian / Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American	Two or More Races	Data Not Provided
Carrabelle	0	0	3	0	29	9	3
Eastpoint	0	0	3	0	64	3	0
ALL SITES	0	0	6	0	93	12	3

To better understand the types of students being served and to examine access to 21st CCLC services, First United Methodist Church of Eastpoint also submitted racial and ethnic data about those students participating in the 21st CCLC program. Racial and ethnic data were reported for 129 (97%) of 133 students enrolled in the 21st CCLC program. As shown in Table 5, seven (7) 21st CCLC student participants were identified as “Black” or “African American”; 109 were identified as “white” or “Caucasian American”; and 13 were identified as two or more races. Regularly participating students (i.e., those attending at least 30 days of 21st CCLC programming) had a similar distribution. Indeed, as shown in Table 6, six (6) student participants were identified by their parents or self-identified as “Black” or “African American”; 93 were identified as “white” or “Caucasian American”; and 12 were identified as two or more races. As such, it appears that the First United Methodist Church of Eastpoint (Cohort 17) was successful in retaining students from the identified racial and ethnic groups.



Student Gender Distribution

In addition to ethnicity, it is also important to understand the degree to which the 21st CCLC program achieved gender equity in their enrollment. Gender was reported for all 133 students served during the 2018-2019 program year. As shown in Table 7 and Figure 2, 56.4% of student attendees (75 students) were identified as male, while 43.6% (58 students) were identified as female. Similar to the gender distribution of all student participants, regularly participating students were reported to be 59.6% male (68 students) and 40.4% female (46 students) as indicated in Figure 3. Overall, the program achieved relative gender equity and is providing services that are equally attracting students of both genders. Moreover, it does not appear that activities are overly gender-biased, as the distribution of regular student participants is approximately equal to that of all student participants.

Table 7: Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided*		Male	Female	Data Not Provided	
Carrabelle	33	15	0	4-11	30	14	0	4-11
Eastpoint	42	43	0	4-13	38	32	0	4-13

* Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.

Figure 2: Distribution of All Student Participants by Gender (N=133)

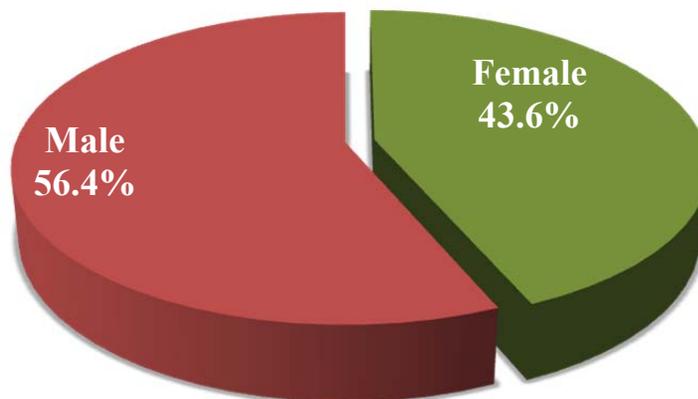
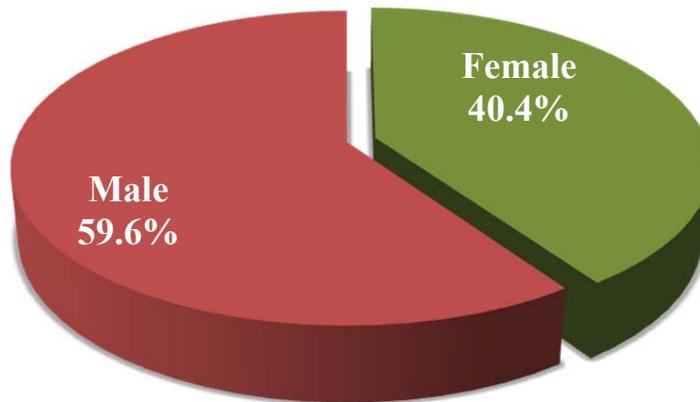


Figure 3: Distribution of Regularly Participating Students by Gender (N=114)



Student Special Services Distribution

Table 8: 2018-2019 Academic Year – Population Specifics: Total Participating Students

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided *	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Carrabelle	0	48	0	0	48	0	48	0	0
Eastpoint	1	84	0	4	81	0	85	0	0

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

In addition to the aforementioned characteristics, another way of examining the equity and reach of the 21st CCLC program is to examine the participation of students with different special needs and backgrounds. As such, First United Methodist Church of Eastpoint reported data on the number of students eligible for three primary special services: Limited English Proficiency, Free or Reduced Price Lunch, and services for students with a Special Need or Disability. Distributions of those students on whom data were reported according to these demographic descriptors are shown in Table 8. In addition to total participants, it is important to report data on regularly participating students (i.e., students attending at least 30 days of program operations). As shown in Table 9, the distribution of regularly participating students in the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program within the identified special services were approximately equal to the distributions for all students. Overall, data show that the First United Methodist of Eastpoint provided



21st CCLC services to students that demonstrated the identified needs and target population proposed in the original grant proposal submitted to the Florida Department of Education.

Table 9: 2018-2019 Academic Year – Population Specifics: Regularly Participating Students

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided *	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Carrabelle	0	44	0	0	44	0	44	0	0
Eastpoint	1	69	0	4	66	0	70	0	0

* Data Not Provided = Information is unknown, cannot be verified, or not reported.



21ST CCLC PROGRAM OPERATIONS

REQUIRED PROGRAM OPERATIONS

To best serve the children of working families, centers must establish consistent and dependable hours of operation. Based on the 2018-2019 Request for Proposal (RFP), each center serving pre-K and elementary school students in Florida is required to be open for a minimum of:

- Ten (10) hours per week (Monday through Friday); and
- Four (4) days per week (Monday through Friday).

It is recommended that pre-K and elementary programs operate a minimum of two and a half hours per day, allowing at least one-half hour for homework and tutoring, one hour for academic enrichment, and one hour for personal enrichment.

