Summative Evaluation Report

Grantee: **Palm Beach CSD** | Grant: **Outstanding Kidz (C20)**(**500-2444B-4C004**) | Cohort: **20** | **2** Sites

1. Introduction to Program

The School District of Palm Beach County (SDPBC) 21st CCLC Outstanding Kidz program was granted $500,00.00 to provide student-centered services at two locations Palmetto Elementray and West Gate Elementray during the FY2023-2024 academic year and summer. The principal objective of the program is to deliver comprehensive academic instruction and enrichment activities to all students. It is specifically structured to enhance students' academic performance and foster essential skills for life and learning (SLL). Additionally, it seeks to encourage parental involvement and engagement within the student and local communities. The program provided in-person programming consistent with the regular school day, with objectives to improve elementary school students by: (1) enhancing academic achievement in English Language Arts (ELA) and Mathematics, (2) improving attendance rates, (3) enhancing behavior, and (4) increasing their engagement in school.

The overarching purpose of the program is to ensure that all students reach a high level of academic achievement. The SDPBC Outstanding Kidz program is dedicated to helping students excel academically, develop crucial teamwork skills, comprehend the strengths and needs of their community, and prepare for success in higher education and future careers. Moreover, the program is committed to addressing and closing the academic achievement gap while fostering the development of SLL skills essential for students' future success. It is essential to highlight that this initiative is a collaborative effort involving the SDPBC Department of Extended Learning and Prime Time Palm Beach County, a nonprofit organization deeply committed to supporting afterschool programs.
The schools targeted for the Smiling Kidz grant mainly serve minority students who are economically and academically disadvantaged. The students who benefit from the grant may have one or more of the following risk factors: eligibility for free or reduced-price lunch, at risk of academic failure or grade retention, scoring below their current grade level, identified as English Language Learners (ELL), or identified as vulnerable (e.g., homeless, foster children, etc.). The grant aims to provide targeted support to these students to help address their specific needs and improve their academic outcomes.

Recruitment methods were consistent across the two program sites (Palmetto and West Gate). School administrators, teachers, and site coordinators identified at-risk students based on academic and personal factors. Principals supported recruitment through various means such as all-calls, posting flyers, and sending direct letters home with the most at-risk students. Social media and word-of-mouth were also used to support recruitment efforts. The students who attended the programs were representative of the overall student population within the targeted schools. With students participating in community service initiatives and outreach programs, students witness the direct influence they have on their local environment and the lives of others. Their contributions have not only made a tangible impact but have also led to a greater number of individuals and organizations showing a vested interest in the community, schools, and students. This has fostered a strong sense of community pride and involvement, encouraging students to become proactive and engaged citizens.

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2. Student Characteristics

The 21st Century Community Learning Centers (CCLC) Outstanding Kidz program, operated by the School District of Palm Beach County (SDPBC), provides a variety of services to a diverse group of students. Participants range from kindergarten to fifth grade, engaging in both afterschool and summer programs. Data regarding student enrollment success, demographics, race and ethnicity, as well as total participants per grade level for each programming site during the operational year of FY2023-2024 (covering Summer 2023 and the academic year) is presented in Tables 2.1 to 2.4. In the summer of 2023, the program catered to 132 students, while the academic year of FY2023-2024 saw an increase to 165 students served. To gain insights into the needs of the population served, Table 2.2 outlines the specific requirements identified within the targeted demographic. The Outstanding Kidz program effectively met the needs of all student demographics, as evidenced by Table 2.3, which indicates successful student retention across various racial and ethnic groups within the targeted schools. Additionally, Table 2.4 details the grade levels represented in the Outstanding Kidz program, reflecting a distribution that aligns with the typical ages of students in the targeted schools. Overall, the program faced minor challenges in data collection.

