



# Brevard After School Academy: South

<http://sacc.brevardschools.org/21CCLC/SitePages/Welcome.aspx>

## SUMMATIVE EVALUATION REPORT Project Year 2020-2021



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## 1.0 INTRODUCTION OF PROGRAM

*In 500 words or less, provide a narrative in the text box below that outlines the following:*

- *this specific project's function and purpose*
- *characteristics of the population served*
- *the project's enhancement on the community and the students served*

Brevard Public Schools (BPS) provides highly needed afterschool programs designed to meet kindergarten through 6<sup>th</sup> grade students' individual needs at Sabal Elementary and University Park Elementary schools. The Brevard After School Academy (BASA): South program will identify and propose to serve approximately 115 students with the greatest barriers to individual student success in order to improve the outcomes of academic achievement and social emotional well-being at each site. Meaningful and rigorous academic and enrichment activities are provided as extensions to school day priorities. Workshops and services designed to demonstrate ways families can positively impact their child's academic success are provided for adult family members. BASA: South activities associated with the seven proposed objectives promote optimal engagement of students and family members by improving or increasing: academic performance, behavior, problem solving, knowledge of healthy lifestyle choices, family/parental involvement, and engagement in visual/performing arts.

Students at the targeted schools lack experiences with positive interactions and opportunities to develop social skills in their daily activities. The 21<sup>st</sup> CCLC program bridges the gap for students whose families cannot afford to attend fee-based programs. Opportunities for active play, creative arts, social activities, and academic enrichment that promote attainment of basic skills and encourage critical thinking are scarce when disposable income does not exist. Without active learning and stimulating experiences that give meaning to the school curricula, these children, with such limited life experience, are at-risk of school failure and dropout, thereby putting their entire future in jeopardy. This program offers and supports the necessary and much-needed activities to achieve academic success.

## 2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21<sup>st</sup> CCLC Program.

### 2.1 Student Enrollment Total and Regularly Participating Students

Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year

Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming

Site Name	Total Participating Enrollment (attending at least one day)	
	Summer	Academic Year
<i>Sabal Elementary</i>	n/a	64
<i>University Park Elementary</i>	n/a	75

### 2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender	
				Male	Female
<i>Sabal Elementary</i>	7	9	42	41	23
<i>University Park Elementary</i>	12	11	38	33	42

Table 3. Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
<i>Sabal Elementary</i>	--	--	8	19	1	24	12	--
<i>University Park Elementary</i>	--	--	31	19	--	17	5	3

\* Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

Table 4. Student Grade for Total Participating Students

Site Name	Grade In School*														Total
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	
<i>Sabal Elementary</i>	--	10	12	10	10	9	6	7	--	--	--	--	--	--	64
<i>University Park Elementary</i>	--	14	13	11	13	6	13	5	--	--	--	--	--	--	75

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

### 3.0 PROJECT OPERATIONS

In 300 words or less, provide a brief narrative of the project's operation in the text box below.

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This narrative should at a minimum:

- include the typical and total time of operation for various reporting timeframes
- describe the type of programming provided
- include a summary of or enhance the information provided in the tables below
- address the types of activities chosen for programming including virtual programming when allowable
- describe how transitions between activities are planned and executed

The Brevard After School Academy: South program began providing 21<sup>st</sup> CCLC academic year services on August 24, 2020. The program ended academic year operation on June 3, 2021. The 21<sup>st</sup> CCLC program was approved by the FDOE to operate an afterschool component from 2:30pm to 6:00pm on Mondays through Thursdays and to operate from 1:15pm to 6:00pm on Fridays, for a total of 18.75 hours per week.

Upon arrival at the site, student attendance is verified. Students are signed out by program personnel when going to academic, enrichment, and partner activities and are signed back in when the sessions are over. Headcounts are conducted several times a day. Staff requires proper identification and a signature from a parent/guardian and/or a previously authorized person before a child is released. Emergency contact lists are kept for each student in the program.

Students enter the program immediately after the school day, check in to the program attendance system, and have a USDA approved snack while supervised by activity leaders. Activity leaders then transition students into their daily academic and personal enrichment activities. PBL activities are influenced by overarching themes, which are connected to real world and specifically tied to our community, student interest, and the Florida Standard for ELA, Math, and Science. Projects offered within each theme are comprised of the essential elements of PBL, including significant content, a driving question, and a revision/reflection piece. Working through the projects, students will earn badges, as skills are practiced, and activities are accomplished. Badging reflects project completion, skills development, and content mastery in areas including: STEM, reading, arts and culture, and the discipline of responsibility. Students are also pulled by 21<sup>st</sup> CCLC teachers for remedial activities that will serve as an extension of the activities used during the school day, including reading, math, and science.