Each center serving middle and/or high school students in Florida is required to be open for a minimum of:

- Eight (8) hours per week (Monday through Friday); and
- Four (4) days per week (Monday through Friday).

It is recommended that middle and high school programs operate a minimum of two hours per day, allowing at least one hour for homework, tutoring, and academic enrichment, and one hour for personal enrichment, dropout prevention or college and career readiness activities.

It is recommended that all programs end by 6:00pm. These recommendations take into account the academic needs of students and the scheduling needs of working families.

To best serve the children of working families, summer programs should be offered for an extended period of time. Many adult family members may make alternate summer arrangements or not enroll students at all if the summer program does not offer enough hours of coverage for working families.

Summer programs for all grade levels must operate for a minimum of:



- Four (4) hours per day (Monday through Friday); and
- Four (4) days per week (Monday through Friday).

Federal law specifically indicates that 21st CCLC services must be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer). The 21st CCLC program may offer services to students during normal school hours only on days when school is not in session (e.g., school holidays or teacher professional development days). However, federal law allows limited 21st CCLC activities to take place during regular school hours (e.g., those targeting adult family members or pre-kindergarten students), as these times may be the most suitable for serving these populations. Each student in the program must be afforded the full breadth of program each week (e.g., a program cannot serve boys on Monday and girls on Tuesday). Programs must be designed to serve the same students on a daily basis.

SUMMER OPERATIONS

The First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program was in the first year of operations, such that it was not yet in operation for the Summer of 2018, which would have been required to be reported to the US Department of Education (USED) as part of the 2018-2019 operational year. Unlike the state-defined budget financial period, the program operational year is defined by the USED and governs the submission of data to the federal data collection system. The First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program provided Summer 2019 services, and those services will be reported as part of the 2019-2020 Summative Evaluation Report.

ACADEMIC YEAR OPERATIONS

Due to delays in receiving its award letter, the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program began providing 21st CCLC academic year services on January 4, 2019. The program ended academic year operation on May 30, 2019. The 21st CCLC program was approved by the FDOE to operate an afterschool component for 3 hours per day, from 3:30pm to 6:30pm at both sites, five days per week (Monday – Friday), for a total of 180 days of academic year operation. The program was also approved to operate a holiday/school break component for 10 days across the program year for 9.5 hours per day, from 8:00am to 5:30pm, at both sites.



Table 10 provides a summary of the overall academic year operations of the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program during the 2018-2019 academic year. While the program proposed 180 days of academic year operation, along with the aforementioned delays in receiving its award letter, the Carrabelle site was closed in March due to difficulties related to its Florida Department of Children and Families exemption and its fire inspection. As a result, the Carrabelle site was unable to operate its holiday component in March. Due to all of these factors, the program has experienced many challenges in its first year of funding that have impacted its enrollment and daily attendance numbers, as well as its ability to perform all proposed evaluation activities. The project director worked diligently to maximize program performance in spite of these challenges.

All programming is open to any eligible 21st CCLC student, as detailed in the following section of this summative evaluation. As mentioned previously, this 21st CCLC program was specifically developed to improve academic achievement, motivation and dedication to education, and personal growth and development.

Table 10: 2018-2019 Academic Year Operation

Center Name	Total # weeks THIS center was open	Total # days THIS center was open	Typical # days per week THIS center was open	Typical # hours per week THIS center was open				Total # days THIS center operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
Carrabelle	18	77	5	0	0	15	0	0	0	77	0
Eastpoint	22	99	5	0	0	15	0	0	0	94	5



STAFF CHARACTERISTICS

PROACTIVE PLANNING: FIRST UNITED METHODIST CHURCH OF EASTPOINT (COHORT 17)

The focus of the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program during the initial weeks of academic year operation was to plan the successful implementation of a high-quality program while enrolling students into the program. This implementation planning process helped ensure that all students would be afforded the most complete and comprehensive program possible without enduring significant changes that could detract from receiving the full breadth of services and/or lead to premature termination of students secondary to frustration and confusion. Unlike many other agencies initiating such a complex educational program, the outstanding ties between the First United Methodist Church of Eastpoint and the schools and communities where services are located, as well as relationships with partners, allowed for an efficient and effective implementation of the program, with services starting within the required time after receipt of the 21st CCLC award letter from the Florida Department of Education.

As quality of state-funded educational programming becomes a public concern, it is imperative that program quality be more than just monitored and measured. Rather, it must be actively managed with a view toward continuous improvement and development. Within such active management, it is important to account for the impact of both program structure and delivery processes on the quality of the program. For instance, effective programs must match the developmental needs of their participants, and they must also fit the demands and resources of the particular settings in which they are implemented. A key to successful implementation of high-quality programming is to be proactive when planning and structuring the program to overcome or account for predetermined areas that may be problematic. Indeed, it is critical to take corrective actions during the design of the program, rather than waiting until corrective actions could have detrimental impacts. For such proactive planning to be successful, First United Methodist Church of Eastpoint (Cohort 17) required a program-wide commitment to continuous quality improvement and continuous process improvement. Program staff members worked collaboratively to develop a culture of critical inquiry and ensured that quality processes and outcomes are central to the vision, goals, and priorities of all staff and within all program activities.



In cooperation with such a proactive planning process, Elias et al. (2003) proposed the following list of factors associated with the successful implementation of an enduring program: (a) presence of a program coordinator or committee to oversee implementation and resolution of day-to-day problems, (b) involvement of individuals with highly shared morale, good communication, and a sense of ownership, (c) employment of qualified personnel, (d) ongoing processes of formal and informal training, including the involvement of knowledgeable experts, (e) high inclusiveness of all school stakeholders, (f) high visibility in the school and the community, (g) program components that explicitly foster mutual respect and support among students, (h) varied and engaging instructional approaches, (i) linkage to stated goals of schools or districts, (j) consistent support from school principals, and (k) balance of support from both new and seasoned administrators.