2.1 Student Enrollment Total

Table 2.1. Student Enrollment: Total Participating Students for Summer 2023 and 2023-2024 Academic Year

Site Name	Total Participating Enrollment (attending at least one hour)	
	Summer	Academic Year
Palmetto Elementary (C20)	62	82
West Gate Elementary (C20)	70	83

2.2 Student Demographics

Table 2.2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced Price Lunch	Gender		
				Male	Female	Other
Palmetto Elementary (C20)	67	19	79	50	48	0

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West Gate Elementary (C20)	82	20	86	47	64	0

Table 2.3. 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**
Palmetto Elementary (C20)	0	0	7	85	0	6	0	0
West Gate Elementary (C20)	0	1	17	88	0	5	0	0

Table 2.4. Student Grade: Total Participating Students

Site Name	Grade In School*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Palmetto Elementary (C20)	0	6	20	20	18	15	11	8	0	0	0	0	0	0	98
West Gate Elementary (C20)	0	10	20	12	21	19	28	1	0	0	0	0	0	0	111

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3. Project Operations

The 21st CCLC (Cohort 20) Outstanding Kidz grant, now in its 2nd year of operation, continues to deliver exceptional summer and afterschool services for the FY2023 -2024 school year, which includes Summer 2023 and the academic year of 2023-2024. This year, the program is active at Palmetto Elementary School and West Gate Elementary School.

Summer: The summer session began on June 12, 2023, and concluded on July 20, 2023. During this period, the program offered a robust schedule of 28 days of engaging and educational activities, totaling 224 hours of programming. These sessions were meticulously designed to provide students with enriching experiences and support their academic and personal development during the summer. The activities included a wide range of subjects such as STEM, arts and crafts, physical education, team-building exercises, skills for life and learning activities.

Academic Year: The academic year operations commenced on August 14, 2023, and ran through May 3, 2024. Throughout this timeframe, the program provided 160 days of afterschool programming, amounting to 480 hours of focused, high-quality educational support. This extended period of programming was strategically structured to complement and enhance the students' learning experiences during the regular school year. The afterschool sessions included supplemental meals and snacks, homework assistance, enrichment activities, and an array of expanded learning opportunities to support the students' academic and personal growth.

Type of Programming:

Summer and Academic Year: Throughout both the summer and academic year sessions, all program sites followed a face-to-face instructional model to create a dynamic and interactive learning environment. Each Certified Teacher/Instructor team was dedicated to delivering high-quality educational experiences to small, manageable groups of no more than 20 students. This approach was tailored to meet the diverse needs of students, allowing for personalized attention and effective instructional support.

The Enrichment Instructors played a pivotal role in the program by actively interacting with students during snack and supper times and engaging them in physical wellness activities.

These activities were specifically designed using the SPARK (Sports, Play, and Active Recreation for Kids) curriculum. Additionally, the instructors also provided supplementary support during academic enrichment blocks, assisting both teachers and students to enrich the overall learning experience. Typically, students received support in a 1:10 ratio, ensuring that each student had ample opportunity for individual attention and support throughout the operational day.

Summary of Operations:

Summer: During the summer session, each program site was operational Monday through Friday, providing a consistent and reliable schedule over the course of 28 days. The program was structured to operate for 8 hours each day, amounting to a total of 224 hours of service throughout the summer. This comprehensive schedule ensured that students received extensive engagement and support during their break.

Academic Year: Throughout the academic year, each program site maintained a Monday through Friday operation, spanning a total of 160 days. The program was delivered over a 3-hour period each day, which cumulatively resulted in 480 hours of programming for the academic year. This structured timetable was designed to

provide consistent academic and enrichment support during after school hours.

Types of Activities:

Summer and Academic Year:

The Outstanding Kidz grant offers a diverse range of activities designed to foster comprehensive student development during both the summer and academic year sessions.

Academic Enrichment: The Academic Advisors facilitated a variety of instructional activities, including reading and writing exercises, mathematics problem-solving, and science experiments. These activities are complemented by educational field trips during the summer that enrich learning through real-world experiences. To further support math education, students had access to adaptive interactive online mathematics programs. This program tailors instruction to each student's skill level, allowing them to master concepts at their own pace and reinforce their learning effectively.

STEM and Critical Thinking: The program integrates a robust STEM (Science, Technology, Engineering, and Mathematics) curriculum, supplemented by a wealth of classroom resources. The resources were designed to enhance the students' thinking, reasoning, and investigative skills while promoting teamwork and creativity. Students engage in hands-on projects and challenges that stimulate curiosity and problem-solving abilities.

Personal Enrichment: In addition to core academic subjects, students participate in a variety of personal enrichment activities. These include expanded learning opportunities (ELOs) such as engaging on-campus field trips, artistic endeavors, and physical wellness programs. The curriculum also includes service learning projects that foster community involvement and skills for life and learning activities that prepare students for future success.

Alignment with GPRA Objectives: All activities are meticulously aligned with the Government Performance and Results Act (GPRA) objectives as outlined by the state. This alignment ensures that the program meets key educational and developmental goals, providing students with meaningful and impactful learning experiences.

