

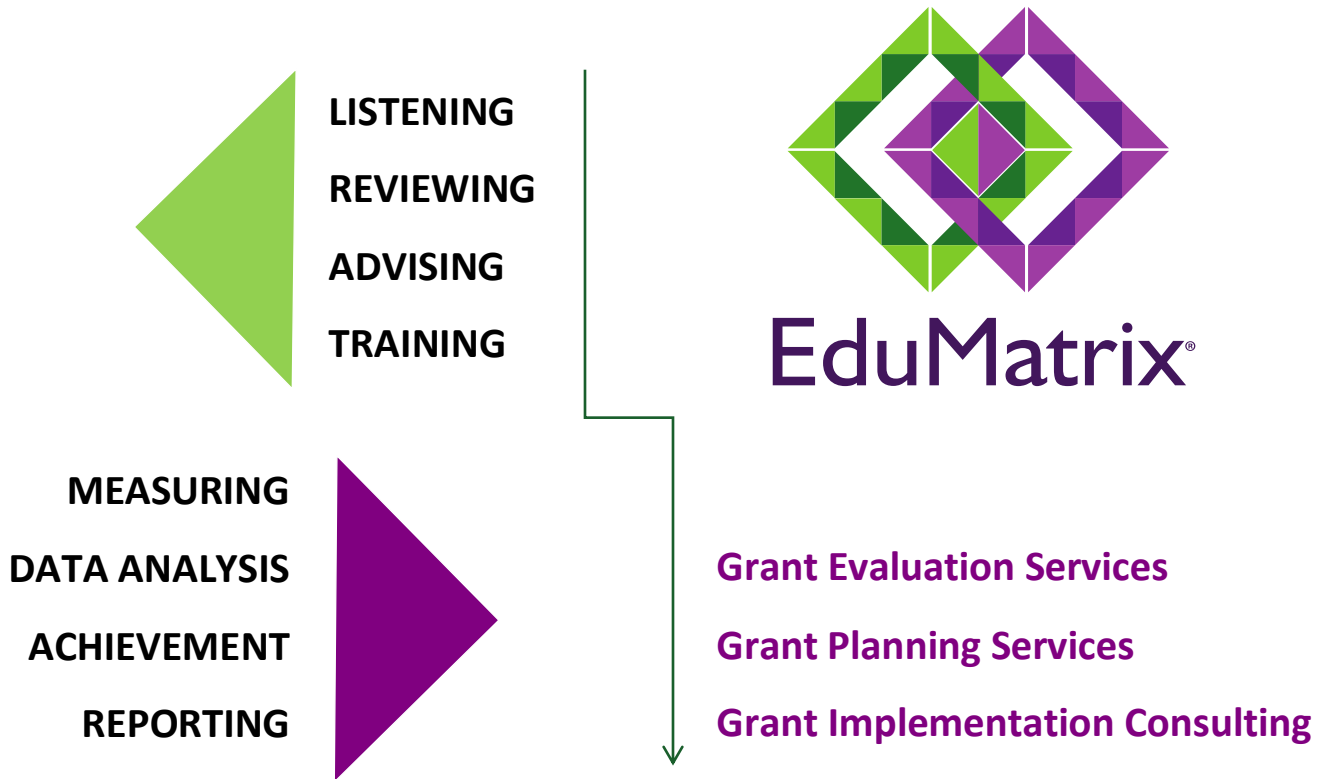
2018-19

Summative Evaluation Report

**UCP of
Central
Florida**



THIS EVALUATION REPORT HAS
BEEN PREPARED BY:



www.EduMatrixUSA.org
(800) 908-2421

This report was prepared for United Cerebral Palsy (UCP) of Central Florida's 2018-2019
21st Century Community Learning Center (CCLC) grant.



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1.0 OVERVIEW AND HISTORY

1.1 Introduction

United Cerebral Palsy (UCP) of Central Florida received funding to operate a 21st Century Community Learning Center (CCLC) grant project at the UCP Downtown/BETA campus, UCP Pine Hills Elementary location, and UCP West Orange location for the 2018-2019 project year (August 1, 2018 – July 31, 2019). Funding was delayed which caused the grant program to begin in January 2019 instead of August 2018. The grantee was not at fault for the delay in the funding to start the program. Instead of this grant program having a full school year to operate, it only had one half of the school year to try to meet all grant goals and objectives (January 2019 – May 2019). Even though the program operated for half of the school year due to receiving the funding later than expected, program leadership and staff did a great job working towards meeting grant expectations. This is the first year of the five year funding period that was initially awarded by the FDOE. This report will include the results of the Summative Evaluation that was completed for the 2018-2019 21st CCLC project year. The Summative Evaluation is considered the year-end report and informs the center and other stakeholders about the progress that has been made during the 2018-2019 project year, while also driving decision-making regarding program improvement and sustainability. Student characteristics, program operations, staff characteristics, objectives and outcomes, and the sustainability plan will be detailed in the report along with a variety of tables and charts that visually represent relevant program data.

1.2 21st Century Community Learning Centers

Per the Florida Department of Education website (fldoe.org), the “21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.”

<http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center/program-summaries.shtml>

21st CCLC programs offer a variety of academic and enrichment activities including –

- (1) remedial education activities, academic enrichment learning programs, providing additional assistance to students to allow the students to improve their academic achievement
- (2) math and science education activities
- (3) arts and music education activities
- (4) entrepreneurial education programs
- (5) tutoring and mentoring programs
- (6) after school activities for LEP students that emphasize language skills and academic achievement
- (7) recreation activities
- (8) telecommunications and technology education programs
- (9) expanded library service hours
- (10) program that promotes parental involvement and family literacy
- (11) program that provides assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement
- (12) drug and violence prevention programs, counseling programs, and character education programs.

1.3 Program Description

UCP Charter Schools of Central Florida (UCPCFL) 21st Century Community Learning Centers (CCLC) grant sites were funded by the same grant during the 2018-2019 academic year. UCP Pine Hills Elementary, UCP West Orange, and UCP Downtown/BETA Charter School served as the three program sites during the school year. The Extending Children’s Experience and Learning (EXCEL) 21st CCLC programs at UCP Pine Hills Elementary, UCP West Orange, and UCP Downtown/BETA Charter School provided structured after-school services and integrated academics with various fun hands-on project-based learning activities, personal and physical enrichment activities, and opportunities for positive youth development and personal growth. Education services to promote parental involvement were provided through adult family member activities and workshops.