Each element of the proactive planning process rests upon high-quality leadership, effective staffing, and program visibility. The importance of a physical presence in the community cannot be understated for the purposes of proactive planning and to help establish a stronger, more dedicated staff. Over the course of the initial weeks and months of operation, the First United Methodist Church of Eastpoint leveraged and enhanced their strong community presence, while also focusing on hiring necessary staff to implement the highest quality program for future student participants. In addition, First United Methodist Church of Eastpoint (Cohort 17) created a comprehensive student enrollment packet, student application form, parent agreement/consent form, and other critical forms for the program.

STAFF CHARACTERISTICS

Regardless of the adequacy and depth of the proactive planning process, and regardless of the quantity of operations and services (discussed in other sections of this report), implementing and maintaining high-quality out-of-school programming depends heavily upon consistently effective program management. Ultimately, program management is a process of planning, organizing, leading, and controlling program resources and the work of program staff members to achieve stated program objectives. In turn, achievement of program objectives depends upon the extent to which program activities are formulated, organized, and coordinated in terms of human, financial, and material resources. Within this process, leadership plays a vital role in establishing a new culture, developing new directions, mobilizing change, creating opportunities, and motivating staff members.



Table 11: Regular Staff by Paid and Volunteer Status

Carrabelle – Staff Type*	Summer 2018		2018-2019 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	n/a	n/a	0	0
College Students	n/a	n/a	0	0
Community Members	n/a	n/a	4	0
High School Students	n/a	n/a	1	0
Parents	n/a	n/a	0	0
School Day Teachers (former and substitute)	n/a	n/a	1	0
Other Non-teaching School Day Staff	n/a	n/a	4	0
Sub-contracted Staff	n/a	n/a	0	0
Other**	n/a	n/a	0	0

¹For all staff categories, report only staff paid with 21st CCLC funds.

* These categories represent the regular responsibilities of program staff during the regular school day.

** Use this category if staff member does not fit in specific categories provided

Eastpoint – Staff Type*	Summer 2018		2018-2019 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	n/a	n/a	0	0
College Students	n/a	n/a	0	0
Community Members	n/a	n/a	7	0
High School Students	n/a	n/a	1	0
Parents	n/a	n/a	0	0
School Day Teachers (former and substitute)	n/a	n/a	2	0
Other Non-teaching School Day Staff	n/a	n/a	4	0
Sub-contracted Staff	n/a	n/a	0	0
Other**	n/a	n/a	0	0

¹For all staff categories, report only staff paid with 21st CCLC funds.

* These categories represent the regular responsibilities of program staff during the regular school day.

** Use this category if staff member does not fit in specific categories provided

In addition to program leaders, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. The First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program successfully attracted experienced staff members to provide both core academic enrichment and personal growth activities to actively participating 21st CCLC students. As required by the Florida Department of Education, all academic-based 21st CCLC projects and programming are provided by teachers certified by the FDOE. Personal enrichment activities are provided by certified teachers and/or qualified non-certified instructors. Regardless of the activity, the teachers and instructors appear to be adequately qualified to provide the specific activities and have been trained in the federal and state 21st CCLC initiative, as well as the specific model proposed by the First United Methodist Church of Eastpoint. The program's regular staff, comprised of two (2) males and 22 females, includes five (5) individuals with bachelor's degrees, two (2) with master's degrees, and one (1) with an associate's degree. The program experienced minimal staff turnover, with one staff member leaving the program and being replaced by new staff providing the same services at each site (two total staff members replaced). The turnover did not impact program quality or objective achievement.

Table 11 demonstrates that the program is well-staffed and is capable of maintaining the proposed ratio of students-to-teachers in both academic and personal enrichment activities. Indeed, both sites maintained a student-to-staff ratio of 10:1 during academic and personal enrichment activities and 20:1 during snack, homework, and recreation times. It is important to note that Table 11 does not necessarily suggest that these are the number of staff each day, rather this is the total number of staff members who worked in the program during the operational year. This table provides information that is required to be reported to the US Department of Education through an online reporting system.

STAFF DEVELOPMENT AND TRAINING

Effective leadership requires a great deal of wisdom, skill, and persistence to design and implement a quality educational program; and the leadership process is vital to ensure that stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Indeed, effective leadership will engage students, parents, teachers, paraprofessionals, and administrators, while also providing them with the necessary support to help bridge achievement gaps through program



activities. Toward this end, conducting quality assessments, offering professional training, and providing technical assistance are necessary elements for an optimal education program and can have measurable effects on students' academic performance and social behaviors.

To support student services through the 21st CCLC program, the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC leadership provided staff development for those hired to provide 21st CCLC services. In addition to program and policy training, staff members have been provided more informal in-vivo trainings from the district leaders, including walkthroughs, demonstrations, and guided implementation of 21st CCLC projects. Professional trainings during the 2018-2019 grant year included the following: Fire Extinguisher, CPR, Department of Children and Families courses, and Poverty and Trauma.

OBJECTIVES AND OUTCOMES:

ACADEMIC ENRICHMENT

Within the state of Florida, every 21st CCLC program is required to provide a strong academic component in each of three areas: (1) reading and language arts, (2) mathematics, and (3) science. Each of these academic components must be delivered by teachers certified by the Florida Department of Education. Programs are encouraged to make each of these academic components creative, fun, and designed to foster a love of reading, math, and science – in addition to focusing all such activities on project-based learning plans accepted by the Florida Department of Education. As such, First United Methodist Church of Eastpoint has written lesson plans and project-based learning plans for all academic activities, ensuring that the activities provided during the 21st CCLC program do not mirror the regular school day. Instead, the federal law encourages programs to design activities that reinforce topics taught during the regular day school. Florida programs are given some level of flexibility in the dosage of academic, project-based activities to provide during any specific week of operation, with each student required to receive at least one hour of project-based, academic-focused, teacher-provided activities per day of out-of-school programming. Activities must be provided in such a dosage that the program is able to meet the proposed objectives included in the grant application. Programs are not permitted to reduce the level of academic services throughout the five-year term of the grant.

