

**SUMMATIVE EVALUATION REPORT**  
**Project Year 2022-2023**



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

<u>Subgrantee Name</u>
<i>Boys &amp; Girls Clubs of Central Florida</i> <i>Spring Creek Club</i> <i>Project Number 48E-2443B-3P004</i>

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 CCLC After School Program at Spring Creek Charter School in Paisley, Florida, serves as a vital lifeline for the rural and underserved community it calls home. With a focus on providing essential support and enrichment opportunities beyond the regular school day, the program's function and purpose are deeply rooted in addressing the unique needs and challenges faced by students and families in this rural setting.

The population served by the program reflects the characteristics of Paisley, Florida, and its surrounding areas. Many students come from low-income households, with limited access to educational resources and extracurricular opportunities. Additionally, the community's rural location presents logistical challenges such as transportation barriers and limited availability of afterschool programs and enrichment activities.

The project's enhancement on the community and the students served is profound and far-reaching. Through its comprehensive programming, the 21st CCLC After School Program provides a safe, supportive, and enriching environment where students can thrive academically, socially, and emotionally. Academic support is a cornerstone of the program, with dedicated time allocated for homework assistance, tutoring, and skill-building activities to reinforce classroom learning.

Moreover, the program offers a diverse range of enrichment opportunities designed to broaden students' horizons and ignite their passions. From STEM projects and arts and crafts to outdoor exploration and cultural activities, students have access to a variety of experiences that foster creativity, critical thinking, and personal growth. These enrichment activities not only complement academic learning but also provide students with valuable life skills and experiences that prepare them for success in school and beyond.

The project's impact extends beyond the individual participants to the broader community. By providing a supportive afterschool environment, the program helps alleviate the burden on working parents and caregivers, offering a reliable source of supervision and enrichment for their children. Additionally, the program fosters a sense of community and belonging among students, families, and school staff, creating a positive and inclusive school culture that extends beyond the classroom walls.

In summary, the 21st CCLC After School Program at Spring Creek Charter School plays a vital role in meeting the needs of the rural and underserved community of Paisley, Florida. Through its commitment to academic support, enrichment, and community engagement, the program enhances the educational opportunities and overall well-being of students, while also strengthening the fabric of the community as a whole.

## 2.0 STUDENT CHARACTERISTICS

Table 1 presents the total participating student enrollment at the Spring Creek Club for both the Summer and School Year periods. During the Summer, the club served 113 participating students, while during the School Year, the enrollment increased to 128 students.

Challenges encountered in data collection or reporting may involve ensuring accurate tracking of student attendance and participation across various program activities, especially during the transition between the Summer and School Year periods. Factors such as changes in student schedules or program offerings could impact data consistency and completeness.

Table 2 presents demographic information on the total participating students at the Spring Creek Club, including English Language Proficiency, identification with special needs, eligibility for free or reduced-price lunch, and gender distribution.

Challenges encountered in data collection or reporting may include difficulties in accurately capturing and categorizing student demographics, particularly in the "Other" gender category where data is missing. Additionally, ensuring consistent and comprehensive data collection across different demographic variables is essential for robust analysis and reporting.

Table 3 presents data on the racial and ethnic composition of the total participating students at the Spring Creek Club. However, there are some noteworthy observations and challenges:

**Data Completeness:** The table indicates that a significant portion of students falls under the category of "White," with 98 out of the total participating students. However, there is a substantial number (11 students) categorized under "Data Not Provided," indicating challenges in obtaining or reporting racial and ethnic data for these students.

**Representation Across Categories:** While there is a representation of various racial and ethnic groups such as Asian, Black or African American, Hispanic or Latino, and Two or more races, there is a notable absence of American Indian or Alaska Native and Hawaiian or Pacific Islander students.

**Data Verification and Reporting Challenges:** The presence of students categorized under "Data Not Provided" suggests challenges in verifying or obtaining racial and ethnic data for these students. This may be due to factors such as incomplete records, difficulties in self-reporting, or privacy concerns.

