

**SUMMATIVE EVALUATION REPORT**  
**Project Year 2019-2020**



**NITA M. LOWEY 21<sup>ST</sup> CENTURY**  
**COMMUNITY LEARNING CENTERS**  
**FLORIDA**

Deliverable Month

**July**

Due Date

**11:59PM EST, August 15, 2020**

Submission Environment

**EZReports**

## Reporting Period

The Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Summative Evaluation Report will include data for Summer **2019** and the **2019-2020 Academic Year**. Data for Summer 2020 should not be included in this year's Summative Evaluation Report. Summer 2020 data will be included in next year's report.

## General Notes

1. This report template is a form to be completed. The guidance begins after this page and should be submitted in its totality. To ensure the correct information is included in your Summative Evaluation Report, please refrain from using a previous template.
2. **Instructions for each section of the report will appear in italics. Please provide the appropriate response in the corresponding text box or table.**
3. Summative evaluation reports are public documents and as such are available for public review. Refrain from **including any personal information** about students or families (e.g., names or social security numbers). Subrecipients must secure and maintain appropriate authorization from all individuals or their parent/guardian whose picture is included within their report.
4. This document describes the minimum reporting requirements for the summative evaluation report. Subrecipients are encouraged to add any information that highlights the program's operations and successes or guides program improvements or sustainability. Additional information can be added at the end of the report as an appendix, if needed.
5. There are a variety of tables throughout the document. These tables are designed to reflect your project's information and should be edited for content. Insert a row if the project has more than three centers/sites. Delete rows that are not needed. Tables should not be split between pages.
6. Additional **information highlighting your specific project** can be offered as an **introduction** to the template and tables below.
7. Additional **historical or sustainability information** can be shared at the **end of the document in Appendix A**.
8. You may remove this notes page from your final report.

## Cohort 18 Subrecipients

1. Projects in their first year of programming will not have Summer 2019 data.
2. Projects with no programming due to school closures should keep all items on the report with a statement in each narrative explaining that no programming occurred.

## Table of Contents

*The following Table of Contents is to remain on your report **in the order in which it has been provided**. Utilize the Table of Contents as a checklist to ensure appropriate reporting for this deliverable. Page numbers should be edited to match your program’s report. After you have completed your report, please click on this table of contents and a command box will appear on the upper left side. Click Update Table and choose “Update entire table” from the options provided. This will update your page numbers to align with the length of your report.*

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## 1.0 INTRODUCTION OF PROGRAM

*Provide a narrative in the text box below that outlines the following:*

- *this specific program's function and purpose*
- *the program's enhancement on the community and the students served*

*\*Note: Any information regarding 21<sup>st</sup> CCLC overall can be shared at the end of this report.*

## 2.0 STUDENT CHARACTERISTICS

### 2.1 Student Enrollment Total and Regularly Participating Students

Provide a narrative overview of student enrollment in the program in the text box below. This may include, but is not limited to:

- enrollment processes
- orientation(s)
- efforts to preserve enrollment
- daily attendance

*\*Note: Do not replicate the numbers shared in Table 1.*

#### Table 1 Guidance

1. Separate both Total and Regularly Participating Students.
2. Subgroup totals should add to the total number of students enrolled or regularly participating (with the exception of Racial/Ethnic Group for which students may fall into multiple categories).

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2019 and 2019-2020 Academic Year

Center Name	Total Participating Enrollment (attending at least one day)			Regularly Participating Enrollment (attending 30 days or more)		
	Total	Summer	Academic Year	Total	Summer	Academic Year
Center Name 1						
Center Name 2						
Center Name 3						

### 2.2 Student Demographics

Provide a narrative overview of the students served by this program in the text box below. This may include, but is not limited to:

- student demographics
- daily attendance
- positive impact of students served
- student enrollment

*\*Note: Do not replicate the numbers shared in Tables 2-11.*

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**Tables 2 – 11 Guidance:**

- **Separate Total and Regularly Participating student enrollment by *Summer 2019 term and 2019-2020 Academic Year.***
  - *Total Participating students are those that participated in the program for at least one day.*
  - *Regularly Participating students are those that participating in the program for at least 30 days or more.*
- *The sum of each category should equal the respective population being measured for that table (i.e. Total Participating or Regularly Participating).*