NEED-BASED ACADEMIC OBJECTIVES

First United Methodist Church of Eastpoint developed individual objectives based on an assessment of student, parent, family, and community needs. Each of the annual objectives, as approved by the Florida Department of Education, was designed to be measurable, quantitative, challenging (yet achievable), and assessed throughout the project year (continuous assessment). In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served. All objectives are program-wide, though center-specific objectives may be created in the future if warranted.



- 75% of regularly participating students will improve to a satisfactory English language arts grade or above, or maintain a high grade across the program year.
- 75% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
- 75% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
- 75% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
- 70% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.
- 80% of regularly participating students will improve their computer/technology skills.

ACADEMIC ACTIVITIES PROVIDED

With established need-based objectives, First United Methodist Church of Eastpoint developed and implemented project-based learning activities aligned to the approved 21st CCLC academic objectives. It is important to note that the Florida Department of Education does not require each activity to have a separate objective, such that multiple activities can be provided under a single objective and/or one activity can be provided to support multiple objectives (e.g., an objective for science might include robotics, technology, and rocketry activities; while a robotics activity can support reading, math, and science). As per federal law and state rules, programs are only permitted to provide activities that will help meet the stated objectives approved by the Florida Department of Education (i.e., objective-driven activities). The proposed activities are detailed in the approved grant application, and the program strived to adhere to those specified activities, with the addition of some additional project-based learning activities that support the approved objectives.

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to assess objective progress, the USED requires each objective to be rated in the federal



data collection system within one of the below categories (indicated on the right). The star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education's required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.

5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective
3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective

Domain: Academic – English Language Arts/Writing

Objective: 75% of regularly participating students will improve to a satisfactory English language arts grade or above, or maintain a high grade across the program year. (Elementary School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F to C or above; Maintain an E/M grade or improve from a grade of P to E/M or a grade of N to P or above (For pre-K and K students: Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F to C or above on a program assessment.)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 91

Number of Participants Meeting Success Criterion at End of Year: 49

Percent of Participants Meeting Success Criterion at End of Year: 54%



Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will have the entire year to work with students this year. We also already know based on last year's data where we may see issue this year. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to reading instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and fourth quarter ELA report card grades, 54% of regularly participating students improved to a satisfactory grade or above or maintained a high grade across the program year. We came into the year and did not have prior year data to identify student issues early on in the year. Compared with the objective assessment benchmark of 75%, this indicates that the program made meaningful progress toward the benchmark by the end of the project year.

Rationale: Based on comparisons of first available quarter and fourth quarter ELA report card grades, 54% of regularly participating students improved to a satisfactory grade or above or maintained a high grade across the program year. Compared with the objective assessment benchmark of 75%, this indicates that the program made meaningful progress toward the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: We will continue collecting quarterly grades data and progress monitoring data from the school district. We will be working with the school day teachers to alert us to student issues immediately. Rationale: The current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year. However, since our program will be in place on the first day of school, we will be able to respond earlier than last year.



Domain: Academic – English Language Arts/Writing

Objective: *Objective:* 75% of regularly participating students will improve to a satisfactory English language arts grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C or above

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 7

Number of Participants Meeting Success Criterion at End of Year: 6

Percent of Participants Meeting Success Criterion at End of Year: 86%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to reading instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and fourth quarter ELA report card grades, 86% of regularly participating students improved to a satisfactory grade or above or maintained a high grade across the program year. Compared with the objective assessment benchmark of 75%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district. Rationale: the current



level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Academic – Mathematics

Objective: 75% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. (Elementary School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F to C or above; Maintain an E/M grade or improve from a grade of P to E/M or a grade of N to P or above (For pre-K and K students: Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F to C or above on a program assessment.)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 94

Number of Participants Meeting Success Criterion at End of Year: 69

Percent of Participants Meeting Success Criterion at End of Year: 73%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will have the entire year to work with students this year. We also already know based on last year's data where we may see issue this year. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to math instructional time and/or focus.



Rationale: Based on comparisons of first available quarter and fourth quarter math report card grades, 73% of regularly participating students improved to a satisfactory grade or above or maintained a high grade across the program year. We came into the year and did not have prior year data to identify student issues early on in the year. Compared with the objective assessment benchmark of 75%, this indicates that the program approached the benchmark, but fell short, by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Academic – Mathematics

Objective: *Objective:* 75% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C or above

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 7

Number of Participants Meeting Success Criterion at End of Year: 6

Percent of Participants Meeting Success Criterion at End of Year: 86%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them



with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to math instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and fourth quarter math report card grades, 86% of regularly participating students improved to a satisfactory grade or above or maintained a high grade across the program year. Compared with the objective assessment benchmark of 75%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Academic – Science

Objective: 75% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year. (Elementary School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F to C or above; Maintain an E/M grade or improve from a grade of P to E/M or a grade of N to P or above (For pre-K and K students: Maintain an A/B grade OR improve from a grade of C to B or above OR improve from a grade of D/F to C or above on a program assessment.)

Data Collection Timeframe: Academic grades for quarters 1-4

Number of Participants Measured at End of Year: 95

Number of Participants Meeting Success Criterion at End of Year: 77



Percent of Participants Meeting Success Criterion at End of Year: 81%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to science instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and fourth quarter science report card grades, 81% of regularly participating students improved to a satisfactory grade or above or maintained a high grade across the program year. Compared with the objective assessment benchmark of 75%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Academic – Science

Objective: 75% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year. (Middle School Students)

Measure: Report Card Grades

Standard of Success: Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C or above

Data Collection Timeframe: Academic grades for quarters 1-4



Number of Participants Measured at End of Year: 7

Number of Participants Meeting Success Criterion at End of Year: 5

Percent of Participants Meeting Success Criterion at End of Year: 71%

Stars Achieved (Objective Status): 4 Stars (Approaching Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will have the entire year to work with students this year. We also already know based on last year's data where we may see issue this year. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. In 2019-2020, we will identify students with the lowest report card grades in quarter 4 of 2018-2019 and/or quarter 1 of 2019-2020 and provide them with additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to science instructional time and/or focus.