The dedicated group of teachers and paraprofessionals worked together to improve students’ academics and provide personal enrichment opportunities through cohesive, fun, enriching, and student-centered learning environments that kept students motivated and engaged throughout the year through various hands-on project-based learning activities. A large number of the students served had an Individualized Educational Plan/disability including Cerebral Palsy, Autism, Down Syndrome, visual impairment, hearing impairment. Teachers provided individually

designed instruction that met the needs for students needing special education. The 21st CCLC program ensured that students were supported in their academic success in an environment that did not restrict them despite their disability. Each day the staff celebrated student successes and fostered a positive learning environment.

The purpose of the 21st CCLC program at these three sites was: (1) to provide opportunities for academic enrichment, including supplemental instruction to support students in improving skills in English Language Arts/Reading, Mathematics, and Science; (2) to offer students a myriad of additional services, programs, and personal enrichment activities that are designed to reinforce and complement the regular school day and improve student achievement; and (3) to provide adult family members of regularly participating students various opportunities for involvement and improvement in literacy and other related educational development.

Each site provided students with opportunities for academic enrichment and personal enrichment to support students in meeting state and local standards in English Language Arts, Math and Science. All students in the program received free services. The students at UCP Pine Hills Elementary, UCP West Orange, and UCP Downtown/BETA Charter School received an after-school nutritious snack, homework and remedial assistance, and both academic and enrichment activities by certified teachers and qualified staff at no charge to parents.

The 21st CCLC program offered a safe and structured learning environment for students, and no students were denied admission due to special needs or disabilities. The students also learned life skills, social skills, effective communication skills, collaboration, and team work. Teachers had a personal relationship with each student that was caring and nurturing. Students learned about teamwork, perseverance, respect, hard work, dedication, and planning while working on their academic and personal enrichment activities. Teachers encouraged students' self-expression, self-confidence, and creativity each day.

Homework and Tutoring Services

All students participated in homework time each day. Homework time was offered in all the afternoon 21st CCLC programs. Homework services enabled staff to communicate with adult family members about homework, grades, and student progress. Teachers tracked student progress towards grade level skills and provided feedback to the students' core teachers and adult family members. Student centered approaches such as individual, small group tutoring, and computer assisted instruction were effectively utilized. The 21st CCLC teachers used student assessment data and Individualized Educational Plans (IEP) to develop individualize instructional plans to differentiate instruction and identify the skills students were having difficulty mastering

to reach Florida Standards Benchmarks, or to provide accommodations for special education support.

Students were divided into themed groups to maximize the teacher-guided instruction (i.e., Marvel Characters-Ant Man, Black Panther, Captain America, and Hulk; Sea Life-Orcas, Sharks, Dolphins, and Sea Dragons). This helped with keeping a structured sense of community and also motivated the students.

Students benefited from the homework time and one-to-one tutoring with certified teachers as needed. Furthermore, paraprofessionals were utilized for additional support to assist students in comprehending and/or completing their homework. Extra teachers/staff were made available in each classroom as needed to support the students' learning and ensure that their social/emotional needs were also being met each day.

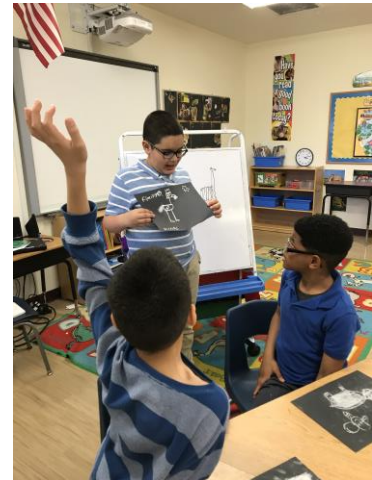
English Language Arts, Math and Science Resources

The dedicated and dynamic 21st CCLC program teachers used effective teaching strategies to implement plans so students had the opportunity to learn in new ways that complemented what was being taught during the regular school day. For English Language Arts, Math and Science the 21st CCLC program's certified teachers used a variety of curricula and resources to develop and teach engaging lessons and project-based learning activities for program participants. For English Language Arts teachers used MindWorks and Camp Day Curriculum, which was developed by UCP 21st CCLC Art Specialist/Teacher. MindWorks and Crazy 8's were used for Math.

The EXCEL 21st CCLC program used the MindWorks prepackaged theme-based program which included several units and experiments that promoted students' critical thinking, creativity, and problem solving through hands-on learning. The MindWorks curriculum includes a Facilitator Guide with project-based learning books, lesson plans, and materials. For each unit, the following was provided: material kits, preparation, project details, objectives for common core standards, pre-and-post tests, pre-activity discussion, activity, post-activity discussion, and extension activities. The lesson plans included many fun, hands-on learning activities that provided students with a variety of Science, Math, Reading, and Writing activities. Each MindWorks unit is designed to cover nine weeks of instruction. Subject areas covered the following:

- Math Matters (Math)
- Around the World (Social Studies)
- Art in Action (Art)
- Exploration (Science)
- Bring on the Books (Reading)
- Spreading the Word (Language)

The EXCEL 21st CCLC sites taught students several stimulating and engaging lessons that allowed students to design, plan, and carry out authentic projects that they could present. Project-based learning (PBL) is an education teaching model that allows students to learn core content while completing academic related projects that require hands-on activities and critical thinking. While students used their hands to complete their PBL, they were also able to solve real world problems, use trial and error, and apply core content knowledge that they learned in school. Teachers began lessons with an introduction of the new material and reviewed the previous related materials and activities. Modifications were incorporated as needed for the lessons to accommodate the different ability levels and students with developmental and learning abilities.



The 21st CCLC teachers were encouraged to use student work, teacher observation, student presentation, group discussion, role play, and student performances to evaluate and assess student progress. Each PBL activity emphasized a combination of the required core academic subjects—Reading, Math, Science, Technology, and Engineering—along with personal enrichment activities and 21st Century Skills, such as: Team work and Collaboration, Effective Use of Real-World Tools, Technology, Self-Direction, Higher-Order Thinking, Sound Reasoning, Self-Confidence, and Personal Responsibility. Teachers incorporated Reading, Language Arts, Math, Physical Fitness, Nutrition, Science, STEM, Writing, Technology, and Art activities to engage students in their interests.

