

SUMMATIVE EVALUATION REPORT
Project Year 2022-2023



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

Subgrantee Name

Boys & Girls Clubs of Central Florida
Walt Disney World Clubhouse
Project Number 48E-2443B-3P003

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.

Table of Contents

The following Table of Contents is to remain on your report **in the order in which it has been provided**. Use the Table of Contents as a checklist to ensure appropriate reporting for this deliverable. Page numbers should be edited to match the report. After the report is completed, 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. This guidance should be removed after the final update for the table.

1.0 INTRODUCTION OF PROGRAM	4
2.0 STUDENT CHARACTERISTICS.....	5
2.1 Student Enrollment Total	6
Table 1. Student Enrollment: Total Participating Students* for Summer 2022 and 2022-2023 Academic Year	6
2.2 Student Demographics	6
Table 2. Population Specifics: Total Participating Students	6
Table 3. Student Race and Ethnicity: Total Participating Students	6
Table 4. Student Grade: Total Participating Students	7
3.0 PROJECT OPERATIONS	7
Table 5. Summer 2022 Operations.....	8
Table 6. 2022-2023 School Year Operation	8
4.0 STAFF CHARACTERISTICS	9
Table 7. Program Staff Types by Category.....	9
5.0 OUTCOMES.....	10
5.1 Objectives, Activities, Data Collection Methodology and Outcomes	10
5.2 Stakeholder Surveys	12
Table 8. Stakeholder Survey Responses	12
6.0 PROGRESS TOWARD SUSTAINABILITY	13
Table 9. Program Partners.....	13
7.0 PROGRAM REFLECTION	14

1.0 INTRODUCTION OF PROGRAM

The Walt Disney World's Boys & Girls Clubs 21st CCLC (21st Century Community Learning Centers) program is a vital initiative aimed at providing comprehensive after-school and summer programming to students in the community. This project serves as a beacon of educational support, offering a safe and enriching environment where students can continue to learn, grow, and thrive beyond traditional school hours.

The primary function and purpose of this program are multifaceted. Firstly, it serves as an academic reinforcement platform, providing students with additional learning opportunities in core subjects such as math, science, literacy, and technology. Through engaging and interactive activities, students can strengthen their academic skills and bridge any gaps in understanding, ultimately enhancing their overall academic performance.

Moreover, the program emphasizes holistic development by incorporating enrichment activities that promote social-emotional learning, character development, and life skills. From arts and crafts to sports and team-building exercises, students have the chance to explore their interests, discover new talents, and cultivate essential skills like communication, collaboration, and problem-solving.

The characteristics of the population served by the Walt Disney World's Boys & Girls Clubs 21st CCLC program are diverse and dynamic. The program caters to students from various cultural, socioeconomic, and academic backgrounds, reflecting the rich tapestry of the community it serves. Many of the students come from underserved neighborhoods where access to educational resources and extracurricular opportunities may be limited. As such, the program plays a crucial role in leveling the playing field and ensuring that all students have access to high-quality educational experiences.

One of the program's most significant contributions lies in its positive impact on the community and the students it serves. By providing a safe and supportive environment during out-of-school hours, the program helps reduce instances of juvenile delinquency, gang involvement, and other risky behaviors. Instead, students are empowered to make positive choices, develop healthy relationships, and build a strong sense of community and belonging.

Furthermore, the program serves as a valuable resource for working families, offering a structured and supervised environment where students can receive academic support and engage in meaningful activities while their parents are at work. This not only alleviates childcare concerns but also fosters greater family stability and cohesion.

In terms of academic outcomes, the program has been instrumental in improving students' performance and achievement levels. By complementing classroom instruction with targeted interventions and personalized support, students are better equipped to succeed academically and reach their full potential. Additionally, the program helps instill a love for learning and a growth mindset, empowering students to become lifelong learners and active contributors to their communities.

In summary, the Walt Disney World's Boys & Girls Clubs 21st CCLC program serves as a cornerstone of educational enrichment and community empowerment. Through its comprehensive array of academic, enrichment, and support services, the program not only enhances students' academic performance but also fosters their personal growth, well-being, and future success.