**Table 2. Summer 2019 – 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*	
Center Name 1								
Center Name 2								
Center Name 3								

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

**Table 3. 2019-2020 Academic Year – 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*	
Center Name 1								
Center Name 2								
Center Name 3								

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

**Table 4. Summer 2019 – 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*
Center Name 1									
Center Name 2									
Center Name 3									

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

Table 5. 2019-2020 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*
Center Name 1									
Center Name 2									
Center Name 3									

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

Table 6. Summer 2019 – 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*
Center Name 1									
Center Name 2									
Center Name 3									

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

Table 7. 2019-2020 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*
Center Name 1									
Center Name 2									
Center Name 3									

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



Table 8. Summer 2019 – Student Race and Ethnicity: Total and Regularly Participating Students

Center Name	Total Participating Students							Regularly 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*	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*
Center Name 1																
Center Name 2																
Center Name 3																

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

Table 9. 2019-2020 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students

Center Name	Total Participating Students							Regularly 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*	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*
Center Name 1																
Center Name 2																
Center Name 3																

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

Table 10. 2019-2020 Academic Year – Student Grade for Total Participating Students

Center Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Center Name 1															
Center Name 2															
Center Name 3															

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

Table 11. 2019-2020 Academic Year – Student Grade for Regularly Participating Students

Center Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Center Name 1															
Center Name 2															
Center Name 3															

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

### 3.0 PROGRAM OPERATIONS

Provide a brief narrative of the program's operation in the text box below. This narrative may:

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

Complete the table below as indicated in the headers.

Table 12. Summer 2019 Operation

Center Name	Total number of <b>weeks</b> THIS center was open	Typical number of <b>days per week</b> THIS center was open	Typical number of <b>hours per day</b> THIS center was open		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS/ HOLIDAYS
Center Name 1					
Center Name 2					
Center Name 3					

Table 13. 2019-2020 Academic Year Operation

Center Name	Total # <b>weeks</b> THIS center was open	Typical # <b>days per week</b> THIS center was open	Typical # <b>hours per day</b> THIS center was open				Total # <b>days</b> THIS center was open			
			Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
Center Name 1										
Center Name 2										
Center Name 3										

## 4.0 STAFF CHARACTERISTICS

Provide a brief narrative of the composition of staff at each center in the text box below. This narrative may include, but is not limited to:

- staff demographics,
- ratio of students to staff, staff quality (training and certifications) and
- turnover

### 4.1 Staff Demographics

Report the data elements outlined in the table below. Provide a brief narrative describing the data. (A bulleted summary is acceptable.) **Note: This data must be reported for each center. Table 14 must be replicated if your program has more than one center.**

Table 14. Regular Staff by Paid and Volunteer Status

<b>Center 1 Name:</b>	<b>Summer 2019</b>		<b>2019-2020 Academic Year</b>	
	<b>Staff Type*</b>	<b>Paid<sup>1</sup></b>	<b>Volunteer</b>	<b>Paid</b>
Center Administrators and Coordinators				
College Students				
Community Members				
High School Students				
Parents				
School Day Teachers (former and substitute)				
Other Non-teaching School Day Staff				
Sub-contracted Staff				
Other**				

<sup>1</sup>For all staff categories, report only staff paid with 21<sup>st</sup> 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.

<b>Center 2 Name:</b>	<b>Summer 2019</b>		<b>2019-2020 Academic Year</b>	
	<b>Staff Type*</b>	<b>Paid<sup>1</sup></b>	<b>Volunteer</b>	<b>Paid</b>
Center Administrators and Coordinators				
College Students				
Community Members				

High School Students				
Parents				
School Day Teachers (former and substitute)				
Other Non-teaching School Day Staff				
Sub-contracted Staff				
Other**				

<sup>1</sup>For all staff categories, report only staff paid with 21<sup>st</sup> 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.