Rationale: Based on comparisons of first available quarter and fourth quarter science report card grades, 71% of regularly participating students improved to a satisfactory grade or above or maintained a high grade across the program year. We came into the year and did not have prior year data to indentify student issues early on in the year. Compared with the objective assessment benchmark of 75%, this indicates that the program approached the benchmark, but fell short, by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting quarterly grades data and progress monitoring data from the school district. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Academic Benchmarks – Third Grade Promotion

Objective: 75% of regularly participating students in third grade will achieve promotion based on their performance on the FSA. (Elementary School Students)



Measure: State Assessment

Standard of Success: Attain an Achievement Level 2 or higher on the Florida Standards Assessment - English/Language Arts (FSA - ELA)

Data Collection Timeframe: December, End of School Year

Number of Participants Measured at End of Year: 20

Number of Participants Meeting Success Criterion at End of Year: 12

Percent of Participants Meeting Success Criterion at End of Year: 60%

Stars Achieved (Objective Status): 3 Stars (Meaningful Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will have the entire year to work with students this year. We also already know based on last year's data where we may see issue this year. In 2019-2020, we will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders. We will identify third grade students in greatest need of additional assistance when necessary and appropriate. We will collaborate with school-day administrators/teachers to obtain progress monitoring data collected by school-day teachers and use these data to inform adjustments to reading instructional time and/or focus.

Rationale: 60% of students achieved promotion based on their performance on the FSA by scoring a level 2 or higher (it should be noted that 20 of 21, or 95.2%, were promoted). We came into the year and did not have prior year data to identify student issues early on in the year. Compared with the objective assessment benchmark of 75%, this indicates that the program made meaningful progress toward the benchmark by the end of project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting state assessment scores and progress monitoring data from the school district. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.



Domain: Academic Benchmarks – Algebra I End-of-Course Exam

Objective: 70% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam. (Middle School Students)

Measure: Algebra I EOC Score

Standard of Success: Attain an Achievement Level 3 or higher on the Florida Standards Assessment - Algebra I EOC assessment

Data Collection Timeframe: December, End of School Year

Number of Participants Measured at End of Year: n/a

Number of Participants Meeting Success Criterion at End of Year: n/a

Percent of Participants Meeting Success Criterion at End of Year: n/a

Stars Achieved (Objective Status): n/a

End-of-Year Programmatic Changes and Rationale: No middle school students in the program were in Algebra I in 2018-2019. As such, no data were available for this objective.

End-of-Year Data Collection/Evaluation Changes and Rationale: No middle school students in the program were in Algebra I in 2018-2019. As such, no data were available for this objective.

Domain: Academic – Other

Objective: 80% of regularly participating students will improve their computer/technology skills. (Elementary School Students)

Measure: Authentic Assessment

Standard of Success: Maintain a score of 80 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 57



Number of Participants Meeting Success Criterion at End of Year: 55

Percent of Participants Meeting Success Criterion at End of Year: 96%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 96% of participating students improved their computer/technology skills. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Academic – Other

Objective: 80% of regularly participating students will improve their computer/technology skills. (Middle School Students)

Measure: Authentic Assessment

Standard of Success: Maintain a score of 80 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 6

Number of Participants Meeting Success Criterion at End of Year: 6

Percent of Participants Meeting Success Criterion at End of Year:
100%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)



End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 100% of participating students improved their computer/technology skills. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.



OBJECTIVES AND OUTCOMES:

PERSONAL ENRICHMENT SERVICES

In addition to academic remediation and enrichment, a second specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the education process. As per rules established by the Florida Department of Education, personal enrichment must include a variety of structured activities, as well as encourage active participation regardless of individual student skill levels. All personal enrichment activities must directly or indirectly support the academic achievement of participating students. According to Section 4205(A) of ESSA, as amended, 21st CCLC programs are limited to providing additional services within the following categories: physical education and recreation activities; dropout prevention and character education activities; tutoring and mentoring services; educational arts and music activities; entrepreneurial education programs; programs for limited English proficient students; telecommunications and technology education programs; expanded library service hours; and/or drug and violence prevention and/or counseling activities.

NEED-BASED OBJECTIVES

In addition to academic-focused objectives and activities, First United Methodist Church of Eastpoint developed the following need-based objectives to help guide personal enrichment activities for student participants.

- 75% of regularly participating students will demonstrate their visual arts skills.
- 80% of regularly participating students will improve their physical activity.
- 80% of regularly participating students will improve their engagement in career exploration.



PERSONAL ENRICHMENT ACTIVITIES PROVIDED

With established need-based objectives for personal enrichment activities, First United Methodist Church of Eastpoint developed and implemented a broad array of activities aligned to at least one of the personal enrichment objectives and designed to support the academic achievement of participating students. The specific proposed enrichment activities are outlined in the approved grant application, and the program strived to adhere to those specified activities, along with project-based learning activities that support the approved personal enrichment objectives. However, some activities were different than those proposed, as project-based and problem-based activities tend to be “living” and can significantly change as the project progresses and students’ interest piques about various topics.

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to assess objective progress, the USED requires each objective to be rated in the federal data collection system within one of the below categories (indicated on the right). The star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education’s required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.

