

SUMMATIVE EVALUATION REPORT
Project Year 2022-2023



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

Subgrantee Name

Boys & Girls Clubs of Central Florida
Universal Orlando Foundation Branch
Project Number 48E-2443B-3P002

Submission Environment
EZReports

Summative Evaluation Report Process

The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the Every Student Succeeds Act (ESSA). Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, the specific purposes of the federal law are to:

- Provide opportunities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.
- Offer students a broad array of additional services, programs and activities during non-school hours [also in-school hours for Extended Learning Programming subrecipients] such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

The **Summative Evaluation Report (SER)** process of the 21st CCLC is a comprehensive assessment that evaluates the program's effectiveness in achieving its goals. 21st CCLC subrecipients are required to participate and provide data as requested to the USED and FDOE. Subrecipients are required to undergo periodic evaluation to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success ESEA Section 4205(b)(2)(A). Subrecipients must frequently review and utilize data collected for continuous improvement for student success. Subrecipients are required to post a summative report for their partners and the public identifying the annual outcomes of the program ESEA Section 4205(b)(2)(B)(ii). The report template has been developed by the FDOE-21st CCLC program office and serves as a tool for subrecipients to conduct self-evaluation.

Subrecipients are expected to complete this **SER** using both qualitative and quantitative information pertaining to various aspects of the program. This includes details on student characteristics, project operations, staff characteristics, outcomes, and sustainability efforts. The purpose of collecting this information is to gauge the overall impact and success of the 21st CCLC program for strategic continuous improvement and to identify areas for improvement and future planning. By gathering these data and insights, subgrantees can assess the effectiveness of their programs, make data-informed decisions, and demonstrate accountability to the federal and state agencies involved and the communities served by the grant. This evaluation process plays a crucial role in ensuring that the 21st CCLC program remains focused on achieving its objectives and delivering quality services to students and communities.

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1.0 INTRODUCTION OF PROGRAM

The 21st Century Community Learning Centers (CCLC) Afterschool Program at our Universal Orlando Foundation Branch serves as a vital resource for students in grades K-5 from Target schools such as Eagles Nest, Eccleston, Orlo Vista, and Washington Shores Elementary, as well as surrounding private and charter schools in the area. The program's primary function and purpose are twofold: to provide academic support and enrichment activities that complement classroom learning, and to foster the holistic development of participating students through a range of engaging and culturally relevant experiences.

The population served by the program reflects the diverse demographics of the surrounding community, comprising students from various socio-economic backgrounds and cultural identities. Many of these students come from families facing economic challenges, while others may be English language learners or have special learning needs. Despite their diverse backgrounds, all students share a common need for academic support, mentorship, and opportunities for personal growth outside of the regular school hours.

At the Universal Orlando Foundation Branch, the 21st CCLC Afterschool Program has had a profound impact on both the community and the students served. Through its comprehensive programming, the program has become a hub of learning, creativity, and community engagement, contributing to the overall well-being and academic success of participants.

One of the program's key characteristics is its emphasis on academic support and enrichment tailored to the needs of students from Eagles Nest, Eccleston, Orlo Vista, Washington Shores Elementary, and other nearby private and charter schools. Highly qualified staff members provide targeted assistance with homework completion, literacy skills development, and math proficiency, helping students strengthen their academic foundations and achieve their learning goals. Additionally, enrichment activities such as STEM projects, arts and crafts, and cultural exploration opportunities broaden students' horizons and ignite their passion for learning beyond the classroom.

Moreover, the program plays a vital role in enhancing the community by providing a safe and supportive environment for students during critical after-school hours. For many families, the program serves as a lifeline, offering a reliable source of supervision and enrichment for their children while they work or attend to other responsibilities. By alleviating the burden of childcare and providing access to high-quality educational opportunities, the program empowers families to pursue their goals and aspirations with confidence.