Transitions:

Smooth transitions between program activities are a cornerstone of the Outstanding Kidz grant's operational efficiency and student engagement. The Academic Advisors played a pivotal role in ensuring these transitions were seamless and effective.

Structured Routines and Expectations: To facilitate a fluid transition from one activity to the next, each program site has established well-defined expectations and routines. These routines are meticulously designed to guide students through each part of the day, minimizing downtime and maximizing productivity. By setting clear expectations, teachers ensure that students understand what is required of them at each transition point, reducing confusion and maintaining focus.

Strategic Time Management: Program sites allocate dedicated time between activities to allow for smooth transitions. This buffer period is essential for students to shift their attention and prepare for the next activity without feeling rushed. This thoughtful approach helps maintain a calm and orderly environment, ensuring students are ready and engaged for each new session.

Centralized Meeting Locations: To further enhance the efficiency of transitions, centralized meeting locations are established for student arrival and dismissal. These

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designated areas serve as organized points for students to gather, facilitating smooth entry and exit from activities and minimizing disruptions.

Table 3.1 Summer 2023 Operations

Site Name	**Total # of weeks** This site was open	**Total # of days** This site was open	**Typical # of hours per day** This site was open			**Total # of days** This site was open		
			Weekdays	**Weekdays Evenings**	**Weekend/ Holidays**	**Weekdays**	**Weekdays Evenings**	**Weekend/ Holidays**
West Gate Elementary (C20)	6	29	8:00	0:00	8:00	28	0	1
Palmetto Elementary (C20)	6	29	7:30	0:00	7:30	28	0	1

Table 3.2 2023-2024 Academic Year Operation

Site Name	**Total # of weeks** This site was open	**Total # of days** This site was open	**Typical # of hours per day** This site was open				**Total # of days** This site was open			
			Before School	**During School**	**After School**	**Weekends/ Holidays**	**Before School**	**During School**	**After School**	**Weekends/ Holidays**
West Gate Elementary (C20)	38	190	0:00	0:00	3:00	3:00	0	0	160	30
Palmetto Elementary (C20)	38	190	0:00	0:00	3:00	3:00	0	0	160	30

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4. Staff Characteristics

During the 2023-2024 school year the composition of the Outstanding Kidz staff played a crucial role in fostering a supportive and effective learning environment. The staff was composed of 19 certified teachers, all of whom brought a wide range of experiences. Several had advanced degrees as well as obtained certifications in specialized areas. Additionally, each school boasted a qualified support staff that assisted in catering to a variety of learning styles and needs. A total of 14 support staff worked with Outstanding Kidz for the 2023-2024 school year. All staff received background checks and were cleared prior to working with students.

The staff to student ratio is a critical factor in a school's ability to provide high-quality instruction. The staff to student ratio of 1:10 in academics and 1:20 in enrichment was maintained at all sites to support an effective learning environment. The academic content was consistently taught by certified teachers with the support of the enrichment instructors. Maintaining the ratio allowed ample opportunity for learning to occur. Additionally, students were grouped by grade level to allow for instruction to be standards driven effectively.

Although hiring qualified staff continued to pose a challenge, due to positions being part time & without benefits, school turnover remained somewhat low. This was due in part to job sharing opportunities, which enabled staff burnout to decrease. During FY24, in order to identify high quality staff to support our schools, the grant Program Directors attended eleven Job Fairs. Additionally, flyers were created and shared with Site Coordinators to use in recruitment of candidates to their school.

With professional development being the cornerstone of a high quality education program, over 40 in-person and virtual training were offered to all sites. We continued to be committed to providing ongoing opportunities for staff to refine their skills, stay updated on the latest curriculum and collaborate with colleagues. Topics and offerings included:

- 1 Site Coordinator Training
- 4 Curriculum
- 6 SPARK
- 2 Classroom Management
- 3 EZReports
- 2 Imagine Math
- 5 Best Practices for Working with Children
- 2 Principal Training
- 4 Playground Safety First
- 3 CPR
- 3 Dreambox Math
- 1 Reader's Theatre
- 1 Field Trip Training
- 1 Summer Training
- 2 Summer Safety

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Our highly qualified team was dedicated to providing exceptional support through regular collaboration and hands-on engagement. Each month, the team held focused meetings to discuss progress, share best practices, and address any challenges that arose. In addition to these meetings, the team conducted site visits to gain firsthand insight into the unique needs of each location, offering tailored guidance and solutions. The combination of consistent communication and in-person support enabled the team to effectively address issues, foster growth, and maintain high standards across all sites.