5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective
3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective



Domain: Personal Enrichment – Arts & Culture

Objective: 70% of regularly participating students will demonstrate their visual arts skills. (Elementary School Students)

Measure: Journals

Standard of Success: Maintain a score of 80 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 102

Number of Participants Meeting Success Criterion at End of Year: 77

Percent of Participants Meeting Success Criterion at End of Year: 75%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 75% of participating students demonstrated their visual arts skills. Compared with the objective assessment benchmark of 75%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Personal Enrichment – Arts & Culture

Objective: 70% of regularly participating students will demonstrate their visual arts skills. (Middle School Students)

Measure: Journals



Standard of Success: Maintain a score of 80 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 6

Number of Participants Meeting Success Criterion at End of Year: 6

Percent of Participants Meeting Success Criterion at End of Year: 100%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 100% of participating students demonstrated their visual arts skills. Compared with the objective assessment benchmark of 75%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Personal Enrichment – Health & Nutrition

Objective: 80% of regularly participating students will improve their physical activity. (Elementary School Students)

Measure: Logs

Standard of Success: Maintain a score of 80 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 92



Number of Participants Meeting Success Criterion at End of Year: 74

Percent of Participants Meeting Success Criterion at End of Year: 80%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 80% of participating students improved their physical activity. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Personal Enrichment – Health & Nutrition

Objective: 80% of regularly participating students will improve their physical activity. (Middle School Students)

Measure: Logs

Standard of Success: Maintain a score of 80 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 6

Number of Participants Meeting Success Criterion at End of Year: 5

Percent of Participants Meeting Success Criterion at End of Year: 83%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)



End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 83% of participating students improved their physical activity. Compared with the objective assessment benchmark of 80%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Dropout Prevention & College/Career Readiness

Objective: 80% of regularly participating students will improve their engagement in career exploration. (Elementary School Students)

Measure: Curriculum-Based Assessment

Standard of Success: Maintain a score of 80 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: n/a

Number of Participants Meeting Success Criterion at End of Year: n/a

Percent of Participants Meeting Success Criterion at End of Year: n/a

Stars Achieved (Objective Status): n/a

End-of-Year Programmatic Changes and Rationale: Due to delays in funding, this component was only implemented for middle school students in 2019-2020.



End-of-Year Data Collection/Evaluation Changes and Rationale: Due to delays in funding, this component was only implemented for middle school students in 2019-2020.

Domain: Dropout Prevention & College/Career Readiness

Objective: 80% of regularly participating students will improve their engagement in career exploration. (Middle School Students)

Measure: Curriculum-Based Assessment

Standard of Success: Maintain a score of 80 or above or improve from pre-assessment by at least 5 points

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 5

Number of Participants Meeting Success Criterion at End of Year: 5

Percent of Participants Meeting Success Criterion at End of Year: 100%

Stars Achieved (Objective Status): 5 Stars (Meets or Exceeds Benchmark)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: No changes needed. We will continue with the planned curriculum with adjustments as deemed necessary by program teachers and leaders.

Rationale: Pre/mid/post test scores indicate that 100% of participating students improved their engagement in career exploration. Compared with the objective assessment benchmark of 75%, this indicates that the program met the benchmark by the end of the project year.

End-of-Year Data Collection/Evaluation Changes and Rationale: No changes needed: We will continue collecting pre/mid/post assessment scores. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.



OBJECTIVES AND OUTCOMES: ADULT FAMILY MEMBER SERVICES

The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs are required to provide services designed to increase the involvement of adult family members in their child's education (e.g., family reading nights, student performances/showcases, participation in school-based parent activities that have a documented 21st CCLC focus, etc.) and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning (e.g., GED preparation, money management, parenting skills, etc.). While programs are provided some flexibility with regards to the level of adult family member services they provide, the program must provide at least monthly activities and/or services, and must provide enough outreach to progress toward the proposed family-based objectives. Many programs in Florida limit adult family member activities to special events (e.g., student plays) and general meetings. Unfortunately, secondary to the difficulty in getting adult family member participation in these services, it is rare for Florida programs to serve a substantial percentage of adult family members. Regardless, 21st CCLC programs may only provide services to adult family members of students actively participating in 21st CCLC services.

NEED-BASED OBJECTIVES

First United Methodist Church of Eastpoint developed the following need-based objectives for providing services to adult family members of actively participating 21st CCLC students:

- 80% of adult family members of regularly participating students will meet or exceed proficiency in their involvement in student education.



ACTIVITIES PROVIDED

In support of the approved needs-based objectives, the First United Methodist Church of Eastpoint proposed several research-based and family-focused activities to help parents and adult family members support the academic achievement of participating students. Due to delays in funding, however, the program was unable to fully implement the proposed family services. The following are adult family member services provided by the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program during the 2018-2019 program year:

- January 2019: Registration
- March 2019: Program Handbook
- April 2019: PTO
- May 2019: Summer Registration

OBJECTIVE ASSESSMENT

The United States Department of Education (USED) requires all 21st CCLC programs to indicate progress toward attaining each of the individualized objectives. In order to assess objective progress, the USED requires each objective to be rated in the federal data collection system within one of the below categories (indicated on the right). The star system and corresponding state objective status ratings (indicated on the left) as used in the Florida Department of Education's required reports are aligned with the federal data collection system objective status ratings. State ratings are included for each objective in this report.

5 Stars (Meets or Exceeds Benchmark) =	Met the stated objective
4 Stars (Approaching Benchmark) =	Did not meet, but progressed toward the stated objective
3 Stars (Meaningful Progress) =	Did not meet, but progressed toward the stated objective
2 Stars (Some Progress) =	Did not meet, but progressed toward the stated objective
1 Star (Limited Progress) =	Did not meet and no progress toward the stated objective



Domain: Adult Family Services – Parental Involvement

Objective: 80% of adult family members of regularly participating students will meet or exceed proficiency in their involvement in student education. (Elementary School Students)

Measure: Perceptual Survey (Teacher)

Standard of Success: Maintain a score of 3 or above or improve from pre-assessment by at least 1 point

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 37

Number of Participants Meeting Success Criterion at End of Year: 10

Percent of Participants Meeting Success Criterion at End of Year: 27%

Stars Achieved (Objective Status): 1 Star (Limited Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with similar adult family member programming and distribution of information regarding events in 2019-2020. We will have the entire year to work with our families this year. We have planned for some new activities that we hope will encourage our parents.

Rationale: Data indicate that 27% of participating adult family members demonstrated improved involvement. Compared with the objective assessment benchmark of 80%, this indicates that the program has made limited progress toward the benchmark by the end of the project year. While the program made limited progress, we believe that we can make a greater impact on adult family member involvement in 2019-2020 by being funded at the start of the grant year and being able to fully implement program offerings throughout the program year.