Furthermore, the Universal Orlando Foundation Branch's 21st CCLC Afterschool Program fosters a sense of belonging and connection among participants, creating a supportive community where students can develop social-emotional skills, build positive relationships, and cultivate a strong sense of identity and self-worth. Through collaborative projects, team-building activities, and mentorship opportunities, students learn the value of

cooperation, empathy, and leadership, preparing them to become responsible and engaged members of society.

In summary, the 21st CCLC Afterschool Program at our Universal Orlando Foundation Branch serves a vital function within the community by providing academic support, enrichment opportunities, and a nurturing environment for students in grades K-5 from Eagles Nest, Eccleston, Orlo Vista, Washington Shores Elementary, and surrounding private and charter schools. Its impact extends beyond the individual participants, contributing to the overall well-being and vitality of the community as a whole. Through its dedication to academic excellence, cultural enrichment, and community engagement, the program exemplifies the transformative power of afterschool programming in shaping the future of our youth and communities.

2.0 STUDENT CHARACTERISTICS

Table 1 provides insights into the total participating student enrollment at the Universal Orlando Foundation Branch for both Summer 2022 and the 2022-2023 Academic Year within the 21st Century Community Learning Centers (CCLC) program. The participating student count encompasses students who engage in at least one hour of programming offered by the center.

During Summer 2022, the Universal Orlando Foundation Branch did not register any participating students, indicating a hiatus (no program offerings) in program activities during this period. However, during the subsequent 2022-2023 Academic Year, the total participating enrollment rose significantly to 152 students, signaling a resumption of programming and a renewed commitment to serving the educational needs of the community.

Table 2 provides a comprehensive overview of the demographic characteristics of the total participating students at the Universal Orlando Foundation Branch within the 21st Century Community Learning Centers (CCLC) program. The data presented encompasses English Language Proficiency, identification with special needs, eligibility for free or reduced-price lunch, and gender distribution.

Of the participating students, 13 are identified as English Language Learners, highlighting the linguistic diversity within the student population. Additionally, 9 students are identified as having special needs, indicating the center's commitment to inclusivity and providing support to students with diverse learning requirements.

The data also reveals that 145 students are eligible for free or reduced-price lunch, indicating a significant portion of the student body may come from economically disadvantaged backgrounds. This underscores the center's role in providing essential resources and support to students facing financial barriers to educational success.

In terms of gender distribution, there are 84 male students and 68 female students participating in the program. However, there is no data provided for students identifying as "Other" gender, highlighting potential challenges in capturing and reporting on gender diversity within the student population.

Table 3 provides a detailed breakdown of the racial and ethnic composition of the total participating students. This data serves to illustrate the diverse backgrounds and cultural richness present within the student population.

Of the 130 participating students, the majority identify as Black, reflecting a significant demographic presence within the program. Additionally, there are 19 students identifying with Hispanic or Latino ethnicity, further contributing to the cultural diversity of the cohort.

While the data indicates substantial representation from these racial and ethnic groups, there is limited representation from other demographics. Only a small number of students identify as American Indian or Alaska Native, Asian, Black or African American, Hawaiian or Pacific Islander, or Two or more races. This suggests potential areas for increasing diversity and inclusivity within the program, ensuring all students feel represented and supported.

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students* for Summer 2022 and 2022-2023 Academic Year

*A participating student can be defined as any student who attends at least one hour of programming in the 21st CCLC.

Universal Orlando Foundation Branch	Total Participating Enrollment	
	Summer	School Year
<i>Universal Orlando Foundation Branch</i>	0	152

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender		
				Male	Female	Other
<i>Universal Orlando Foundation Branch</i>	13	9	145	84	68	

Table 3. Student Race and Ethnicity: Total Participating Students

**Students may be counted more than once.*

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

Universal Orlando Foundation Branch	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>Universal Orlando Foundation Branch</i>			130			2	1	19

Table 4. Student Grade: Total Participating Students

**Students may not be counted more than once.*

Universal Orlando Foundation Branch	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>Universal Orlando Foundation Branch</i>		8	29	34	37	24	20								152

3.0 PROJECT OPERATIONS

The 21st CCLC After School Program at our Universal Orlando Foundation Branch operates from 3:45 PM to 6:15 PM on regular school days, providing essential support and enrichment opportunities for students in grades K-5. The programming offered encompasses a diverse range of activities designed to enhance academic achievement, foster socio-emotional development, and promote overall well-being.