Table 4.1 Program Staff Types by Category

Site Name	Type (Paid and Volunteer)	Administrators and Coordinators	College Students	Community Members	High School Students	Parents	School Day Teachers (including substitutes)	Non-teaching School Day Staff	Sub-contracted Staff	Other
Palmetto Elementary (C20)	Paid	1	0	0	0	0	10	3	0	1
	Volunteer	0	0	0	0	0	0	0	0	0
West Gate Elementary (C20)	Paid	1	0	0	0	0	9	8	0	0
	Volunteer	0	0	0	0	0	0	0	0	0

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5. Outcomes

Objectives, Activities, Data Collection Methodology and Outcomes

Data Collection Methodology

The data collection methodology employed in this study was systematic and utilized data sourced from the School District of Palm Beach County (SDPBC) Student Information System (SIS). An appointed data specialist for the 21st Century Community Learning Centers (21st CCLC) facilitated the process by accurately entering all collected academic, behavioral, and attendance information into EZ Reports. This structured approach ensured that the data was both reliable and comprehensible.

Outcomes Met

In alignment with the benchmarks designated for the FY23-24 school year, program sites successfully implemented various strategies to enhance student learning. This included providing independent, high-interest reading materials and targeted curriculum designed to support and elevate reading fluency and comprehension levels. Additionally, certified teachers integrated supplementary reading activities across all subject areas. For mathematics support, students engaged with the Imagine Learning interactive math program, promoting a comprehensive understanding of mathematical concepts.

Impact on Population Served

The feedback received from stakeholders highlights several key positive impacts on the student population served by the program. Notable outcomes include:

- **Increased Academic Performance:** Students demonstrated improvements in their academic achievements across various subjects, particularly in reading and mathematics.
- **Improved Social Behaviors:** Participants exhibited enhanced social skills and behaviors, fostering a more collaborative learning environment.
- **Increased Attendance:** A notable rise in attendance rates was reported, indicating higher student engagement and commitment to their education.
- **Enhanced Skills for Life and Learning:** Students experienced growth in critical life skills such as self-reflection, self-confidence, and the ability to interact more effectively with peers.

Moreover, students perceive the program as a reliable and secure environment that provides continuous support and enriching programming opportunities.

Data Collection Challenges

Throughout the data collection process, we encountered no challenges in acquiring academic, behavioral, and attendance data from the School District. The smooth

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retrieval and input of data facilitated an efficient research process and contributed to the overall effectiveness of the evaluation.

This comprehensive methodology and the subsequent positive outcomes underscore the program's effectiveness in enriching students' educational experiences and supporting their holistic development.

Table 5.1 Program Performance Table

Domain	Objective#	Total # of Participants Served	Total # of Participants Measured	% of Participants Measured	Total # of Participants Meeting SOS	% of Participants Meeting SOS	Benchmark Met
English Language Arts - FSA Scores	1.A.1	209	118	56	31	26	N
English Language Arts - FSA Monitoring	1.A.2	209	161	77	43	27	N
Mathematics - FSA Scores	1.B.1	209	118	56	48	41	N
Mathematics - FSA Monitoring	1.B.2	209	155	74	33	21	N
Grade Point Average (Unweighted)	1.C	9	0	0	0	0	N
Attendance/Dropout Prevention	2.A	193	0	0	0	0	N
In-School Suspensions	3.A.1	193	107	55	107	100	Y
Behavior Referrals	3.A.2	193	87	45	85	98	Y
Safe and Supportive Relationships	4.A.1	193	126	65	98	78	Y
Engagement	4.A.2	193	126	65	100	79	Y

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Stakeholder Surveys

During the FY23-24 school year, we distributed Stakeholder Surveys to school day teachers via email and paper copies from April 3 to May 31, 2024. Weekly reminders were sent to encourage participation; however, we did not achieve 100% completion. Several factors contributed to this shortfall:

1. **Student Transitions**: Some students were dropped from the program and were no longer enrolled during the survey collection period.
2. **Relocation**: Students possibly move to another school, school district in or outside Florida.
3. **Late Enrollments**: Students who enrolled just before the school year ended posed challenges for teachers to assess their progress.
4. **Staff Changes**: Teacher relocations or the presence of substitute teachers who were unfamiliar with the students affected survey completion.