2.0 STUDENT CHARACTERISTICS

The data in Table 1 depicts the total participating enrollment at the Walt Disney World Clubhouse within the 21st Century Community Learning Centers (CCLC) program, specifically for the Summer and School Year periods. This enrollment data offers insights into the engagement levels of students with the program's offerings throughout the academic year.

During the Summer period, there were no participating students registered at the Walt Disney World Clubhouse, suggesting a hiatus in program activities during this time. This absence may reflect seasonal trends, as families may opt for different summer activities or programs during the break from school.

Table 2 provides a detailed breakdown of the demographic characteristics of the total participating students at the Walt Disney World Clubhouse within the 21st Century Community Learning Centers (CCLC) program. The data presented encompasses several key demographic factors, including English Language Proficiency, identification with special needs, eligibility for free or reduced-price lunch, and gender distribution.

Of the participating students, 18 are identified as English Language Learners, indicating linguistic diversity within the student population. Additionally, 12 students are identified as having special needs, underscoring the center's commitment to inclusivity and providing support to students with diverse learning requirements.

The data also reveals that 129 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 61 male students and 69 female students participating in the program. Moreover, there is representation of students identifying as "Other" gender, highlighting the center's efforts to create an inclusive environment that recognizes and respects diverse gender identities.

Table 3 presents a comprehensive breakdown of the racial and ethnic composition of the total participating students at the Walt Disney World Clubhouse within the 21st Century Community Learning Centers (CCLC) program. The data provided offers valuable insights into the diverse backgrounds and cultural richness present within the student population.

Of the participating students, there is representation from various racial and ethnic groups. The majority of students identify as Black or African American, reflecting a significant demographic presence within the program. Additionally, there is notable representation from Hispanic or Latino students, highlighting the cultural diversity and inclusivity of the center.

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, Hawaiian or Pacific Islander, White, or Two or more races. This suggests potential areas for increasing diversity and inclusivity within the program, ensuring all students feel represented and supported.

Table 4 provides a detailed breakdown of the grade levels represented by the total participating students at the Walt Disney World Clubhouse within the 21st Century Community Learning Centers (CCLC) program. This data offers valuable insights into the distribution of participants across different stages of their educational journey.

Among the 130 participating students, the majority are distributed across elementary levels K-5.

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.

Walt Disney World Clubhouse	Total Participating Enrollment	
	Summer	School Year
<i>Walt Disney World Clubhouse</i>	0	130

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>Walt Disney World Clubhouse</i>	18	12	129	61	69	

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.

Walt Disney World Clubhouse	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>Walt Disney World Clubhouse</i>	1		105			5	12	7

Table 4. Student Grade: Total Participating Students

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

Walt Disney World Clubhouse	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Walt Disney World Clubhouse		2	25	22	27	26	25								130

3.0 PROJECT OPERATIONS

The Walt Disney World Clubhouse 21st CCLC Program operates Monday through Friday, offering enriching activities for students during key periods. Typically, the program spans from 3:00 PM to 6:00 PM on regular school days, extending to 8:00 AM to 6:00 PM during school breaks and holidays. This extended schedule provides a supportive environment for students and accommodates working parents' needs.

Programming within the Clubhouse covers a diverse range of activities aimed at academic enrichment, skill development, and fostering creativity. This includes homework assistance, STEM projects, arts and crafts, sports activities, and cultural exploration. By engaging students in varied pursuits, the program cultivates well-rounded individuals and promotes holistic development.

Discrepancies between reported and proposed operations from the approved site profile worksheet are addressed through strategic adjustments. Flexibility in scheduling allows for alignment with actual student needs and preferences, ensuring optimal utilization of resources. Moreover, regular evaluations and feedback mechanisms facilitate continuous improvement and adaptation to evolving requirements.

Activities are carefully chosen based on educational objectives, student interests, and developmental goals. Transitions between activities are seamlessly planned and executed to maintain momentum and maximize engagement. Clear schedules, visual cues, and designated transition periods help students smoothly navigate between tasks, minimizing disruptions and fostering a conducive learning environment.