Students participating in the program benefit from a structured yet flexible schedule that balances academic support with engaging enrichment activities. Each day begins with a dedicated homework assistance session, during which students receive individualized support from qualified staff members to complete assignments and reinforce classroom learning. Following homework time, students have the opportunity to participate in a variety of enrichment activities, including STEM projects, arts and crafts, physical fitness, and cultural exploration.

While the reported operations align closely with the proposed operations outlined in the approved site profile worksheet, there may be occasional discrepancies due to unforeseen circumstances such as inclement weather, staff availability, or changes in student needs. However, program staff remain committed to maintaining consistency and quality in programming delivery, adapting as necessary to ensure that all students receive the support and opportunities they need to succeed.

Activities chosen for programming are selected based on their alignment with program goals, student interests, and developmental needs. Transitions between activities are carefully planned and executed to optimize engagement and minimize disruptions. Clear schedules, visual cues, and transition periods help students smoothly navigate between tasks, ensuring a seamless and productive afterschool experience.

In summary, the 21st CCLC After School Program at our Universal Orlando Foundation Branch provides a vital support system for students, offering a blend of academic assistance and enriching activities to enhance their overall learning and development. Through its thoughtful programming, dedicated staff, and strategic approach to transitions, the program creates a nurturing environment where students can thrive academically, socially, and emotionally.

Complete the tables below as indicated in the headers.

Table 5. Summer 2022 Operations

Please indicate when **the site was open**.

Universal Orlando Foundation Branch	Total # of weeks	Typical # of days per week	Typical # hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
<i>Universal Orlando Foundation Branch</i>	0	0	0	0	0	0

Table 6. 2022-2023 School Year Operation

Please indicate when **the site was open**.

**Only Extended Learning Programs (ELPs) provide services during school.*

Universal Orlando Foundation Branch	Total # of weeks	Typical # of days per week	Typical # hours per day				Total # days			
			Before School	During School*	After School	Weekend - Holidays	Before School	During School*	After School	Weekend - Holidays
<i>Universal Orlando Foundation Branch</i>	36	5			3.5	9			175	7

4.0 STAFF CHARACTERISTICS

At our Universal Orlando Foundation Branch Boys & Girls Clubs, the staff composition reflects a diverse team committed to providing high-quality support and programming for youth. Staff demographics encompass various backgrounds and experiences, fostering inclusivity and cultural competency. Highly qualified staff members undergo rigorous training and hold relevant certifications in areas such as child development, CPR/First Aid, and youth mentorship. Turnover is minimal, allowing for continuity and stability in programming delivery. Professional development opportunities are prioritized to ensure staff remain up-to-date with best practices and innovative approaches to youth development. The student-to-staff ratio is carefully managed to optimize engagement and support. A lower ratio allows for personalized attention and tailored instruction, enhancing the overall quality and effectiveness of programming.

Table 7. Program Staff Types by Category

Please indicate **the number of staff** members based on their positions.

Position	Universal Orlando Foundation Branch		
	Paid	Volunteer	Paid
Administrators and Coordinators	3		
College Students	4		
Community Members	8		
High School Students			
School Day Teachers (including substitutes)	5		
Non-teaching School Day Staff	3		
Sub-contracted Staff	9		
Other			

5.0 OUTCOMES

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

The Program Performance Report for the Universal Orlando Foundation Club (C20) for the 2022-2023 period provides valuable insights into the outcomes of various objectives and activities, as well as the challenges encountered in data collection or reporting.