Recommendations for Improvement

To enhance survey completion rates in the upcoming school year, we recommend focusing on active students who have participated in the program for at least 4 to 6 months. This approach would help ensure more reliable data and potentially increase overall completion rates.

Table 5.2 Stakeholder Survey Responses

Survey Question	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
Q1. Student engagement is the degree of attention, curiosity, and interest as well as the level of motivation students demonstrate while learning. How would you describe this student's level of engagement for the 2023-2024 School Year?	65	79
Q2. Safe and supportive relationships for students are cultivated by positive interactions and emotional support with peers and adults. How would you describe this student's level of safe and supportive relationships with peers and adults for the 2023-2024 School Year?	65	78

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6. Progress Toward Sustainability

The grant funding is essential for the continuation of the Outstanding Kidz program. Without this support, the Outstanding Kidz program would transition to a fee-based model that lacks qualified teachers.

Partnerships: Regular communication has been maintained with program partners, with monthly updates expressing gratitude and discussing ways to enhance services. Recently, the program added two new partners, Kidzart and Resource Depot, while sustaining collaborations with twenty-six existing partners.

Program Team Board: The Program Team Board consists of 16 stakeholders, including administrators, principals, coordinators, teachers, parents, and business representatives from all sites served by the SDPBC 21st CCLC grants. The board convened three times virtually (November, February, and May) and provided valuable feedback on enhancing family services, community partnerships, and strategies for increasing parent engagement.

Contributions to the Program: The Outstanding Kidz program secured approximately $32,440 in contributions, which represents 6% of the $500,000 grant awarded for 2023-2024. These contributions supported various program activities, including facilities, utilities, snacks/meals, staffing, curriculum, and materials. Partners offered both on-site and virtual experiences for students, enriching the program's impact.

Table 6.1 Program Partners

Agency Name	Type of Service Provided	Estimated Value ($) of Service or Contribution	Type of Contribution
UF/IFAS Extension Fitness	Programming/Activity-Related Services, Goods/Materials, Paid Services	900.00	Partner
Florida Fishing Academy	Programming/Activity-Related Services, Paid Services	700.00	Partner
Center Creative Education (CCE)	Programming/Activity-Related Services, Goods/Materials, Paid Services	1800.00	Partner
Cox Science Center & Aquarium	Programming/Activity-Related Services, Goods/Materials, Paid Services	1300.00	Partner
Digital Vibez	Programming/Activity-Related Services, Paid Services	1000.00	Partner

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FAU Pine Jog Environmental Education Center	Programming/Activity-Related Services, Paid Services	600.00	Partner
Flipany	Programming/Activity-Related Services, Goods/Materials, Paid Services	600.00	Partner
Girls on the Run PBC	Programming/Activity-Related Services, Goods/Materials, Paid Services	2000.00	Partner
Green Mouse Academy	Programming/Activity-Related Services, Paid Services	1050.00	Partner
Literacy Coalition of Palm Beach County	Programming/Activity-Related Services, Goods/Materials, Paid Services	1000.00	Partner
Resource Depot	Programming/Activity-Related Services, Goods/Materials, Paid Services	150.00	Partner
UF IFAS Extension Family 4-H Program	Programming/Activity-Related Services, Goods/Materials, Paid Services	1000.00	Partner
YMCA of South Palm Beach County	Programming/Activity-Related Services, Paid Services	1300.00	Partner
Youth Speak Out International	Programming/Activity-Related Services, Paid Services	1400.00	Partner
Divinity Dance	Programming/Activity-Related Services, Paid Services	500.00	Partner
Nexplore	Programming/Activity-Related Services, Goods/Materials, Paid Services	500.00	Partner
Boca Museum of Art	Programming/Activity-Related Services, Goods/Materials, Paid Services	800.00	Partner
Kidzart PBC	Programming/Activity-Related Services, Goods/Materials, Paid Services	500.00	Partner
CAPE Universal	Programming/Activity-Related Services, Paid Services	600.00	Partner
Charity for change	Goods/Materials, Paid Services	750.00	Partner
Imagine Learning	Goods/Materials	30.00	Partner
Mindworks	Goods/Materials	400.00	Partner