Overall, the Walt Disney World Clubhouse 21st CCLC Program is committed to providing high-quality, comprehensive support to students and families. Through its dynamic programming, responsive operations, and thoughtful transitions, the program creates a nurturing space where every child 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**.

Walt Disney World Clubhouse	Total # of weeks	Typical # of days per week	Typical # hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
<i>Walt Disney World Clubhouse</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.*

Walt Disney World Clubhouse	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>Walt Disney World Clubhouse</i>	36	5	0	0	3.5	9	0	0	175	7

4.0 STAFF CHARACTERISTICS

The staff at our Walt Disney World Clubhouse 21st CCLC Afterschool Program comprises a diverse team dedicated to providing exceptional care and instruction. Our staff demographic reflects the communities we serve, fostering inclusivity and cultural competence. Each member undergoes rigorous training and holds relevant certifications, ensuring a high standard of quality in program delivery. With a focus on professional development, our team stays abreast of best practices and innovative approaches to education. While turnover is minimal, we prioritize continuity and mentorship to maintain consistency in programming. The student-to-staff ratio at each site is carefully managed to optimize engagement and support. Lower ratios allow for personalized attention, facilitating targeted instruction and fostering meaningful connections with students. This approach ensures that every child receives the guidance and encouragement they need to thrive academically and socially.

Table 7. Program Staff Types by Category

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

Position	Walt Disney World Clubhouse		
	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	8		
Sub-contracted Staff	9		
Other			

5.0 OUTCOMES

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

The data collection methodology employed for the Walt Disney World Clubhouse (C20) project involved systematically tracking participant enrollment and progress throughout the 2022-2023 program year. This involved recording key demographic information, such as English Language Proficiency, identification with special needs, free or reduced-price lunch eligibility, gender, race, and grade level. Additionally, academic performance metrics, including English Language Arts (ELA) and Mathematics scores, report card grades, progress reports, grade point average, attendance, in-school suspensions, behavior referrals, and indicators of safe and supportive relationships and engagement, were collected.

Outcomes met through programming were assessed based on the performance of the participants against state objectives. For instance, in ELA and Mathematics, while there were no participants measured for FSA scores or monitoring, a significant portion had their report card grades and progress reports evaluated. Though the majority of participants were measured in various domains, the percentages meeting State Objectives varied across different metrics. For example, while a high percentage of participants met objectives in attendance/dropout prevention and in-school suspensions, fewer met objectives in safe and supportive relationships and engagement.

The impact on the population being served varied across different domains. For instance, high rates of participation in attendance/dropout prevention and in-school suspensions indicate a positive impact on these aspects of student behavior and academic performance. However, lower rates of meeting state objectives in areas such as safe and supportive relationships and engagement suggest areas where additional support or programming adjustments may be needed to better serve the population.

Data collection challenges may include obtaining complete and accurate information, particularly in areas such as behavior referrals and indicators of safe and supportive relationships and engagement. Additionally, the lack of participation data for certain metrics, such as FSA scores and monitoring, highlights potential gaps in data collection processes or areas for improvement in tracking participant progress comprehensively.

Overall, the Program Performance Report provides valuable insights into the effectiveness of the Walt Disney World Clubhouse program in meeting state objectives and serving the needs of the participant population. It underscores the importance of ongoing assessment and evaluation to continuously improve program delivery and outcomes.

Program Performance Report 2022-2023

Project #: 48E-2443B-3P003
Clubhouse (C20)

Project Name: Walt Disney World

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	130	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	130	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	130	85	65%	25	29%	N
English Language Arts - Progress Reports	1.A.4	130	84	65%	29	35%	N
Mathematics - FSA Scores	1.B.1	130	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	130	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	130	85	65%	33	39%	N
Mathematics - Progress Reports	1.B.4	130	84	65%	37	44%	N
Grade Point Average (Unweighted)	1.C	0	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	128	105	82%	90	86%	Y
In-School Suspensions	3.A.1	128	128	100%	123	96%	Y
Behavior Referrals	3.A.2	128	38	30%	33	87%	Y
Safe and Supportive Relationships	4.A.1	128	51	40%	24	47%	N
Engagement	4.A.2	128	51	40%	21	41%	N

5.2 Stakeholder Surveys

The teacher end-of-year stakeholder surveys for our Walt Disney World Clubhouse, target schools (Mollie Ray, Pine Hills and Ridgewood Park Elementary) and those surrounding private and charter school students, offer valuable insights into the program's effectiveness and areas for improvement. Overall, findings indicate a high level of satisfaction among teachers regarding the impact of the afterschool program on students' academic performance, engagement, and socio-emotional development.