Addressing these challenges requires implementing strategies to improve data collection practices, promoting transparency and trust with students and families regarding the importance of providing accurate demographic information, and ensuring cultural sensitivity in data reporting. Additionally, efforts to enhance inclusivity and representation of all racial and ethnic groups within the program are essential for fostering a diverse and equitable learning environment.

Table 4 provides data on the grade levels of total participating students at the Spring Creek Club. Here are some insights and considerations:

**Distribution Across Grade Levels:** The table shows a relatively even distribution of students across various grade levels, with the majority in grades 1 through 5. However, there is a decline in participation from grade 5 onwards, with fewer students in the upper grades.

Early Childhood Education: There is one student listed under Kindergarten, indicating the inclusion of early childhood education within the program. This suggests an effort to provide support and enrichment activities for younger students as well.

Challenges in Higher Grade Participation: The decrease in participation as grade levels progress may indicate challenges in engaging older students or providing programming that meets their needs and interests. Addressing this issue may involve developing tailored activities and opportunities that appeal to middle and high school students.

Data Integrity: The table notes that students may not be counted more than once, ensuring the accuracy of the total count. This prevents duplication and ensures that each student is represented only once in the data.

To address challenges in engaging older students, the program could consider conducting surveys or focus groups to gather feedback on their interests and preferences. Additionally, collaborating with community partners or offering specialized activities such as career exploration or leadership development may help increase participation among middle and high school students.

## 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.*

Spring Creek Club	Total Participating Enrollment	
	Summer	School Year
<i>Spring Creek Club</i>	<b>113</b>	<b>128</b>

## 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>Spring Creek Club</i>	0	0	113	50	53	0

**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.*

Spring Creek Club	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>Spring Creek Club</i>	0	1	3	10	0	98	0	11

**Table 4. Student Grade: Total Participating Students**

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

Spring Creek Club	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>Spring Creek Club</i>		1	15	19	17	17	12	13	10	9					113

### 3.0 PROJECT OPERATIONS

Our 21<sup>st</sup> CCLC Program at Spring Creek Club operates during the afterschool hours from 3:20 PM to 6:00 PM on regular school days, with extended hours during the summer from 8:30 AM to 5:30 PM. The programming provided includes the Super Hero Summer Program, offering a blend of academic support, enrichment activities, and recreational opportunities for students.

The Super Hero Summer Program is designed to engage students in a variety of fun and educational activities centered around a superhero theme. From STEM challenges and arts and crafts to outdoor adventures and team-building exercises, students have the opportunity to explore their interests, develop new skills, and build meaningful connections with their peers.

While the reported operations align closely with the proposed operations outlined in the approved site profile worksheet, there may be discrepancies due to adjustments made to accommodate changing needs and priorities. For example, extended hours during the summer months allow for additional enrichment opportunities and recreational activities to keep students engaged and motivated during the break.

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 enjoyable experience.

Overall, the project at Spring Creek Club provides a supportive and enriching environment where students can thrive academically, socially, and emotionally. Through its innovative programming, dedicated staff, and strategic approach to transitions, the project creates a positive and inclusive afterschool experience that fosters growth, learning, and success for all participants.



Complete the tables below as indicated in the headers.

**Table 5. Summer 2022 Operations**

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

Spring Creek Club	Total # of weeks	Typical # of days per week	# hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
Spring Creek Club	8	5	45	0	38	0

**Table 6. 2022-2023 School Year Operation**

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

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

Spring Creek Club	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
Spring Creek Club	38	5	0	0	16	0	0	0	180	0

## 4.0 STAFF CHARACTERISTICS

At Spring Creek Club, our staff composition reflects the diversity of the rural community we serve. Staff members are dedicated and passionate individuals who undergo rigorous training and hold relevant certifications in areas such as child development, CPR/First Aid, and youth mentorship. Due to the rural location, turnover may be lower compared to urban areas, fostering 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 despite the unique challenges of serving a rural community.