<b>Center 3 Name:</b>	<b>Summer 2019</b>		<b>2019-2020 Academic Year</b>	
	<b>Paid<sup>1</sup></b>	<b>Volunteer</b>	<b>Paid</b>	<b>Volunteer</b>
<b>Staff Type*</b>				
Center Administrators and Coordinators				
College Students				
Community Members				
High School Students				
Parents				
School Day Teachers (former and substitute)				
Other Non-teaching School Day Staff				
Sub-contracted Staff				
Other**				

<sup>1</sup>For all staff categories, report only staff paid with 21<sup>st</sup> 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.

#### 4.1 Narrative

#### 4.2 Students-to-Staff Ratio

*Provide a narrative describing the ratio of students to staff at each center in the text box below. Explain how the ratio affects programming and instruction.*

#### 4.3 Staff Training

*Provide a narrative description of the professional development and training provided to staff at each center in the text box below. Explain how this training affects the delivery of services for the program.*

#### 4.4 Staff Turnover

*Provide a narrative addressing the data and information on staff turnover at each center in the text box below. Explain the circumstances leading to turnover and the program's efforts to mitigate turnover.*

## 5.0 OUTCOMES

*This section should outline each program objective, how those objectives are measured, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the program on the populations served.*

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

*List the approved program objectives and the associated activities implemented to reinforce the content area along with the type of assessments used to measure the objective. Report the data elements outlined in the table below and provide a narrative describing the data presented. Be sure to include all approved objectives. For additional program objectives, add additional tables as needed. Include the following information:*

- **Measures and Data Collected:** *Provide a narrative description identifying in detail ALL specific measures and data sources used for the assessment of each objective (measures such as grades do not require detailed descriptions, though less standard measures and data sources require detailed descriptions). Indicate and define all variables examined using these measures and data sources.*
- **Data Timeline:** *Provide a detailed narrative of the data collection timeline for each of the measures and data sources identified. The narrative should reflect the data chain of custody from the moment the assessment score are collected to when the data is provided to the FDOE.*
- **Data Quality:** *Provide a narrative summary of the overall quality of data obtained for each program objective. If there are issues with data quality (e.g., a specific program center did not provide data, planned computer-based assessment system did not save data, etc.), provide a detailed plan for how to address quality issues in subsequent years.*
- **Continuous Assessment:** *Provide a detailed narrative account of how the data was used for continuous (formative) assessment of progress toward each objective. Include an account of when and how the data was analyzed for formative assessment and how findings were used to guide refinements to services.*
- **Student Inclusion:** *Provide a narrative indicating whether all students for whom each objective is relevant were assessed. If students were excluded, detail which students were excluded and the reason for the exclusion. Reasons for excluding groups of students statistically (e.g., statistical outliers) must include the exclusion decisions and statistical results supporting the exclusion.*
- **Programmatic Changes and Rationale:** *Describe and provide a rationale for any planned adjustments to 21<sup>st</sup> CCLC programming for the next grant year.*
- **Data Collection Changes and Rationale:** *Describe and provide a rationale for any planned adjustments to the data collection or evaluation plan for the next grant year.*

*The 2019-2020 school year was impacted by COVID-19. These objectives will be evaluated based on the comparison between the two available data points. The End-of- Year evaluation deliverable has been waived. If the program was able to collect post-assessment data, it should be addressed here.*

*Programs are **NOT** permitted to change their objectives without specific written approval from the 21<sup>st</sup> CCLC Program Office.*

Table 15. Objectives, Activities, Data Collection Methodology, and Outcomes

<b>Objective 1:</b>	insert objective as approved by FDOE		
<b>Description of Activities:</b>	Click or tap here to enter text.		
<b>Description of Assessment:</b>	Click or tap here to enter text.		
<b>Measure and Data Collected:</b>	Click or tap here to enter text.		
<b>Data Timeline:</b>	Click or tap here to enter text.		
<b>Data Quality:</b>	Click or tap here to enter text.		
<b>Continuous Assessment:</b>	Click or tap here to enter text.		
<b>Student Inclusion:</b>	Click or tap here to enter text.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<i>[enter benchmark percentage]</i>	<i>[enter total number of students assessed]</i>	<i>[enter number of students that met or exceeded the benchmark]</i>	<i>[insert midyear percentage]</i>
<b>Narrative</b> <i>[enter narrative, charts and additional information here]</i>			
<b>Proposed Programmatic Changes and Rationale</b> <i>[insert narrative here]</i>			
<b>Proposed Data Collection Changes and Rationale</b> <i>[insert narrative here]</i>			