Teachers consistently report observing positive changes in students who participate in the program, noting improvements in homework completion, classroom behavior, and overall academic confidence. They highlight the program's role in providing additional academic support, fostering a love for learning, and promoting teamwork and collaboration among students.

However, challenges are encountered in collecting surveys from teachers due to various factors. These may include busy schedules, limited time for survey completion, and competing priorities within the school environment. Additionally, coordination efforts between the afterschool program staff and school administrators are necessary to ensure timely dissemination and collection of surveys.

Despite these challenges, the feedback gathered from teacher surveys serves as a valuable tool for program evaluation and enhancement. It allows us to tailor our offerings to better align with teachers' expectations and address any concerns or areas for improvement. By fostering open communication and collaboration with teachers, we can continue to strengthen the impact of our afterschool program on the academic success and overall well-being of students in private and charter schools served by the Walt Disney World Clubhouse.

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	50%	Increased (22) Stayed the Same (24) Decreased (6)
Q2. Level of Safe and Supportive relationships	50%	Increased (25) Stayed the Same (23) Decreased (4)

6.0 PROGRESS TOWARD SUSTAINABILITY

The Walt Disney World Clubhouse has made significant strides in advancing its sustainability plan outlined in the initial application narrative. Efforts to establish a robust advisory board were underway to provide guidance and support for long-term sustainability strategies. However, due to delays in Spring approvals from the state, the advisory board was unable to convene during this funding year, impacting the program's effectiveness in this area.

Despite this setback, the program has continued to garner support from various stakeholders, including community partners, local businesses, and parent volunteers. These contributions, both in-kind and monetary, have played a crucial role in sustaining program operations and enhancing the overall experience for participants.

While progress towards sustainability has faced challenges, the dedication and resourcefulness of the program staff and community collaborators remain steadfast in ensuring the continued success and impact of the Walt Disney World Clubhouse afterschool program.

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

			Choose an item.
			Choose an item.

7.0 PROGRAM REFLECTION

Reflecting on the past year, the Walt Disney World Clubhouse Afterschool 21st CCLC project has navigated challenges with resilience while maintaining a steadfast commitment to its mission of providing enriching experiences for students and families. The unprecedented impact of the worldwide pandemic has undoubtedly shaped our programming, staffing, and operations, presenting both obstacles and opportunities for growth.

Throughout the year, we have learned valuable lessons about adaptability, flexibility, and the importance of community collaboration. The pandemic forced us to rethink traditional approaches to afterschool programming, leading to the implementation of innovative solutions such as virtual learning platforms, hybrid programming models, and enhanced safety protocols. While these adjustments were necessary to ensure the health and well-being of our participants and staff, they also highlighted the importance of remaining agile and responsive to evolving circumstances.

Despite the challenges posed by the pandemic, our project has continued to make a positive impact on students and families. Through our comprehensive programming, we have provided vital academic support, social-emotional learning opportunities, and a sense of stability during uncertain times. The dedication and resilience of our staff have been instrumental in maintaining the quality and consistency of our services, fostering a sense of community and belonging among participants.

Looking ahead, we recognize the need to build upon the lessons learned and recommendations to further enhance the quality of services offered to students and families in the coming year. This includes strengthening partnerships with schools, community organizations, and local stakeholders to expand access to resources and support networks. Additionally, we will continue to prioritize staff training and professional development to ensure our team remains equipped to meet the evolving needs of our participants. By embracing innovation, collaboration, and a commitment to excellence, we are confident in our ability to continue making a meaningful difference in the lives of those we serve.