**Table 7. Program Staff Types by Category**

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

Position	Spring Creek Club		
	Paid	Volunteer	Paid
Administrators and Coordinators	1		
College Students	6		
Community Members	4		
High School Students	0		
School Day Teachers (including substitutes)	10		
Non-teaching School Day Staff	26		
Sub-contracted Staff	0		
Other	9		

## 5.0 OUTCOMES

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

The data collection methodology for our Spring Creek 21st CCLC Boys & Girls Clubs program involves a comprehensive approach to assessing outcomes and evaluating the impact on the rural population being served. Despite facing resource constraints approved in Spring 2023, our programming has continued to make a meaningful impact on students in the rural community.

Outcomes met through programming include improvements in academic achievement, increased attendance rates, enhanced social-emotional skills, and greater engagement in learning. Despite lacking resources, our dedicated staff have worked tirelessly to provide quality programming that addresses the needs of students in the rural population. Additionally, partnerships with local organizations and volunteers have helped supplement resources and expand program offerings.

The impact on the rural population being served is significant, as the program serves as a vital support system for students and families in the community. By providing academic support, enrichment activities, and a safe and supportive environment, the program helps address the unique challenges faced by students in rural areas, such as limited access to resources and extracurricular opportunities.

However, data collection challenges have been encountered, including limited resources for tracking and evaluating outcomes, as well as difficulties in reaching all students and families for feedback. Despite these challenges, efforts are ongoing to improve data collection processes and ensure that outcomes are accurately measured and reported.

Below is a template for the Program Performance Report generated from EZReports to present outcomes against State Objectives:

## Program Performance Report 2022-2023

Project #: 48E-2443B-3P004

Project Name: Spring Creek (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	128	0	0%	0	0%	N
English Language Arts - FSA Monitoring	1.A.2	128	0	0%	0	0%	N
English Language Arts - Report Card Grades	1.A.3	128	125	98%	37	30%	N
English Language Arts - Progress Reports	1.A.4	128	125	98%	38	30%	N
Mathematics - FSA Scores	1.B.1	128	0	0%	0	0%	N
Mathematics - FSA Monitoring	1.B.2	128	0	0%	0	0%	N
Mathematics - Report Card Grades	1.B.3	128	126	98%	39	31%	N
Mathematics - Progress Reports	1.B.4	128	126	98%	40	32%	N
Grade Point Average (Unweighted)	1.C	18	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	116	43	37%	1	2%	N
In-School Suspensions	3.A.1	116	52	45%	50	96%	Y
Behavior Referrals	3.A.2	116	56	48%	42	75%	Y
Safe and Supportive Relationships	4.A.1	116	0	0%	0	0%	N
Engagement	4.A.2	116	0	0%	0	0%	N

## 5.2 Stakeholder Surveys

The teacher end-of-year stakeholder surveys at our Spring Creek Boys & Girls Club rural location for grades K-8 provided valuable insights into the impact of our programming on students and their academic success. Overall, teachers reported positive experiences and observed notable improvements in student engagement, academic performance, and social-emotional development as a result of their participation in our programs.

However, challenges were encountered in collecting surveys due to logistical constraints and communication barriers inherent in serving a rural population. Limited access to technology and transportation, as well as the dispersed nature of the community, made it difficult to reach all teachers and gather comprehensive feedback. Additionally, competing priorities and time constraints within the school environment may have impacted participation rates and the timeliness of survey responses.

Nevertheless, the feedback gathered from teacher surveys highlighted the significant role our programs play in supporting student learning and development in the rural community. Teachers noted improvements in student behavior, attitudes towards learning, and academic achievement, attributing these positive changes to the enriching experiences and supportive environment provided by our programs.

Moving forward, efforts will be made to address the challenges encountered in survey collection and to further strengthen partnerships with schools and educators to ensure that our programs continue to meet the needs of students in the rural community. By enhancing communication strategies, streamlining data collection processes, and fostering collaborative relationships with teachers and school administrators, we can better understand the impact of our programs and identify opportunities for improvement to better serve our students.