The PBLs were successfully implemented with various themes throughout the year. The PBL themes were integrated within and woven throughout all the personal enrichment activities. The students enjoyed working on Reading, Language Arts, Math, Physical Fitness, Nutrition, Science, STEM, Writing, Technology, and Art. All the PBLs fostered the following skills:

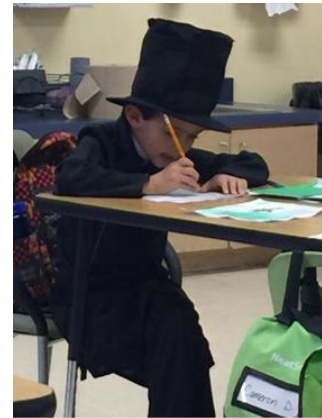
Information Media Literacy –Students researched information using different types of media. Using technology, the students presented their thoughts, ideas, and conceptual understanding of the material.

Communication/presentation-The students improved their written communications skills while they completed projects. The teachers encouraged students to write summary findings and participate in the writing process, by brainstorming, planning, and organizing their thoughts to bring clarity and precision to their writing.

Critical Thinking/Problem Solving-Students used critical thinking to solve problems and identify solutions.

Collaboration-Students worked together by brainstorming and sharing ideas. The students worked collaboratively and motivated their peers on group projects. Teachers encouraged students and taught them how to cooperatively and constructively work in groups with others.

Planning and Organizational Skills-The students learned how to develop goals for organization, identify tasks that need to be accomplished, prioritize and delegate tasks, and facilitate brainstorming and discussions on the project process.



Examples of some of the MindWorks PBLs students worked on at UCP Pine Hills Elementary, UCP West Orange, and UCP Downtown/BETA Charter School are described below:

MindWorks-Going the Distance, PBL (Math)

Kindergarten-1st Grade

Students learned about distance while playing a tossing game using bean bags. Teachers measured the distance between the student and the thrown bean bag. Students also played and learned about the African game of Jukskei.

MindWorks-Simply Saying, PBL (ELA)

2nd-5th Grade

Students learned about proverbs and different cultures around the world (Chinese proverbs and African proverbs). Students enjoyed playing a proverb race. Students worked together in teams to match cards to create one proverb (i.e., “Actions speak louder than words,” “A watched pot never boils,” “Better late than never”).



Students were afforded the opportunity to work in groups to create a skit to explain 3 proverbs. The students used props and materials to creatively present their skits. Classmates guessed the proverbs by using a reference sheet the teacher provided to them.

MindWorks-Along the Nile, PBL (Science)

2nd-5th Grade

The students learned about the Nile River and the concept of buoyancy and how Ancient Egyptians used Science concepts to design boats to transport various items along the Nile River. Students enjoyed using masking tape, craft sticks, plastic cups, and aluminum to make their own boats. Students worked in pairs for the boat challenge to brainstorm ideas for a boat model that could carry as many marbles without causing the boat to tip over or sink. Students tested their boat's buoyancy by using marbles.



Students watched a Kidz Bop video about haikus to understand what a haiku is through music. The teacher guided the students to understand that there was a special number of syllables per line. Students enjoyed writing their own haikus.

Students were afforded the opportunity to listen to guest speakers throughout the year. During one presentation this year representatives from a local organization for the blind brought a guard dog due to having a visual impairment. The blind presenter began the presentation by asking the students about what they think a guide dog's job is. Safety rules around the guard dog were presented to the students. The students were able to see and touch items that had braille on them (i.e., Braille machine, braille books, braille calendar, braille ruler). The speakers spoke about the many challenges and solutions for a blind person and emphasized that they can have the same freedoms as people with no disabilities.

Personal Enrichment Activities

In addition to learning core academic content, 21st CCLC students were also able to participate in personal enrichment activities each day. The students were engaged in a variety of other personal enrichment activities. The personal enrichment activities offered to students included physical fitness activities, health and nutrition, character education-social skills, art, music, and Slime Club. The personal enrichment activities were designed to strengthen students' social, emotional, cognitive, and physical development.

➤ Physical Fitness

Healthy Habits: Physical Fitness Curriculum - Developed by Graduate Student, Amy Lingenfelter, using Florida State Standards Physical Education, K-5

-Warm-up & Cool Down Exercises: Students learned the importance of warming up the body properly prior to physical exercise. They were introduced to the weekly warm up and cool down through fun PE games and team collaborations.

-Body Awareness: Students learned about different names of parts of their bodies and different ways to move. They were reminded that each body is different and can move in unique ways through “Brain Dance” exercises.

-Large Motor Skills: Many of the students have physical disabilities and mobility issues. The students learned different ways to perform large motor skills including “chase, flee, dodge” using their wheelchairs, assistive devices, and working with mixed abilities in the space through the engaging “Mr. and Mrs. Fox” physical activity.

-Yoga: Students learned basic concepts of Yoga through an engaging and interactive “Rainy Day” PE lesson called “Mike the Cosmic Space Monkey” who teaches fun yoga skills for all abilities!

-Outdoor Obstacle Challenge: Students paired up in teams and had to work together to make it through the outdoor obstacle course. Many of the activities required more than one person to successfully complete each obstacle, which promoted social skill interaction, cooperation, and problem-solving, as well as great physical activity!

➤ Health and Nutrition

Healthy Habits: Nutrition Curriculum - Developed by Graduate Student, Amy Lingenfelter, using Florida State Standards Health & Wellness, K-5

-5 Food Groups: Students learned about the five food groups and different types of food that nourish our bodies and give us energy. They learned these concepts through a physical “Food Group” dance and an interactive “Guess That Food!” guess-and-share game, working with others around the room to ask questions, provide clues, and guess the food group on their back!

-ChooseMyPlate: Students learned about ChooseMyPlate by designing and creating their own 3D plate of favorite and portioned healthy foods. The 21st CCLC program used the United States Department of Agriculture Food and Nutrition Service ChooseMyPlate to teach students about nutrition, healthy eating and physical activity and exercise. The curriculum aligns with

Florida Standards, and the teachers integrated nutrition education into Math, Science, English Language Arts, and Health.

-Fruits & Vegetables: Students then learned specifically about fruits and vegetables through an outdoor interactive “Fruit & Veggie Mania” relay, sorting fruits and vegetables based on name, color, and vitamin components.

-Reading Food Labels: Students learned how to read food labels (especially the numerical values for calories, sugars, and serving sizes) through a group project of reading snack labels they eat in the program. They made estimations of which snacks would contain the highest calories, most servings, and most sugar, and then read the labels and documented their findings.

-Portion Control: Students learned about portion control by actively measuring out servings of snacks they eat in the 21st CCLC program, fruits, vegetables, rice, beans, and items they brought with them for snack that day.