Complete the table below as indicated in the headers.

Table 5. Summer 2020 Operations

Site Name	Total # of <u>weeks</u> THIS site was open	Typical # days per week THIS site was open	Typical number of hours per day THIS site was open			Typical Programming (as stated in the Restart Plan)
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS / HOLIDAYS	
<i>Sabal Elementary</i>	n/a	n/a	n/a	n/a	n/a	n/a
<i>University Park Elementary</i>	n/a	n/a	n/a	n/a	n/a	n/a

Table 6. 2020-2021 Academic Year Operation

Site Name	Total # of <u>weeks</u> THIS site was open	Typical # days per week THIS site was open	Typical # hours per day THIS site was open				Total # days THIS site was open				Typical Programming (as stated in the Restart Plan)
			Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays	
<i>Sabal Elementary</i>	38	5	0	0	3.5	0	0	0	179	0	Face to Face
<i>University Park Elementary</i>	38	5	0	0	3.5	0	0	0	179	0	Face to Face

#### 4.0 STAFF CHARACTERISTICS

In 150 words or less, provide a brief narrative of the composition of staff at each site in the text box below. This narrative may include, but is not limited to:

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- staff demographics,
- staff quality (training and certifications)
- turnover
- professional development
- the ratio of students to staff at each site and explain how the ratio affects programming and instruction

As required by the Florida Department of Education, 21<sup>st</sup> CCLC projects and programming are provided by teachers certified by the FDOE. Personal enrichment activities are provided by qualified non-certified instructors. The staff, comprised of 22 females, includes four (4) individuals with master’s degrees and nine (9) with bachelor’s degrees. The program maintained a 15:1 ratio for all activities. The enrichment activities are staffed up to 1:25 (adult-to-students). The academic teachers will work with groups of two to 10 students, and activity leaders will work with approximately 10-20 students when completing personal enrichment activities.

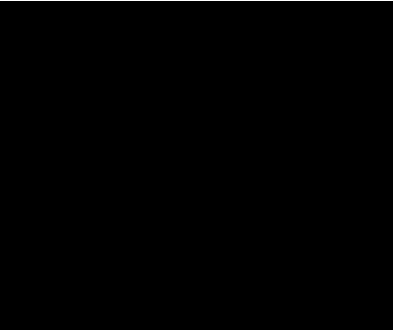
To support student services through the 21<sup>st</sup> CCLC program, the Brevard After School Academy: South 21<sup>st</sup> CCLC Project Manager and leadership provided staff development for those hired to provide 21<sup>st</sup> CCLC services. Professional training topics included 21<sup>st</sup> CCLC forms, documents, programming, and badging.

The program experienced no staff turnover over the course of the 2020-2021 program year.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)			
	Sabal Elementary		University Park Elementary	
	Paid	Volunteer	Paid	Volunteer
<b>Administrators and Coordinators</b>	--	--	--	--
<b>College Students</b>	--	--	--	--
<b>Community Members</b>	--	--	--	--



<b>High School Students</b>	--	--	--	--	
<b>School Day Teachers (including substitutes)</b>	<b>11</b>	--	<b>3</b>	--	
<b>Non-teaching School Day Staff</b>	--	--	--	--	
<b>Sub-contracted Staff</b>	--	--	--	--	
<b>Other</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	

## 5.0 OUTCOMES

*This section should outline each approved objective, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the project on the populations served.*

### 5.1 Objectives, Activities, Data Collection Methodology and Outcomes

*In 200 or less provide a narrative describing the data collection methodology and outcomes. This may include:*

- *outcomes met through programming,*
- *the impact on the population being served, and*
- *any data collection challenges.*

#### Objectives Narrative

##### **Data Collection Methodology:**

- For academic data, the academic lead works with the school day staff to obtain student report cards.
- For personal enrichment data, logs are turned in by students at the end of each of three themes. Activity leaders document student achievement.
- The afterschool specialist compiles all data into a spreadsheet and inputs the data into EZReports.