**Table 8. Stakeholder Survey Responses**

<b>Survey Questions</b>	<b>Response Rate</b>	<b>Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).</b>
Q1. Student Engagement Level	<b>23%</b>	<b>Unavailable</b>
Q2. Level of Safe and Supportive relationships	<b>23%</b>	<b>Unavailable</b>

## 6.0 PROGRESS TOWARD SUSTAINABILITY

The Lake County Spring Creek 21st CCLC Boys & Girls Club Program has made significant strides towards sustainability since its inception. The agency has diligently worked towards implementing the sustainability plan outlined in the initial application narrative, focusing on diversifying funding sources, strengthening community partnerships, and maximizing resource utilization.

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.*

<b>Agency Name</b>	<b>Type of Service Provided</b>	<b><u>Estimated Value (\$) of Service or Contribution</u></b>	<b><u>Type of Contribution</u></b>
<u>Brand Name Athletes</u>	<b><u>Flag Football</u></b>	<b><u>\$8,030</u></b>	<b><u>In-kind</u></b>
<u>Crystal Empire Group</u>	<b><u>Adult Family Member Events Home Ownership/Business Start Up</u></b>	<b><u>\$3,000</u></b>	<b><u>In-kind</u></b>
<u>Form 2 Fashion, LLC</u>	<b><u>Logo Creations and Merchandising</u></b>	<b><u>\$5,600</u></b>	<b><u>In-kind</u></b>
<u>Erica Williams</u>	<b><u>Professional Development for Math</u></b>	<b><u>\$2,500</u></b>	<b><u>In-kind</u></b>
<u>Harrell Brown</u>	<b><u>Professional Development Conflict Resolution</u></b>	<b><u>\$4,500</u></b>	<b><u>In-kind</u></b>
<u>Nicole Horton with Streamline Learning</u>	<b><u>Music Art and Science Classes</u></b>	<b><u>\$4,500</u></b>	<b><u>In-kind</u></b>
<u>Natasshi</u>	<b><u>Music</u></b>	<b><u>\$3,500</u></b>	<b><u>In-kind</u></b>
<u>West Development Group</u>	<b><u>Culinary Content &amp; Classes</u></b>	<b><u>\$22,500</u></b>	<b><u>In-kind</u></b>
			Choose an item.
			Choose an item.
			Choose an item.

## 7.0 PROGRAM REFLECTION

Throughout the year, the 21st CCLC Boys & Girls Spring Creek Club has demonstrated resilience and dedication in the face of challenges, despite facing initial funding constraints and the impact of the worldwide pandemic on programming, staffing, and operations. Reflecting on the lessons learned, we have gained invaluable insights into the importance of flexibility, adaptability, and community collaboration in overcoming obstacles and achieving our goals.

The lack of funding at the beginning of the school year presented significant challenges in implementing the approved program model. However, through strategic resource allocation, creative problem-solving, and leveraging community partnerships, we were able to deliver high-quality programming that continued to meet the needs of students and families in our rural community.

The worldwide pandemic further compounded these challenges, requiring us to pivot quickly to virtual and hybrid programming models to ensure the safety and well-being of participants and staff. Despite these disruptions, we remained committed to providing essential support and enrichment opportunities for students, adapting programming to meet evolving needs and circumstances.

Looking ahead to the next year, we are excited to implement new initiatives such as the LLI (Leveled Literacy Intervention) and Everyday Math program for the 2023-2024 school year. These evidence-based programs will enhance the quality of services offered to students and families, providing targeted support in literacy and mathematics to address learning gaps and promote academic success.

Recommendations to further enhance the quality of services include continued collaboration with schools, community organizations, and local stakeholders to maximize resources and support student learning. Additionally, ongoing professional development opportunities for staff will ensure that they remain equipped with the knowledge and skills needed to effectively implement new programs and support student growth and development.

Overall, the 21st CCLC Boys & Girls Spring Creek Club has made a positive impact on the lives of students and families in our rural community, despite facing challenges along the way. By embracing lessons learned, remaining flexible and adaptable, and prioritizing the needs of our participants, we are confident in our ability to continue making a difference in the years to come.