End-of-Year Data Collection/Evaluation Changes and Rationale: We will continue collecting adult family member perceptual survey and attendance data. Since we will be on track starting at the beginning of the year, we will have time to follow up with teachers in order have greater response. Rationale: the current level of data collection/progress



monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

Domain: Adult Family Services – Parental Involvement

Objective: 80% of adult family members of regularly participating students will meet or exceed proficiency in their involvement in student education. (Middle School Students)

Measure: Perceptual Survey (Teacher)

Standard of Success: Maintain a score of 3 or above or improve from pre-assessment by at least 1 point

Data Collection Timeframe: Pre, Mid, Post Assessments

Number of Participants Measured at End of Year: 3

Number of Participants Meeting Success Criterion at End of Year: 1

Percent of Participants Meeting Success Criterion at End of Year: 33%

Stars Achieved (Objective Status): 1 Star (Limited Progress)

End-of-Year Programmatic Changes and Rationale: Proposed Changes: We will continue with similar adult family member programming and distribution of information regarding events in 2019-2020. We will have the entire year to work with our families this year. We have planned for some new activities that we hope will encourage our parents.

Rationale: Data indicate that 33% of participating adult family members demonstrated improved involvement. Compared with the objective assessment benchmark of 80%, this indicates that the program has made limited progress toward the benchmark by the end of the project year. While the program made limited progress, we believe that we can make a greater impact on adult family member involvement in 2019-2020 by being funded at the start of the grant year and being able to fully implement program offerings throughout the program year.

End-of-Year Data Collection/Evaluation Changes and Rationale: We will continue collecting adult family member perceptual survey and



attendance data. Since we will be on track starting at the beginning of the year, we will have time to follow up with teachers in order have greater response. Rationale: the current level of data collection/progress monitoring provides sufficient information for monitoring progress toward this objective throughout the program year.

OBJECTIVES AND OUTCOMES: SURVEY FINDINGS

ACADEMIC IMPROVEMENT: TEACHER SURVEY

During the 2018-2019 program year, Florida's 21st CCLC programs were required to provide teacher observational data showing impact of the afterschool program on regularly participating 21st CCLC students (as defined by attending at least 30 days during the program year). Given the unique position of out-of-school programs, teacher surveys were used to collect information about changes in each individual student's behavior during the program year. Surveys were distributed to school-day teachers for all students attending the program, wherein teachers were asked to indicate the extent to which student behaviors improved or did not improve during the academic year. All 21st CCLC programs were instructed to distribute the surveys to school-day teachers who have regular contact with the student, preferably a mathematics or English teacher. Although it was permissible to survey teachers who also served as 21st CCLC program staff, it was preferred to survey teachers who were not serving the program in this capacity.

The following represent some important findings based on 59 completed teacher surveys for the First United Methodist Church of Eastpoint (Cohort 17) program:

- 25.4% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in turning homework in on time, while only 5.1% declined.
- 25.4% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in completing homework to the teacher's satisfaction, while only 6.8% declined.
- 18.6% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in attending class regularly, while only 5.1% declined.
- 20.3% of regularly participating 21st CCLC students either did not need to improve or demonstrated teacher-rated improvement in academic performance (e.g., improved grades, learning gains), while only 1.7% declined.



STUDENT SATISFACTION SURVEYS

During the 2018-2019 program year, Florida's 21st CCLC programs were required to conduct student surveys in order to obtain information about student satisfaction with and perceptions of the 21st CCLC programming at the sites they attended. As such, the surveys were to be completed only by students who had participated in program activities at some point during the 2018-2019 program year.

The survey included several items, most of which required students to choose between "Definitely," "Somewhat," and "Not at all" for their responses. First United Methodist Church of Eastpoint received 97 completed student surveys. Results from the administration of the Student Satisfaction Survey of 21st CCLC students in the program indicate the following important findings:

- 99% of 21st CCLC students indicated they enjoyed the activities in the afterschool program.
- 99% of 21st CCLC students indicated the afterschool program had adults who cared about them.
- 93.1% of 21st CCLC students indicated the afterschool program helped them solve problems in a positive way.

PARENT SATISFACTION SURVEYS

During the 2018-2019 program year, Florida's 21st CCLC programs were required to conduct parent surveys in order to obtain information about parent satisfaction with and perceptions of the 21st CCLC program, as well as demographic information. As such, the surveys were to be completed only by parents of students who participated in program activities during the 2018-2019 program year.

The survey included several items, most of which required parents to choose between "Very Satisfied," "Satisfied," "Not sure," "Unsatisfied," "Very Unsatisfied," and "Not Applicable" for their responses. First United Methodist Church of Eastpoint received 55 completed parent surveys. Results from the administration of the Parent Satisfaction Survey of 21st CCLC students in the program indicate the following important findings:



- 100% of parents of 21st CCLC students indicated they were satisfied or very satisfied with the following:
 - the program as a whole;
 - the staff's warmth and friendliness;
 - the staff's ability to work with their child;
 - the staff's ability to relate to and reach out to them as parents;
 - the variety of activities offered to their child;
 - their child's happiness with the program;
 - the program helping them become more involved with their child's education;
 - their child's improvement in academic performance;
 - their child's improvement in getting along with others; and
 - their child's improvement in staying out of trouble.

STUDENT SUCCESS SNAPSHOT

Per requirements of the Florida Department of Education, the program was asked to select a student who has demonstrated success on one or more of the program's objective assessments and create a brief narrative of the student's experiences with the 21st CCLC program, the student's progress, and outcomes and how the 21st CCLC program may have played a role in the student's success. Below is a snapshot of a student in the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program who participated in programming in the 2018-2019 program year.

Due to our late start date, our Snapshot information is limited, but we had two students who came to the program late in the spring. At that time, their grades were failing in all subjects. Even though they were only in our program a couple of months before the end of the year, their grades improve to Cs and Ds. They failed to score a 3 or better on the FSA. They were required to attend the Summer Reading Camp and when retested showed gains of 2 and 2.5 levels in reading.