<b>Objective 2:</b>	insert objective as approved by FDOE		
<b>Description of Activities:</b>	Click or tap here to enter text.		
<b>Description of Assessment:</b>	Click or tap here to enter text.		
<b>Measure and Data Collected:</b>	Click or tap here to enter text.		
<b>Data Timeline:</b>	Click or tap here to enter text.		
<b>Data Quality:</b>	Click or tap here to enter text.		
<b>Continuous Assessment:</b>	Click or tap here to enter text.		
<b>Student Inclusion:</b>	Click or tap here to enter text.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<i>[enter benchmark percentage]</i>	<i>[enter total number of students assessed]</i>	<i>[enter number of students that met or exceeded the benchmark]</i>	<i>[insert midyear percentage]</i>
<b>Narrative</b> <i>[enter narrative, charts and additional information here]</i>			
<b>Proposed Programmatic Changes and Rationale</b> <i>[insert narrative here]</i>			
<b>Proposed Data Collection Changes and Rationale</b> <i>[insert narrative here]</i>			

<b>Objective 3:</b>	insert objective as approved by FDOE		
<b>Description of Activities:</b>	Click or tap here to enter text.		
<b>Description of Assessment:</b>	Click or tap here to enter text.		
<b>Measure and Data Collected:</b>	Click or tap here to enter text.		



<b>Data Timeline:</b>	Click or tap here to enter text.		
<b>Data Quality:</b>	Click or tap here to enter text.		
<b>Continuous Assessment:</b>	Click or tap here to enter text.		
<b>Student Inclusion:</b>	Click or tap here to enter text.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<i>[enter benchmark percentage]</i>	<i>[enter total number of students assessed]</i>	<i>[enter number of students that met or exceeded the benchmark]</i>	<i>[insert midyear percentage]</i>
<b>Narrative</b> <i>[enter narrative, charts and additional information here]</i>			
<b>Proposed Programmatic Changes and Rationale</b> <i>[insert narrative here]</i>			
<b>Proposed Data Collection Changes and Rationale</b> <i>[insert narrative here]</i>			

<b>Objective 4:</b>	insert objective as approved by FDOE		
<b>Description of Activities:</b>	Click or tap here to enter text.		
<b>Description of Assessment:</b>	Click or tap here to enter text.		
<b>Measure and Data Collected:</b>	Click or tap here to enter text.		
<b>Data Timeline:</b>	Click or tap here to enter text.		
<b>Data Quality:</b>	Click or tap here to enter text.		
<b>Continuous Assessment:</b>	Click or tap here to enter text.		
<b>Student Inclusion:</b>	Click or tap here to enter text.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<i>[enter benchmark percentage]</i>	<i>[enter total number of students assessed]</i>	<i>[enter number of students that met or exceeded the benchmark]</i>	<i>[insert midyear percentage]</i>
<b>Narrative</b> <i>[enter narrative, charts and additional information here]</i>			
<b>Proposed Programmatic Changes and Rationale</b> <i>[insert narrative here]</i>			
<b>Proposed Data Collection Changes and Rationale</b> <i>[insert narrative here]</i>			

<b>Objective 5:</b>	insert objective as approved by FDOE		
<b>Description of Activities:</b>	Click or tap here to enter text.		
<b>Description of Assessment:</b>	Click or tap here to enter text.		
<b>Measure and Data Collected:</b>	Click or tap here to enter text.		
<b>Data Timeline:</b>	Click or tap here to enter text.		
<b>Data Quality:</b>	Click or tap here to enter text.		
<b>Continuous Assessment:</b>	Click or tap here to enter text.		
<b>Student Inclusion:</b>	Click or tap here to enter text.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>