-Physical Hygiene: Students learned about how to properly wash their hands through an interactive “Wash, Wash, Wash, My Hands” song (to the tune of *Row, Row, Row Your Boat*) and by working in groups to follow the proper handwashing procedures.

-Dental Hygiene: Students learned about certain foods that can lead to cavities and the importance of brushing their teeth at least twice a day. They engaged in an active brushing activity where they each received their own toothbrush and a hard-boiled egg soaked in Coca Cola (making it stained and brown). They practiced brushing for two minutes and learned how hard they needed to brush to truly get the staining off of the egg! This was a great visual for a more abstract idea of plaque buildup and the students are still talking about the observed difference from beginning to end!

➤ **Character Education**

Teach Town Curriculum

Elementary School Social Skills (Grades K-2): This curriculum covered important Elementary social-emotional skills such as: Following Rules, Interpersonal Skills, Self-Regulation & Coping, Good Communication, and Friendship. Students participated in a range of different engaging activities to learn these skills through priming, role playing, interactive videos, drawing, illustrating, or sequencing comic strips, and live play.

Middle School Social Skills (Grades 3-5): This curriculum covered important Middle school social-emotional skills such as: Joining a Group, Building and Maintaining Relationships, Interpersonal Skills, Self-Awareness, Problem Solving, Safety and Community Participation, and Personal Care and Hygiene. Students participated in a range of different engaging activities to

learn these skills through interactive videos, independently read social stories and group discussions, role playing social situations, and discussions of different perspectives acting out how different people may perceive situations differently.

➤ Art

Individualized Art Curriculum – Developed by Site Coordinators

Students learned important art skills such as working with different mediums (paint, paper, recycled materials, etc.) to design artwork based on guided instruction. Students learned about historical art figures from readings, interactive documentary excerpts, and through their own research. Students have designed their own “This Is Me” flag that symbolizes their interests and personality, lion faces to depict courage and bravery, and independent art projects. The teachers encouraged the students’ artistic expressions and creativity.



➤ Music

Summer Camp Musical, Orlando Repertory Theater

Students are working with an Arts Integration Professional, Dance Teacher, and Music Teacher to put on a full musical production titled *Summer Camp Musical*.

-Music Enrichment: Students practiced pitch, rhythm, and chorus during their singing enrichment.

-Dance Enrichment: Students learned important skills in dance including effort, shape, time, and space.

-Theater Enrichment: Students worked with a theater professional on script writing, role playing, acting skills, confidence, stage presence, and production components.

➤ **Slime Club**

Slime Club – Science Curriculum, Developed by the 21st CCLC Lead Program Assistant

Each week in the Slime Club, students learned about different scientific principals and interesting “cause-and-effect” interactions of combining different materials (textures, stickiness, color, how quick it hardens, etc.). They were true scientists in the Slime Club, working on building hypothesis and making predictions on what might occur. They tested different combinations and mixed recipes to compare and contrast different trials. They shared their findings with their Slime Group and got to take home their slime creations.

Students benefited from these personal enrichment activities which also taught them a variety of life skills (i.e., taking responsibility, following instructions, critical thinking, problem solving, committing to a task, teamwork, persistence, overcoming challenges, perseverance, respect, motivation, how to deal with wins and losses, and social skills). The personal enrichment activities allowed the 21st CCLC program to help build the whole child.



Adult Family Member Services

The 21st CCLC programs at UCP Pine Hills Elementary, UCP West Orange, and UCP Downtown/BETA Charter School encouraged adult family member participation of participating students and offered workshops, events, and/or activities for all the adult family members throughout the grant year. The workshops were facilitated by staff and local partners. A variety of activities were offered to meet the needs of the students and families participating in the 21st CCLC program. These activities were aligned to the goals and objectives of the federally-funded grant. Various communication methods were used throughout the year to engage adult family members in the workshops and events. Flyers were distributed in advance of the events. Adult family member activities were designed to provide information/resources, improve social/emotional interactions and relationships with adults and students, and to enhance parenting and communication skills. Adult family members had great opportunities to learn new skills and chances to become involved in the learning that was taking place within their children’s 21st CCLC afterschool experience. Highlights of the adult family member activities held at UCP

Pine Hills Elementary, UCP West Orange, and UCP Downtown/BETA Charter School are provided below:

Highlight #1: Family Engagement Session: Completed – Welcome to the 21st Century Program

In this Family/Parent Engagement session, the EXCEL 21st CCLC program focused on getting to know each family member to build relationships among the staff and parents. In this session the staff not only shared important information about the 21st CCLC program but had all participating family members introduce themselves to the person sitting next to them with “Two Truths & a Lie.” As an icebreaker, each family member introduced another person in the room after guided conversations, which created a sense of welcome, acceptance, and consideration for others from the start of the session. Families left this session having filled out all necessary documentation for the program, as well making meaningful connections with other family members and parents with students in the 21st CCLC program.

Highlight #2: Family Engagement Session: Completed – What is Steam? Homework Strategies

In this session, the 21st CCLC staff invited guest speakers to introduce the concept of “STEAM” to families and parents. Guest speakers consisted of active, engaging Science Core teachers who share different ways we integrate STEAM into everyday curriculum and classroom activities, as well as ways parents can incorporate STEAM activities at home. Presenters provided handouts with further STEAM resources, materials, and fun interactive activities that parents could do with their students. At the end of the session, presenters led a hand-on STEAM activity that consisted of either engineering marble tracks, building popsicle stick boats to see what designs float and under how much weight, or creating steam.

Highlight #3: Family Engagement Session – Feb 2019 – Conscious Discipline

In this session, the guest lecturer introduced the mindset and practice of “Conscious Discipline” which is a social-emotional driven form of behavior management based on current brain research and child development information. Families and parents were guided through common behavioral situations and the Conscious Discipline approach of handling these in positive ways. Families and parents were given opportunities to converse in groups, discuss situations and outcomes, and try certain techniques on one another. Great feedback and positive responses were received for this event. As a result, the program included Conscious Discipline as a 30-minute session at the end of each of the Family Parent Engagement sessions throughout the year.

Advisory Board

An advisory board was established for the UCP Pine Hills Elementary, UCP West Orange, and UCP Downtown/BETA Charter School 21st CCLC programs. The advisory board comprised of parents, students, teachers, community members and other stakeholders. Advisory board meetings were held throughout the year. Each meeting included an attendance sign-in sheet, an agenda, and meeting minutes that were recorded. The advisory board was committed to and supportive of the 21st CCLC program. Board members provided input on program needs and discussed programming concerns. The advisory board was a great asset to the 21st CCLC program.