SUSTAINABILITY PLAN

PROGRESS TOWARD SUSTAINABILITY

One of the goals of the 21st CCLC program is to continue activities beneficial to students and their families after the five-year project period is over. Programs receive 100% funding for each of the first two years of the program, followed by 80% funding for each of the final three years. Therefore, programs are required to demonstrate how the program will become self-sustaining both within and beyond the five years of initial funding. In addition, all programs in Florida are expected to maintain the size and scope of their programs and are forbidden from reducing the quantity or quality of services, the number of children, or the length of operation to account for the reduced funding. Moreover, Florida 21st CCLC programs are not permitted to charge any fees to students or parents in association with 21st CCLC programming without authorization from the Florida Department of Education (FDOE), and no program has ever received such authorization.

Structured afterschool program costs vary widely, depending on the organization and other funding available to the organization. For instance, as noted, all 21st Century Community Learning Centers are federally-funded and are prohibited by the Florida Department of Education from charging any fees for eligible students. Other programs (such as some Children Services Councils) receive local funding from tax dollars to provide free or inexpensive services to students (generally a sliding-scale fee, if charged). Still other programs receive charitable donations (e.g., Boys and Girls Clubs) and charge minimal or no fees to students. The costs associated with structured afterschool programs that do not receive external funding are often dependent on the level of services provided, such that the programs with the most expensive activities (e.g., out-of-state field trips) will result in a higher cost to families. Nationally, the average cost of structured afterschool programs are between \$1,500 and \$2,500 annually. When taking into account the number of hours and days of services provided to 21st CCLC students within this program, the annual funding is an average of \$750 per student, which is less than half that of other structured afterschool programming. As such, marketing and sustaining the program are critical even in the early years of 21st CCLC program operations.



Table 12: Partnerships and Sub-Contracts

Agency Name	*Type of Organization	Subcontract (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
Franklin County School District	SD	No	\$9,600	--	Other – Facility (Carrabelle)
Franklin County School District	SD	No	\$10,000	\$6,000	Other – Transportation
Franklin County School District	SD	No	\$25,000	--	Goods or Materials – Snacks/Meals
CASPER	FPO	Yes	--	\$12,000	Evaluation Services
TOTAL	--	--	\$44,600	\$18,000	--

*School District (SD), Community-Based or other Non-Profit Organization (CBO), Nationally Affiliated Nonprofit - Boys & Girls Club (BGC), Nationally Affiliated Nonprofit - YMCA/YWCA (YMCA), Nationally Affiliated Nonprofit - Other Agency (NPOO), Faith-Based Organization (FBO), Charter School (CS), Private School (PS), College or University (CU), Regional/Intermediate Education Agency (IEA), Health-Based Organization (hospital/clinic/etc.) (HBO), Library (LIB), Museum (MUS), Park/Recreation District (PRD), Other Unit of City or County Government (CNT), For-Profit Entity (FPO), Bureau of Indian Affairs School (IAS), Other (OTH)

**Values were not yet determined at the time data were submitted for this report.

Although 21st CCLC objectives do not specifically address the importance of developing, maintaining, and enhancing partnerships and sustainability, it would be remiss for this evaluation to ignore the substantial progress of the First United Methodist Church of Eastpoint in such efforts. The First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program engaged and received support from a number of partners that have and will continue to assist with developing, implementing, evaluating, and sustaining the 21st CCLC program. Table 12 indicates the partners, their organization types, whether they are partners or subcontractors, the estimated values of their contributions/subcontracts, and the types of contributions they made to enhance the activities offered to regularly participating students and their adult family members.



RECOMMENDATIONS

The First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program is led by a team of dedicated and experienced individuals at the program and site levels. In addition to the program and site level leaders, the program also benefits from the leadership and support of school administrators and the Franklin County School District. With the support of partners and the strength of the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC team, the program has strengthened and grown to provide high-quality programming for students and their families since its inception.

Overall, the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program achieved many of its stated objectives for 2018-2019, while making progress toward and nearly achieving others. It is believed that the findings and recommendations within this report will help guide future efforts toward enhancing the program and furthering progress toward stated goals and objectives. Within the model of continuous program improvement, several recommendations for further enhancing this 21st CCLC program are provided. These are not considered “weaknesses,” as the program is already focused on addressing many of these challenges and/or implementing these recommendations. Rather, this section serves to document those areas where the program is planning or should plan to focus additional attention.

INCREASE STUDENT ENROLLMENT AND REGULAR ATTENDANCE

The First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program did not meet the proposed average daily attendance for the afterschool and holiday/school break components. The program is encouraged to establish procedures for increased recruitment of 21st CCLC students during the 2019-2020 program year. The program is also encouraged to consider procedures or programmatic changes that could increase the overall rate of regular participation. It is likely that increased and more regular attendance will result in more positive academic and behavioral outcomes.



IMPLEMENT PROPOSED PROGRAMMATIC/DATA COLLECTION CHANGES

As indicated in the *Objective Assessment* sections of this report, the program plans to implement programmatic/data collection changes based on findings related to its objectives. The program is encouraged to implement the proposed changes identified within this report, along with any additional programmatic/data collection changes identified by program leaders.



If you are interested in learning more about the
21st Century Community Learning Center Initiative at the
First United Methodist Church of Eastpoint:

Melonie Inzetta
Project Director
mkiafterschool@gmail.com

REPORT PREPARED BY:



CENTER FOR ASSESSMENT, STRATEGIC PLANNING, EVALUATION AND RESEARCH
4110 NORTHWEST 64TH STREET ♦ GAINESVILLE, FLORIDA 32606



The 21st Century Community Learning Centers (21st CCLC) initiative is conducted with support from a grant from the Bureau of Family and Community Outreach (BFCO) within the Florida Department of Education. The overall direction of the initiative is provided by Director of the Florida 21st CCLC Program. Any questions regarding this report may be directed to the Center for Assessment, Strategic Planning, Evaluation and Research.



“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela



Report Prepared By
**Center for Assessment, Strategic Planning,
Evaluation and Research (CASPER)**