<i>[enter benchmark percentage]</i>	<i>[enter total number of students assessed]</i>	<i>[enter number of students that met or exceeded the benchmark]</i>	<i>[insert midyear percentage]</i>
<b>Narrative</b> <i>[enter narrative, charts and additional information here]</i>			
<b>Proposed Programmatic Changes and Rationale</b> <i>[insert narrative here]</i>			
<b>Proposed Data Collection Changes and Rationale</b> <i>[insert narrative here]</i>			

<b>Objective 6:</b>	insert objective as approved by FDOE		
<b>Description of Activities:</b>	Click or tap here to enter text.		
<b>Description of Assessment:</b>	Click or tap here to enter text.		
<b>Measure and Data Collected:</b>	Click or tap here to enter text.		
<b>Data Timeline:</b>	Click or tap here to enter text.		
<b>Data Quality:</b>	Click or tap here to enter text.		
<b>Continuous Assessment:</b>	Click or tap here to enter text.		
<b>Student Inclusion:</b>	Click or tap here to enter text.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<i>[enter benchmark percentage]</i>	<i>[enter total number of students assessed]</i>	<i>[enter number of students that met or exceeded the benchmark]</i>	<i>[insert midyear percentage]</i>
<b>Narrative</b> <i>[enter narrative, charts and additional information here]</i>			
<b>Proposed Programmatic Changes and Rationale</b> <i>[insert narrative here]</i>			
<b>Proposed Data Collection Changes and Rationale</b> <i>[insert narrative here]</i>			

<b>Objective 7:</b>	insert objective as approved by FDOE		
<b>Description of Activities:</b>	Click or tap here to enter text.		
<b>Description of Assessment:</b>	Click or tap here to enter text.		
<b>Measure and Data Collected:</b>	Click or tap here to enter text.		
<b>Data Timeline:</b>	Click or tap here to enter text.		
<b>Data Quality:</b>	Click or tap here to enter text.		
<b>Continuous Assessment:</b>	Click or tap here to enter text.		
<b>Student Inclusion:</b>	Click or tap here to enter text.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<i>[enter benchmark percentage]</i>	<i>[enter total number of students assessed]</i>	<i>[enter number of students that met or exceeded the benchmark]</i>	<i>[insert midyear percentage]</i>
<b>Narrative</b> <i>[enter narrative, charts and additional information here]</i>			
<b>Proposed Programmatic Changes and Rationale</b>			

<i>[insert narrative here]</i>
<b>Proposed Data Collection Changes and Rationale</b>
<i>[insert narrative here]</i>

<b>Objective 8:</b>	insert objective as approved by FDOE		
<b>Description of Activities:</b>	Click or tap here to enter text.		
<b>Description of Assessment:</b>	Click or tap here to enter text.		
<b>Measure and Data Collected:</b>	Click or tap here to enter text.		
<b>Data Timeline:</b>	Click or tap here to enter text.		
<b>Data Quality:</b>	Click or tap here to enter text.		
<b>Continuous Assessment:</b>	Click or tap here to enter text.		
<b>Student Inclusion:</b>	Click or tap here to enter text.		
<b>Benchmark</b>	<b>Number of Students Assessed</b>	<b>Number of Students Achieving Benchmark</b>	<b>Percentage</b>
<i>[enter benchmark percentage]</i>	<i>[enter total number of students assessed]</i>	<i>[enter number of students that met or exceeded the benchmark]</i>	<i>[insert midyear percentage]</i>
<b>Narrative</b>			
<i>[enter narrative, charts and additional information here]</i>			
<b>Proposed Programmatic Changes and Rationale</b>			
<i>[insert narrative here]</i>			
<b>Proposed Data Collection Changes and Rationale</b>			
<i>[insert narrative here]</i>			

## 5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys as a program. This summary does not need to be broken out by center.

## 5.3 Student Success Snapshot

Select a participating student that has demonstrated success on one or more of the program's objective assessments. In the text box below, create a brief narrative of

- the student's experiences with the 21<sup>st</sup> CCLC program,
- the student's progress and outcomes (based on data collected during the year and prior years if available) and
- how the program may have played a role in the student's success.