1.4 Program Evaluation

EduMatrix served as the external evaluator for this grantee for the 2018-2019 grant year. Both formative and summative evaluations were performed. Formative evaluations provide the program with feedback from both formal (i.e., surveys, objective performance measurements, progress monitoring reporting) and informal (i.e., program and classroom visits, meetings, conference calls) assessments throughout the year. This type of feedback promotes continuous growth and improvement. The summative evaluation reflects the program's overall annual performance, recommendations for program improvement, and reporting outcomes. Quantitative and qualitative data were both analyzed using a mixed methods research design. Various types of data were collected to provide a thorough understanding about program findings versus quantitative or qualitative data alone.

Mixed methods data analysis was included in the collection and analysis of independent and dependent variables and the relationships between these variables was defined. Triangulation through the mixed methods research design approach allowed for a complete and strong evaluation of quantitative and qualitative program data. Program evaluation best practices was utilized throughout the evaluation process and included defining patterns in collected evaluation data, disaggregating program data, analyzing site visit results and providing feedback (qualitative), establishing academic and enrichment connections (quantitative data) and using evaluation results to make recommendations. This led to relevant recommendations for program improvement regarding data collection efforts, completeness of data and connecting program implementation to grant outcomes.

Data was collected at various times throughout the year for evaluation. EduMatrix performed a data analysis on the program's baseline data, mid-year data and end-of-year data. The data source used for evaluation was the objective assessment (report card grades, test scores, etc.)

that is tied to each grant objective. Data was analyzed using data collection and statistical software for test statistics, and to conduct significance tests, correlations, standard deviation and an inductive and deductive analysis. Collected data results were disaggregated as follows: number of days for student attendance, student enrollment by age, gender, ethnicity, grade level, school, free/reduced lunch status, program academic activities, number of family member activities/workshops offered and attended, description of family member offerings, frequency of attendance and number of family members that took the assessments. Evaluation activities were scheduled around the program schedule and did not interfere with program offerings. All qualitative and quantitative data collection methods were discussed in advance to ensure this. As part of the evaluation plan an outcomes and implementation analysis was conducted to assess program impact, which included calculating increase and decrease in student pre/mid/post test scores to measure progress towards meeting each grant objective at the mid-year time point and the end-of-year time point. Student recruitment strategies, program activities, student retention, participation, program operational plans and sustainability are all factors that were considered during the implementation analysis which occurs at various time points throughout the year. Formative evaluation results were used to inform the program how it was progressing at mid-year. Summative evaluation results were used to develop this report and inform the program, stakeholders and community members about the overall performance of the program from the beginning to the end of the grant year.

EduMatrix conducted at least two site visits at this 21st CCLC site during the 2018-2019 grant year to collect qualitative data. A formal checklist was used to identify program offerings and operations on the day of the visits. The external evaluator also interviewed the program leadership during each site visit to gain a more informed perspective on how the program was progressing towards meeting each grant objective at the time of the visit. After each site visit, a site visit report was generated and provided to the program so that program leadership would know what they were doing well and also know which items needed to be worked on or improved. For each site visit that was made during the grant year, the site visit reports revealed that the program was operating at a satisfactory level.

2.0 STUDENT CHARACTERISTICS

This section provides information about the students served by your program, including demographics, enrollment, and daily attendance.

2.1 Student Enrollment and Attendance

Table 1 below details the number of total enrolled and regularly participating students that attended the program during the 2018 summer program only, the 2018-2019 school year only and for both summer and school year.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2018 and 2018-2019 Academic Year.

Center Name	Total Enrolled Attending (at least one day)			Regularly Participating Enrollment (30 days or more)		
	Total	Summer	Academic Year	Total	Summer	Academic Year
Downtown/ Beta	36	0	36	26	0	26
Pine Hills Charter	37	0	37	36	0	36
West Orange Charter	54	0	54	38	0	38

2.2 Student Demographics

Tables 2-11 below detail the number of total enrolled and regularly participating students that attended the program and includes information about their gender, age range, limited English proficiency status, disability status, race/ethnicity, grade level and free or reduced lunch status. If the program did not have the information for any of these specific areas or the parent or target school did not provide this information to the program, those student numbers are included in the tables below under the “Data Not Provided”.

Table 2. Summer 2018 – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided*		Male	Female	Data Not Provided	
Downtown/Beta	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pine Hills Charter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
West Orange Charter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

** Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.*

Table 3. 2018-2019 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided*		Male	Female	Data Not Provided	
Downtown/Beta	23	13	0	5-12	16	10	0	5-12
Pine Hills Charter	23	14	0	5-12	23	13	0	5-12
West Orange Charter	36	18	0	5-12	26	12	0	5-12

** Data Not Provided = Racial/ethnic group is unknown, cannot be verified, or not reported.*

Table 4. Summer 2018 – Population Specifics: Total Participating Students.

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Downtown/Beta	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pine Hills Charter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
West Orange Charter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Table 5. 2018-2019 Academic Year – Population Specifics: Total Participating Students.

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Downtown/Beta	12	24	0	27	9	0	36	0	0
Pine Hills Charter	3	34	0	19	18	0	36	1	0
West Orange Charter	10	44	0	33	21	0	53	1	0

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

Table 6. Summer 2018 – Population Specifics: Regularly Participating Students.

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Downtown/Beta	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pine Hills Charter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
West Orange Charter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Table 7. 2018-2019 Academic Year – Population Specifics: Regularly Participating Students.

Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided*	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Downtown/Beta	8	18	0	19	7	0	26	0	0
Pine Hills Charter	2	34	0	18	18	0	36	0	0
West Orange Charter	8	30	0	26	12	0	38	0	0

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

Table 8. Summer 2018 – Student Race and Ethnicity: Total and Regularly Participating Students.

Center Name	Total Participating Students								Regularly Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided
Downtown/Beta	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pine Hills Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West Orange Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Table 9. 2018-2019 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students.

Center Name	Total Participating Students								Regularly Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided
Downtown/Beta	0	2	7	16	0	7	4	0	0	2	6	11	0	6	1	0
Pine Hills Charter	1	2	30	0	0	4	0	0	1	2	30	0	0	3	0	0
West Orange Charter	0	1	17	15	0	14	0	7	0	1	8	12	0	11	0	6

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

Table 10. 2018-2019 Academic Year – Student Grade for Total Participating Students.