1. English Language Arts (ELA) and Mathematics Performance:

- Despite efforts to measure Florida Standards Assessment (FSA) scores and monitoring in ELA and Mathematics, no participants were measured against state objectives in these areas.
- However, a significant percentage of participants had their report card grades and progress reports measured. While this demonstrates a commitment to monitoring academic progress, the percentages meeting state objectives are relatively low, suggesting opportunities for improvement in academic achievement in ELA and Mathematics.

2. Attendance and Dropout Prevention:

- The program excelled in measuring attendance, with 100% of participants having their attendance measured. However, the percentage meeting state objectives for attendance and dropout prevention is moderate, indicating a need for targeted interventions to improve attendance rates and prevent dropout among participants.

3. Behavioral Metrics:

- A substantial portion of participants had their in-school suspensions and behavior referrals measured, with high percentages meeting state objectives. This reflects positively on the program's efforts to promote positive behavior and create a safe learning environment.

4. Safe and Supportive Relationships and Engagement:

- There were challenges in measuring safe and supportive relationships and engagement, with only a small percentage of participants having data available. This highlights potential difficulties in assessing qualitative aspects of the program's impact, such as emotional support and engagement in activities.

Overall, the report underscores the importance of data collection and measurement in assessing program effectiveness and identifying areas for improvement. Challenges encountered in data collection or reporting, particularly in administering standardized assessments and measuring qualitative outcomes, emphasize the need for robust data collection methodologies and ongoing evaluation efforts. By addressing these challenges and leveraging data-driven insights, the Universal Orlando Foundation Club can enhance its programming and better serve the needs of the population it serves.

Program Performance Report 2022-2023

Project #: 48E-2443B-3P002

Project Name: Universal Orlando Foundation Club (C20)

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	152	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	152	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	152	128	84%	44	34%	N
English Language Arts - Progress Reports	1.A.4	152	130	86%	33	25%	N
Mathematics - FSA Scores	1.B.1	152	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	152	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	152	129	85%	53	41%	N
Mathematics - Progress Reports	1.B.4	152	131	86%	53	40%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	144	144	100%	60	42%	N
In-School Suspensions	3.A.1	144	84	58%	75	89%	Y
Behavior Referrals	3.A.2	144	74	51%	73	99%	Y
Safe and Supportive Relationships	4.A.1	144	4	3%	4	100%	Y
Engagement	4.A.2	144	4	3%	2	50%	N



5.2 Stakeholder Surveys

The end-of-year stakeholder surveys conducted with teachers revealed valuable insights into student engagement levels and the quality of safe and supportive relationships within the educational environment. However, challenges were encountered in collecting a sufficient number of responses, resulting in a low response rate of 8%.

Regarding student engagement levels (Q1), only 8% of stakeholders responded to the survey. Among those who participated, half indicated that student engagement increased, while the other half reported that it remained the same. This suggests a mixed perception of changes in student engagement over the course of the year.

Similarly, the survey question regarding the level of safe and supportive relationships (Q2) also received a response rate of 8%. Among respondents, the majority indicated an increase in the level of safe and supportive relationships, while a smaller proportion felt that there was no need for improvement. This indicates overall positive perceptions of the quality of relationships within the educational setting.

Despite the valuable insights provided by the survey responses, the low response rate poses a challenge in accurately gauging the sentiments of stakeholders. To address this challenge, efforts may be needed to increase participation rates in future surveys through improved communication strategies, incentivization, and ensuring accessibility of the survey tool. Additionally, ongoing engagement with stakeholders and fostering a culture of feedback can help promote greater participation and more comprehensive insights into the educational environment.

