



NITA M. LOWEY
21ST CENTURY COMMUNITY LEARNING CENTERS
Evaluation Visit – 2019-2020 Program Year

| | |
|-------------------------|--|
| Program Name: | First United Methodist Church of Eastpoint (Cohort 17) |
| Project Number: | 19B-2440B-0PCC1 |
| Number of Sites: | 2 Sites |
| Visited Site(s): | Eastpoint, Carrabelle |
| Evaluator(s): | David Gardner |

| <i>Eastpoint</i> | | | | | | | |
|------------------|---|-----------------|-----------------------------|---------------------|--------------------|--------------------------|------------------------|
| Proposed ADA* | Total Enrollment ** (Attending at least one day) | Reported ADA*** | Total Days of Operation *** | Observed Attendance | Date of Site Visit | Start Time of Site Visit | End Time of Site Visit |
| 60 | 101 | 65 | 130 | 66 | 2-27-20 | 3:05pm | 6:00pm |

| <i>Carrabelle</i> | | | | | | | |
|-------------------|---|-----------------|-----------------------------|---------------------|--------------------|--------------------------|------------------------|
| Proposed ADA* | Total Enrollment ** (Attending at least one day) | Reported ADA*** | Total Days of Operation *** | Observed Attendance | Date of Site Visit | Start Time of Site Visit | End Time of Site Visit |
| 60 | 69 | 39 | 130 | 44 | 2-26-20 | 4:05pm | 5:20pm |

*ADA – Average Daily Attendance

** Total Enrollment (number of students attending at least one day of programming) based on data submitted through EZReports

***Reported ADA and Total days of Operation from August 12, 2019 through February 28, 2020

21ST CENTURY COMMUNITY LEARNING CENTERS

THE NEED FOR AFTERSCHOOL PROGRAMMING

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.

DEFINING "AFTERSCHOOL"

It is important at this point to distinguish between three major types of afterschool 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 purpose of this site visit evaluation report is to review the progress of First United Methodist Church of Eastpoint (Cohort 17) in implementing a high-quality 21st Century Community Learning Center (CCLC) program. The 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 United States 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) project-based, academic remediation in reading, math, and science, (2) personal enrichment activities that support the project-based and regular-day academic lessons, and (3) literacy education and/or other educational development for adult family members of participating students. Academic remediation activities must be fun, creative, engaging, and enhance the lessons provided during the regular school day. In essence, **21st CCLC programs provide structured, academically-focused, safe learning environments for students during non-school hours.**

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.

FIRST UNITED METHODIST CHURCH OF EASTPOINT (COHORT 17)

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.

PURPOSE OF ON-SITE EVALUATION

The on-site evaluation visit is designed to assess the quality and effectiveness of the First United Methodist Church of Eastpoint (Cohort 17) 21st CCLC program, highlighting the strengths and challenges (i.e., growth edges) faced by the program. Quality was evaluated in relation to program-level and site-level data collection and use, program management, safety and the physical environment, operations, communication within the program and with outside stakeholders (e.g., parents, students, schools), activities, and participation and engagement by participating students. The intent of this report is to provide information and direction to program leaders, program teachers and staff, and other program stakeholders.

EVALUATION FINDINGS AND SUMMARY

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. The following provides the most relevant strengths, as well as growth edges where the program can improve overall operations.

PROGRAM STRENGTHS / HIGHLIGHTS

- ***Quality Staffing/Student Engagement:*** As evidenced during the site visits, the 21st CCLC teachers and staff members were observed consistently engaging students during project-based learning activities, asking critical thinking and probing questions when appropriate.

- **Student Satisfaction/Teamwork:** Overall, students appeared to enjoy program activities throughout the site visits. Students were observed engaging in a variety of hands-on activities, many of which involved opportunities for social interaction and collaboration and promoted teamwork and respect for others.
 - *Carrabelle example:* Students at the Carrabelle site were observed participating in DrumFIT activities (<https://www.drum.fit/>). DrumFIT combines music and fitness, with students using drumsticks and a fitness ball on a stand to play music while exercising as a group.
 - *Eastpoint example:* Students at the Eastpoint site were observed participating in Missing Money Mystery activities. Students examined “evidence,” comparing and contrasting different powders in one group and fibers in another group. The powders were tested for how they react when vinegar is added to them. The fibers were compared based on feel. Students discussed their findings as a group.
- **Average Daily Attendance (Eastpoint):** The Eastpoint site reported an average daily attendance of 65 students per day for the afterschool component, indicating that the program is serving 108.3% of the proposed number of students (60 students per day). The observed attendance was 66 students (110% of proposed) on the date of the evaluation visits.
- **Student Recognition:** Student work was prominently displayed throughout both sites. Indeed, walls throughout each site’s classrooms featured student artwork.

GROWTH EDGES / AREAS FOR IMPROVEMENT

- **Average Daily Attendance (Carrabelle):** The Carrabelle site reported an average daily attendance of 39 students per day for the afterschool component, indicating that the program is serving 65% of the proposed number of students (60 students per day). The observed attendance was 44 students (73.3% of proposed) on the date of the evaluation visits. The site is encouraged to implement strategies for increasing attendance among currently enrolled students, along with considering recruiting additional students in order to ensure that mandatory numbers are met and the program retains its current level of funding.

GENERAL COMMENTS

- **Data Collection and Reporting:** The program and its evaluator will continue to maintain regular communication related to data collection and reporting, as they have since the program’s first year of operation. Due to changes in reporting requirements and the statewide use of EZReports, the communication between the program’s leadership and the evaluator is more critical than ever. The program is encouraged to continue to keep



the evaluator abreast of all updates from the Florida Department of Education regarding reporting requirements.

SUGGESTIONS FOR PROGRAM IMPROVEMENT

The program is encouraged to consider the resources provided by the Florida Department of Education at <http://www.fldoe.org/curriculum/21century/>. Resources provided at this site are specifically tailored to Florida's 21st CCLC programs and include such topics as curricula, activities, funding opportunities, staff trainings, and assistance with evaluation and data requirements. The website also provides links to a number of additional resources for out-of-school programs, such as <http://free.ed.gov/> (a free curriculum resource provided by the United States Department of Education). Additional resources are also located at the Center for Assessment, Strategic Planning, Evaluation and Research website (www.casperfl.com).

The program is also encouraged to continue exploring additional opportunities for professional development directly related to afterschool programming, curriculum, and instruction. Free online development resources are readily available, such as the SEDL National Center for Quality Afterschool (<http://www.sedl.org/afterschool/>), the Florida After School Alliance (FASA) (<http://www.floridaafterschool.org/>), and the Florida Afterschool Network (FAN) (<http://www.myfan.org/>).