Center Name	Grade In School*														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Downtown/ Beta	0	4	6	11	8	3	4	0	0	0	0	0	0	0	36
Pine Hills Charter	2	5	12	7	5	5	1	0	0	0	0	0	0	0	37
West Orange Charter	1	7	9	11	15	7	4	0	0	0	0	0	0	0	54

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

Table 11. 2018-2019 Academic Year – Student Grade for Regularly Participating Students.

Center Name	Grade In School*														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Downtown/ Beta	0	2	2	9	7	2	4	0	0	0	0	0	0	0	26
Pine Hills Charter	2	5	12	6	5	5	1	0	0	0	0	0	0	0	36
West Orange Charter	1	4	6	8	11	6	2	0	0	0	0	0	0	0	38

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

3.0 PROGRAM OPERATIONS

The program operations information is detailed in sections 3.1 and 3.2 below which includes 2018 summer operations data and 2018-2019 school year operations data.

3.1 Summer Operation

The following table includes information about the 2018 summer program for this grantee. There is no 2018 summer program data because this grant did not operate a summer program.

Summer 2018 Operation

Site Name	Total number of <u>weeks</u> THIS site was open:	Typical number of <u>days per week</u> THIS site was open:	Typical number of hours per week THIS site was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Pine Hills	N/A	N/A	N/A	N/A	N/A
West Orange	N/A	N/A	N/A	N/A	N/A
Downtown/Beta	N/A	N/A	N/A	N/A	N/A

3.2 Academic Year Operation

The 2018-2019 school year operations information is detailed in the table below which includes information about the total number of weeks, days and days per week each site was open, the typical number of hours per week each site was open, and the total number of days each site operated.

School Year 2018-19 Operation

Site Name	Total # <u>weeks</u> THIS site was open:	Total # <u>days</u> THIS site was open:	Typical # <u>days per week</u> THIS site was open:	Typical # hours per week THIS site was open:				Total # days THIS site operated:			
				Before School	During School	After School	Holiday/School Break Days (Hours per DAY)	Before School	During School	After School	Weekends/ Holidays
Pine Hills	18	69	4	0	0	2.5 (3.5 on Wednesday s)	8	0	0	67	2
West Orange	18	70	4	0	0	2.5 (3.5 on Wednesday s)	8	0	0	68	2

Downtown/BET A	18	70	4	0	0	2.5 (3.5 on Wednesdays)	8	0	0	68	2
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4.0 STAFF CHARACTERISTICS

This section provides information on the composition of staff at each site including staff demographics, ratio of staff to students, staff quality (training and certifications), and turnover.

4.1 Staff Demographics

The following tables detail the staffing type for each site and includes information about whether those staff were paid or considered volunteers for the 2018-2019 school year program.

UCP Pine Hills Charter School

21 st CCLC Staff Type	Summer of 2018				Fall Term School Year (Aug-Dec)				Spring Term School Year (Jan-May)			
	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females
School Day Teachers	----	----	----	----	----	----	----	----	6	0	0	6
Center Administrators and Coordinators	----	----	----	----	----	----	----	----	1	1	0	1
Other Non-teaching School Day Staff	----	----	----	----	----	----	----	----	8	0	0	8
Parents	----	----	----	----	----	----	----	----	0	2	0	0
College Students	----	----	----	----	----	----	----	----	0	0	0	0
High School Students	----	----	----	----	----	----	----	----	0	0	0	0
Community Members	----	----	----	----	----	----	----	----	0	2	0	0
Sub-contracted Staff	----	----	----	----	----	----	----	----	2	0	1	1
Other (if staff does not fall into any category above)	----	----	----	----	----	----	----	----	0	0	0	0

The highest level of education completed out of all paid 21st CCLC teaching staff at this site during School Year: Bachelor's

The highest level of education completed out of all paid paraprofessional/program assistant staff at this site during School Year: Bachelor's

UCP West Orange Charter School

21 st CCLC Staff Type	Summer of 2018				Fall Term School Year (Aug-Dec)				Spring Term School Year (Jan-May)			
	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females
School Day Teachers	----	----	----	----	----	----	----	----	6	0	0	6
Center Administrators and Coordinators	----	----	----	----	----	----	----	----	1	1	0	1
Other Non-teaching School Day Staff	----	----	----	----	----	----	----	----	7	0	1	6
Parents	----	----	----	----	----	----	----	----	0	2	0	0
College Students	----	----	----	----	----	----	----	----	0	0	0	0
High School Students	----	----	----	----	----	----	----	----	0	0	0	0
Community Members	----	----	----	----	----	----	----	----	0	2	0	0
Sub-contracted Staff	----	----	----	----	----	----	----	----	2	0	1	1
Other (if staff does not fall into any category above)	----	----	----	----	----	----	----	----	0	0	0	0

The highest level of education completed out of all paid 21st CCLC teaching staff at this site during School Year: Doctorate

The highest level of education completed out of all paid paraprofessional/program assistant staff at this site during School Year: Bachelor's

UCP Downtown/BETA Charter School

21 st CCLC Staff Type	Summer of 2018				Fall Term School Year (Aug-Dec)				Spring Term School Year (Jan-May)			
	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females	Paid	Volunteer	# of Paid Males	# of Paid Females
School Day Teachers	----	----	----	----	----	----	----	----	7	2	2	5
Center Administrators and Coordinators	----	----	----	----	----	----	----	----	1	2	0	1
Other Non-teaching School Day Staff	----	----	----	----	----	----	----	----	8	0	1	7
Parents	----	----	----	----	----	----	----	----	0	2	0	0
College Students	----	----	----	----	----	----	----	----	0	1	0	0
High School Students	----	----	----	----	----	----	----	----	0	0	0	0
Community Members	----	----	----	----	----	----	----	----	0	2	0	0
Sub-contracted Staff	----	----	----	----	----	----	----	----	2	0	1	1
Other (if staff does not fall into any category above)	----	----	----	----	----	----	----	----	0	0	0	0

The highest level of education completed out of all paid 21st CCLC teaching staff at this site during School Year: Bachelor's

The highest level of education completed out of all paid paraprofessional/program assistant staff at this site during School Year: Bachelor's

4.2 Student-to-Staff Ratio

The student-to-staff ratio at this site was approximately 10:1 for academic enrichment and up to 20:1 for personal enrichment activities. The program made a positive impact in both academic and personal enrichment classes with these ratios.