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Prime Time of Palm Beach County	Programming/Activity-Related Services, Goods/Materials, Paid Services	4100.00	Partner
SDPBC	Funding/Fundraising, Goods/Materials	7560.00	Partner
Young Singers of the Palm Beaches	Programming/Activity-Related Services, Paid Services	300.00	Partner
UF IFAS Extension Family Nutrition Program	Programming/Activity-Related Services, Goods/Materials, Paid Services	900.00	Partner

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7. Program Reflection

The School District of Palm Beach County's 21st Century Community Learning Centers (21st CCLC) Outstanding Kidz program has successfully implemented a diverse array of activities designed to achieve key objectives, including:

1. Improving Academic Achievement: The program has focused particularly on enhancing students' performance in English Language Arts (ELA) and Mathematics, providing targeted tutoring and engaging activities that reinforce classroom learning.

2. Increasing Attendance Rates: Efforts have been made to create a more appealing and engaging after-school environment, which has contributed to improved student attendance.

3. Enhancing Student Behavior: The program has implemented behavioral support strategies and positive reinforcement techniques aimed at fostering a respectful and collaborative atmosphere among students.

4. Boosting Engagement in School: Activities tailored to spark students' interests, such as arts, sports, and STEM projects, have been central to increasing overall engagement in the academic environment.

Reflections of Lessons Learned:

Throughout the program's implementation, it became evident that providing students with all necessary materials at the start of each term—fall, spring, and summer—was crucial for their success. The program adopted a continuous improvement model, which allowed for regular assessments and adjustments based on student needs and feedback. Conducting thorough needs assessments and ensuring timely delivery of materials contributed significantly to student achievement. Directors learned that consistent site visits are essential for effectively monitoring teachers and program delivery. This hands-on approach allows for immediate feedback and adjustments, ensuring that instructors stay aligned with program goals.

Site Coordinators played a vital role in facilitating daily activities that encompassed various aspects of student life. This included not only academic support but also enrichment activities, ensuring a safe environment, and maintaining open lines of communication with parents. Effective management of site operations was also a key responsibility. Site Coordinators demonstrated remarkable commitment to the program's success. They remained adaptable to the evolving needs of students and families, often adjusting plans in real time. Regular communication with both internal stakeholders (teachers, administrators) and external stakeholders (parents, community members) fostered a collaborative environment conducive to student success.

Program Directors provided Site Coordinators with comprehensive support, including extensive training and access to resources, resulting in enhanced efficiency in meeting deliverable deadlines. Timeliness in submitting reports and program updates emerged as a critical factor in maintaining the integrity and accountability of the program. To ensure smooth day-to-day operations, Program Directors prioritized maintaining consistent communication with school Principals and Site Coordinators. Collaborative relationships with school administrators proved to be essential for aligning program goals with the School Improvement Plans, thereby maximizing resources and support for students.

A diverse range of professional development opportunities was offered to all stakeholders. This included workshops on instructional strategies, leadership training

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programs, and resources aimed at enhancing the capacity of staff to meet student needs. Principals involved in the program developed a deeper understanding of the expectations associated with the 21st CCLC program. They received in-depth training on close-out processes, summer programming, and the extent of academic support provided, which had a direct impact on students' success. Collaboration among various stakeholders led to improved data collection and reporting accuracy. This collaborative environment encouraged the sharing of best practices and resources, further enhancing the overall effectiveness of program implementation.

Stakeholders collectively acknowledged that recruiting and retaining qualified staff is essential for the program's continuity and success. The administration actively participated in over a dozen job fairs to attract dedicated educators. Feedback from participating parents offered valuable insights, highlighting potential areas for improvement while reinforcing successful practices already in place. Additionally, there was a focused initiative on training related to physical wellness, promoting a holistic approach to student development.

Recommendations to Enhance Quality of Services:

To enhance sustainability, programs are encouraged to address inconsistencies in student-to-staff ratios. Establishing a balanced ratio will ensure that students receive the attention and support they need. Moreover, programs should prioritize the continuous development of employee skills by encouraging participation in various professional development offerings. This investment in staff training will not only improve program quality but also cultivate a more knowledgeable and capable workforce.

Innovative methods for sharing information through technology should be developed to streamline communication. Expanding parental communication and ensuring real-time updates can significantly improve family engagement in the program. Finally, increasing community partnerships is essential to support family engagement opportunities. Building strong links with local organizations will bolster resources, provide enrichment opportunities, and create a supportive network for families involved in the 21st CCLC program.