Table 8. Stakeholder Survey Responses

Survey Questions	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
Q1. Student Engagement Level	8%	Increased (2) Stayed the Same (2)
Q2. Level of Safe and Supportive relationships	8%	Increased (3) Did Not Need to Improve (1)

6.0 PROGRESS TOWARD SUSTAINABILITY

The Universal Orlando Foundation Branch of the Boys & Girls Clubs of Central Florida has made significant progress towards its sustainability plan outlined in the initial application narrative. Central to this progress has been the establishment of a diverse and influential advisory board comprising community leaders, educators, and stakeholders. The advisory board will be able to provide invaluable guidance and support, offering strategic recommendations to enhance program sustainability once established for our upcoming school year.

Key recommendations from the advisory board were not available because our grant was not approved until Spring of 2023.

Despite these achievements, the agency remains committed to further strengthening its sustainability efforts. Future plans include continued collaboration with the advisory board to identify new funding opportunities, cultivate donor relationships, and implement innovative strategies to support the program's long-term viability.

Table 9. Program Partners

In terms of sustainability progress, the partnership should include all in-kind and monetary contributions.

Agency Name	Type of Service Provided	<u>Estimated Value (\$) of Service or Contribution</u>	<u>Type of Contribution</u>
<u>Brand Name Athletes</u>	<u>Flag Football</u>	<u>\$8,030</u>	<u>In-kind</u>
<u>Crystal Empire Group</u>	<u>Adult Family Member Events Home Ownership/Business Start Up</u>	<u>\$3,000</u>	<u>In-kind</u>
<u>Form 2 Fashion, LLC</u>	<u>Logo Creations and Merchandising</u>	<u>\$5,600</u>	<u>In-kind</u>
<u>Erica Williams</u>	<u>Professional Development for Math</u>	<u>\$2,500</u>	<u>In-kind</u>
<u>Harrell Brown</u>	<u>Professional Development Conflict Resolution</u>	<u>\$4,500</u>	<u>In-kind</u>
<u>Nicole Horton with Streamline Learning</u>	<u>Music Art and Science Classes</u>	<u>\$4,500</u>	<u>In-kind</u>
<u>Orlando Music and Games</u>	<u>Academic Games</u>	<u>\$8,300</u>	<u>In-kind</u>
<u>West Development Group</u>	<u>Culinary Content & Classes</u>	<u>\$19,500</u>	<u>In-kind</u>
			Choose an item.
			Choose an item.

			Choose an item.
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7.0 PROGRAM REFLECTION

Throughout the year, the Universal Orlando Foundation Branch's 21st CCLC program has made a significant impact on the lives of students and families, despite facing unprecedented challenges due lack of funding to efficiently open and operate our program model as reflected in our award. This was compounded by the understanding that are students still have not recovered from the lack of access to education and resources during the pandemic. Reflecting on the lessons learned, we have gained invaluable insights into the importance of resilience, adaptability, and community collaboration in times of crisis.

The pandemic has necessitated rapid adjustments to programming, staffing, and operations to ensure the safety and well-being of participants and staff. Despite these challenges, we have remained steadfast in our commitment to providing high-quality services to students and families. Virtual learning platforms, hybrid programming models, and enhanced safety protocols have allowed us to continue delivering essential support and enrichment opportunities to those we serve.

Moving forward, recommendations to enhance the quality of services offered include a focus on prioritizing social-emotional support for students, providing additional resources for academic remediation and enrichment, and strengthening partnerships with schools, community organizations, and local stakeholders. By investing in staff training and professional development, fostering a culture of inclusivity and belonging, and implementing evidence-based practices, we can better meet the evolving needs of our participants and ensure that every child has the opportunity to thrive academically, socially, and emotionally.

Overall, the Universal Orlando Foundation Branch's 21st CCLC program has demonstrated resilience, innovation, and a steadfast commitment to serving the needs of students and families in challenging times. By embracing lessons learned, reflecting on our experiences, and implementing strategic recommendations for improvement, we can continue making a meaningful difference in the lives of those we serve and contribute to the long-term success and well-being of our community