4.3 Staff Training

All 21st CCLC staff (teachers and paraprofessionals) received professional development training during the 2018-2019 project year and participated in the following workshops:

21st CCLC Professional Development

Month	Title of All Professional Development sessions offered to Teachers and Staff During the Month	Length of PD Session	Audience
August 2018	N/A – Program Not Started		
September 2018	N/A – Program Not Started		
October 2018	N/A – Program Not Started		
November 2018	N/A – Program Not Started		
December 2018	N/A – Program Not Started		
January 2019	Introduction to 21 st CCLC Program	1 hour	All Program Staff Including Teachers
February 2019	None		
March 2019	None		
April 2019	Staff Relations and Maintaining Morale!	1 hour	All Program Staff (Pine Hills Campus)
May 2019	1. Social Skills & Behavior Control Strategies	1 hour	All Program Staff (Downtown/BETA Campus)
	2. CPR Certification (Adult/Child/Infant + Fire Extinguisher Training)	1.5 hours	All Program Staff
	3. Emergency Medical Administration to Students with Special Needs	1 hour	All Summer Program Staff
	4. Basics of Lifting, Transfers & Positioning of Students with Special Needs	30 minutes	All Summer Program Staff

4.4 Staff Turnover

At the Pine Hills site, one teacher was “lost” due to turnover. Of the one teacher that was lost, one were replaced during the project year. This site also had one paraprofessional “lost” due to turnover. Of the one paraprofessional lost due to turnover, on was replaced. At the West Orange site, no teachers or paraprofessionals were “lost” due to turnover. At the Beta site, one paraprofessional was “lost” due to turnover. Of the one paraprofessional that was lost, one was replaced.

The 21st CCLC Project Director is in constant communication with all 21st CCLC Staff and has worked diligently to build meaningful relationships with each staff member. The Project Director, Heather Boni, immediately worked to problem solve solutions as soon as she was contacted by a staff member experiencing scheduling exhaustion or personality conflicts with other staff members throughout the year. Each staff members’ challenges and concerns were handled individually and discretely. Upon their final decision to withdraw from the program, the “lost” staff members communicated that they felt supported and appreciated through the process. One of the “lost” staff members, due to scheduling exhaustion, has rearranged and lightened her schedule to return as a program assistant in the fall because she has missed being a part of the program!

The Site Coordinators at each 21st CCLC site handled the staff turnover skillfully and professionally. They stepped into the program assistant roles while the Director interviewed and hired support staff to replace the “lost” staff. The Director was also able to secure substitute certified regular school day teachers from the school campuses while she worked to replace the “lost” certified teacher. During the few days of staff turnover, the programs continued as normal.

The Director enjoyed supporting her 21st CCLC staff members and promoting staff morale throughout the year. Staff appreciation thank you notes and small give-a-ways were given to staff at all campuses each month, with special “shout-outs” to staff that went above and beyond. Staff and teacher celebrations were included in monthly newsletters and end of year program performances. Home baked cookies and light refreshments were provided at staff meetings to promote staff attendance, active participation, and positive staff relations. All staff and teachers were recognized throughout the year for their valuable contributions to the program. The Director (and fellow staff members at each campus) worked diligently to build a community of appreciation between students, staff, and teachers, which in turn, revitalized staff morale and improved staff retention.

5.0 OUTCOMES and FINDINGS

This section provides information on program objectives, how those objectives are measured, data collection and analysis methods, progress toward meeting grant objectives, student success, additional grant findings and recommendations.

5.1 Objective Assessment

Objective 1

Elementary School Students

Objective Assessment Plan:

70% of regularly participating elementary school students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.

Success Criterion:

1-4 Grading Scale (1, 1.5, 2, 2.5, 3, 4): Maintain a 3 or 4 grade or improve to a 3 or 4 grade, or improve to a 2.0 or 2.5 grade from a grade of 1.0 or 1.5. Maintaining a 2.5 grade or improving from a 1.0 to 1.5 is not considered meeting the success criterion.

S, E, W Grading Scale: Maintaining a S grade or improving to an S grade from E or W, or improving from W to E. Maintaining a E or W grade is not considered meeting the success criterion

Findings:

1. Objective not met.
2. Total students with sufficient data – **94**
3. 50% of regularly participating students met the stated success criterion.

Objective Status –

50% of regularly participating elementary school students with sufficient data showed improvement in English Language Arts grades across the program year. The success criterion was found comparing first and fourth quarter English Language Arts grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program

year when the first quarter assessment was given. The success criterion requires students to maintain a 3 or 4 grade, improve to a 2.0 or 2.5 grade from a grade of 1.0 or 1.5. Of 94 students with sufficient data to measure the criterion, 47 students met the criterion.

Table 1.1: UCP of Central Florida English Language Arts Grade Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Downtown/Beta</i>	22	7	32%
<i>Pine Hills</i>	72	24	33%
<i>West Orange</i>	36	16	44%
All Sites	94	47	50%

*Students with sufficient data to measure objective criterion

Objective 2

Elementary School Students

Objective Assessment Plan:

70% of regularly participating students will maintain high performance or improve their reading skills as measured by pre-, mid-, post-assessment

Success Criterion:

Improve from pre-assessment by at least 1 point

Findings:

1. Objective met.
2. Total students with sufficient data – **91**
3. 75% of regularly participating students met the stated success criterion.

Objective Status—

75% of regularly participating elementary school students with sufficient data showed improvement in reading skills across the program year or maintained a high level of reading skills. The success criterion was found using the iReady assessment comparing a pre-score to a post-score, attained at the beginning and end of the year respectively. Pre-scores were only substituted for mid-scores, attained during the program year, for students who had not yet started the program year when the first assessment was given. The success criterion requires students to improve their score from the pre-assessment baseline by at least one point. Of 91 students with sufficient data to measure the criterion, 68 students met the criterion.

Table 2.1: UCP of Central Florida Reading iReady Assessment - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Downtown/Beta</i>	20	16	80%
<i>Pine Hills</i>	34	25	74%
<i>West Orange</i>	37	27	73%
All Sites	91	68	75%

*Students with sufficient data to measure objective criterion

Objective 3

Elementary School Students

Objective Assessment Plan:

70% of regularly participating elementary school students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.

Success Criterion:

1-4 Grading Scale (1, 1.5, 2, 2.5, 3, 4): Maintain a 3 or 4 grade or improve to a 3 or 4 grade, or improve to a 2.0 or 2.5 grade from a grade of 1.0 or 1.5. Maintaining a 2.5 grade or improving from a 1.0 to 1.5 is not considered meeting the success criterion.