**Be sure NOT to identify the student by name or through other student identifying information. If a picture is included, it should be angled in a way that the student's face is not identifiable.**

## 5.4 Other Outcomes

*In the text box below, include any other relevant findings pertaining to this 21<sup>st</sup> CCLC program. Potential findings could address, but are not limited to,*

- *statements from students and family members,*
- *administrators and/or teachers,*
- *community impact,*
- *performance outcomes and*
- *results of recent needs assessments.*

## 6.0 CHALLENGES AND ADAPTABILITY

*In the text box below, provide a narrative of the challenges and disruptions faced during the 2019-2020 grant year and how the program's staff worked to become adaptable during this time. This may include, but is not limited to:*

- *school closures*
- *epidemics and pandemics*
- *natural disasters*
- *district changes*
- *extreme staffing turnover*
- *curricula*
- *enrollment changes*
- *grant processes*
- *renewability*

## 7.0 PROGRESS TOWARD SUSTAINABILITY

Report the data elements outlined in the table below and provide a brief narrative on the partnerships designed to enhance the quality of services offered and to ensure the sustainability of the 21<sup>st</sup> CCLC program (bulleted summary is acceptable). The narrative should include:

- the total estimated value of contributions to the program,
- the annual budget amount required to fund the program,
- the percentage toward sustainability, and
- how the program plans to meet any gaps in funding before the grant ends.

Note: There are two types of collaboration: partnerships and contractors. Partners do not receive any monetary compensation for services rendered, while subcontractors receive payment. The aim of this section is to measure sustainability through financial contributions to the program, therefore only contractors who charge less than full value should be included in the contractor section.

**Table 16. Partnerships and Contracts**

Agency Name	Type of Service Provided	Estimated Value (\$) of Service*	Amount (\$) Paid**	Estimated Value (\$) of Contribution***
----- PARTNERSHIPS -----				
Agency Name			\$0	
Agency Name			\$0	
----- CONTRACTOR CONTRIBUTIONS -----				
Agency Name				
Agency Name				
<b>Total:</b>				
<b>Annual Budget Amount:</b>				
<b>% toward Sustainability:</b>				
<p>* Estimated total value if the service were paid for in full, regardless of the amount actually paid, if any.            ** Amount paid to a subcontractor for the service. If the subcontract is paid in full, it should not be listed on this table.            *** For partners, this is the total estimated value of the service (i.e., nothing paid by the program). For subcontractors, this is the total estimated value of the service minus the amount paid.</p>				

### Closeout Program Requirements (Outgoing Cohorts)

In the text box below, provide a narrative that encompasses the following four elements.

- **Community Relationships**

*Describe the strategies your organization employed to build and sustain broad-based community support, detail the strategies your organization employed to identify, cultivate and sustain community partners, and list any strategic partnerships your program was able to develop. Describe what strategies you employed to build and sustain strong strategic partnerships.*

- **Accounting for Change**

*Explain the strategies your organization employed to address current and future student and organization needs, and describe the strategies your organization employed to adapt to a changing environment.*

- **Strategic Financing**

*Summarize the resources that were required to carry out these strategies, describe the strategies your organization employed to coordinate resources and control costs, and provide a brief profile of current funding sources along with strategies for diversifying and sustaining future funding streams.*

## 8.0 LESSONS LEARNED AND RECOMMENDATIONS

*Provide a narrative with an overall assessment of your 21<sup>st</sup> CCLC program impact in the text box below. This may include, but is not limited to:*

- *reflection of the lessons learned throughout the grant year*
- *impact on the students*
- *impact on the community*
- *recommendations to enhance program quality for the next grant year*
- *recommendations specific to program areas and activities*
- *recommendations specific to program objectives*
- *discuss any recommended changes for data collection or other evaluation methods*

## APPENDIX A

*This section is optional. In this section's text box, subrecipients have the opportunity to provide additional information (including charts and graphs) that may enhance the stakeholders' understanding of the program. This can include items such as:*

- *a national and/or state overview of the 21<sup>st</sup> CCLC program*
- *the history of the role of afterschool programming*
- *detailed information about partners and subcontractors*