##### **Outcomes Met:**

- Reported outcomes based on “regularly participating students” (30+ Days Attended).
- 64%\* of K-5 students improved/maintained high grades in reading, 59%\* in math, and 75% in science.
- 75% of 6<sup>th</sup> grade students improved/maintained high grades in reading, 58%\* in math, and 83% in science.
- 55%\* of third graders achieved promotion based on FSA Reading performance.
- 96% improved/maintained performance in visual arts skills. (K-5)
- 100% improved/maintained performance in visual arts skills. (6<sup>th</sup>)
- 79% improved/maintained performance in decision-making behaviors. (K-5)
- 91% improved/maintained performance in decision-making behaviors. (6<sup>th</sup>)
- 97% improved/maintained performance in emotional and social wellness. (K-5)
- 100% improved/maintained performance in emotional and social wellness. (6<sup>th</sup>)
- 100% of adult family members of regularly participating students increased literacy skills.
- *\*\* indicates objective was NOT met as proposed.*

##### **Impact on Population Served:**

- The primary positive impacts reported by program leaders are increased academic performance and improved social behaviors.

**Data Collection Challenges:**

- No challenges collecting academic data from school day staff.
- For enrichment and adult data, no issues with data collection.
- Stakeholder surveys were distributed without significant issues.

## 5.2 Stakeholder Surveys

Provide the response rate and a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys.

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied with the 21 <sup>st</sup> CCLC program as a whole ( <i>Very Satisfied and Satisfied</i> ).
Parent	Sabal: 68% University Park: 70%	94.1% (64 of 68) of parents of 21 <sup>st</sup> CCLC students indicated they were satisfied or very satisfied with the program as a whole.

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 <sup>st</sup> CCLC program helped improve academic grades.
Students K-5	100%	81.6% (71 of 87) of 21 <sup>st</sup> CCLC students indicated the program helped them improve academic grades.
Students 6-12	100%	66.7% (6 of 9) of 21 <sup>st</sup> CCLC students indicated the program helped them improve academic grades.

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 <sup>st</sup> CCLC program improved student's academic performance ( <i>Improved and Did Not Need to Improve</i> ).
Teacher	Sabal: 88% University Park: 93%	73.8% (76 of 103) of regularly participating 21 <sup>st</sup> CCLC students either did not need to improve or were in need of improvement and demonstrated teacher-rated improvement in academic performance (e.g., improved grades, learning gains).

## 6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project's progress towards sustainability. The narrative should include at a minimum:

- the agency's progress toward the sustainability plan described in their application narrative,
- the structure of the advisory board and any recommendations made, and
- the total estimated value of contributions to the program.

### **Progress Towards Sustainability:**

- The program believes the entire grant amount would be required to operate the same program without 21<sup>st</sup> CCLC funding.
- Challenges were experienced with partnerships due to COVID-19.
- Program reports no new partners and 3 continuing partners this year.

### **Advisory Board:**

- Board includes 41 stakeholders, including Program Development Coordinators, teachers, staff members, partners, and parents from all sites served by the Brevard Public Schools 21<sup>st</sup> CCLC grants.
- Board met twice virtually (November 5, 2020 and March 11, 2021)

### **Contributions to Program:**

- Program received an estimated \$426 in contributions to support program activities and services.
- This is equivalent to 0.2% of the 2020-2021 grant award (\$250,240).

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution*	Type of Contribution
Girl Scouts	Program or Activity-Related Services	\$93	Partner
Boy Scouts	Program or Activity-Related Services	\$206	Partner
UF IFAS	Program or Activity-Related Services	\$127	Partner

## 7.0 PROGRAM REFLECTION

*In 300 words or less, provide a narrative with an overall assessment of your 21<sup>st</sup> CCLC project's impact in the text box below. This may include:*

- *reflection of the lessons learned throughout the year*
- *recommendations to enhance the quality of services offered to students and families for the next year*

The Brevard County Public Schools BASA 21<sup>st</sup> CCLC programs have provided high quality services to the students and family members that attended this year. All sites have achieved or made progress toward program objectives, attendance, and student performance. The programs have created lasting improvements in academic achievement and behavior of all targeted students.

### Recommendations

In order to possibly enhance program quality for next year, the following are some key recommendations:

- Re-evaluate some of the programming or add additional support to ensure that students master statewide standards and benchmarks.
- Continue to encourage parent participation in initiative sponsored family and related educational activities. Continue to seek additional effective mechanisms for effective family engagement.

The program plans to implement programmatic and data collection changes based on findings related to its objectives. The program is encouraged to implement programmatic/data collection changes identified by program leaders.

Additionally, it is recommended that the program continue to strengthen current partnerships (expanding them when possible) and develop new partnerships in order to make further progress toward sustainability.