S, E, W Grading Scale: Maintaining a S grade or improving to an S grade from E or W, or improving from W to E. Maintaining a E or W grade is not considered meeting the success criterion

Findings:

1. Objective not met.
2. Total students with sufficient data – **99**
3. 58% of regularly participating students met the stated success criterion.

Objective Status –

58% of regularly participating elementary school students with sufficient data showed improvement in mathematics grades across the program year. The success criterion was found comparing first and fourth quarter Mathematics grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain a 3 or 4 grade, improve to a 2.0 or 2.5 grade from a grade of 1.0 or 1.5. Of 99 students with sufficient data to measure the criterion, 57 students met the criterion.

Table 3.1: UCP of Central Florida Mathematics Grade Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Downtown/Beta</i>	23	9	39%
<i>Pine Hills</i>	37	25	68%
<i>West Orange</i>	38	23	61%
All Sites	99	57	58%

*Students with sufficient data to measure objective criterion

Objective 4

Elementary School Students

Objective Assessment Plan:

70% of regularly participating students will maintain high performance or improve their mathematics skills as measured by pre-, mid-, post-assessment

Success Criterion:

Improve from pre-assessment by at least 1 point

Findings:

1. Objective met.
2. Total students with sufficient data – **91**
3. 79% of regularly participating students met the stated success criterion.

Objective Status—

79% of regularly participating elementary school students with sufficient data showed improvement in reading skills across the program year or maintained a high level of mathematics skills. The success criterion was found using the iReady assessment comparing a pre-score to a post-score, attained at the beginning and end of the year respectively. Pre-scores were only substituted for mid-scores, attained during the program year, for students who had not yet started the program year when the first assessment was given. The success criterion requires students to improve their score from the pre-assessment baseline by at least one point. Of 91 students with sufficient data to measure the criterion, 72 students met the criterion.

Table 4.1: UCP of Central Florida Mathematics Discovery Assessment - Elementary

	Total Students*	Met Objective	Met Objective (%)
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<i>Downtown/Beta</i>	20	12	60%
<i>Pine Hills</i>	34	29	85%
<i>West Orange</i>	37	31	84%
All Sites	91	72	79%

*Students with sufficient data to measure objective criterion

Objective 5

Elementary School Students

Objective Assessment Plan:

70% of regularly participating elementary school students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.

Success Criterion:

1-4 Grading Scale (1, 1.5, 2, 2.5, 3, 4): Maintain a 3 or 4 grade or improve to a 3 or 4 grade, or improve to a 2.0 or 2.5 grade from a grade of 1.0 or 1.5. Maintaining a 2.5 grade or improving from a 1.0 to 1.5 is not considered meeting the success criterion.

S, E, W Grading Scale: Maintaining a S grade or improving to an S grade from E or W, or improving from W to E. Maintaining a E or W grade is not considered meeting the success criterion

Findings:

1. Objective not met.
2. Total students with sufficient data – **94**
3. 63% of regularly participating students met the stated success criterion.

Objective Status –

63% of regularly participating elementary school students with sufficient data showed improvement in science grades across the program year. The success criterion was found comparing first and fourth quarter science grades, attained at the beginning and end of the year respectively. First quarter grades were only substituted for grades achieved in subsequent quarters for students who had not yet started the program year when the first quarter assessment was given. The success criterion requires students to maintain an A or B grade, improve from a C to at least a B grade, or improve from a D/F grade to at least a C grade. Of 94 students with sufficient data to measure the criterion, 59 students met the criterion.

Table 5.1: UCP of Central Florida Science Grade Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Downtown/Beta</i>	22	8	36%
<i>Pine Hills</i>	36	27	75%
<i>West Orange</i>	36	24	67%
All Sites	94	59	63%

*Students with sufficient data to measure objective criterion

Objective 6

Elementary School Students

Objective Assessment Plan:

75% of regularly participating students in third grade will achieve promotion based on their performance on the Florida Standards Assessment English Language Arts

Success Criterion:

Attain an Achievement Level 2 or higher on the Florida Standards Assessment – English/Language Arts

Findings:

1. Objective not met.
2. Total students with sufficient data – **19**
3. 21% of regularly participating students met the stated success criterion.

Objective Status –

21% of regularly participating third grade students with sufficient data were promoted at the end of the program year. The success criterion was found using the FSA English Language Arts assessment, and scores were attained at the end of the program year. The success criterion requires students to score an Achievement Level 2 or higher. Of 19 students with sufficient data to measure the criterion, 4 student met the benchmark.

Table 6.1: UCP of Central Florida Third Grade Promotion

	Total Students*	Met Objective	Met Objective (%)
<i>Downtown/Beta</i>	6	2	33%
<i>Pine Hills</i>	5	0	0%

<i>West Orange</i>	8	2	25%
All Sites	19	4	21%

*Students with sufficient data to measure objective criterion

Objective 7

Elementary School Students

Objective Assessment Plan:

70% of regularly participating students will demonstrate their performance arts skills as measured by authentic assessment

Success Criterion:

Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:

1. Objective met.
2. Total students with sufficient data – **86**
3. 72% of regularly participating students met the stated success criterion.

Objective Status—

72% of regularly participating elementary school students with sufficient data demonstrated their performance skills as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 86 regularly participating students presented with sufficient data, 62 students met the criterion.

Table 7.1: UCP of Central Florida Performance Arts Skills Statistics - Elementary

	Total Students*	Min	Max	M	SD
Pre Scores	86	0	100	49.3	24.0
Post Scores	86	10	100	64.2	20.8
Difference or Change in Score	86	-30	60	14.9	23.4

*Indicates total number of students with sufficient data to measure the success criterion

Elementary school students' performance arts skilled improved by an average of 14.9 points over the course of the program year. The standard deviation (SD) of change in score is 23.4 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 7.2: UCP of Central Florida Performance Arts Skills Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Downtown/Beta</i>	17	9	53%
<i>Pine Hills</i>	36	33	92%
<i>West Orange</i>	33	20	61%
All Sites	86	62	72%

*Students with sufficient data to measure objective criterion

Objective 8

Elementary School Students

Objective Assessment Plan:

85% of regularly participating students will demonstrate their physical and personal wellness as measured by curriculum-based assessment

Success Criterion:

Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:

1. Objective met.
2. Total students with sufficient data – **72**
3. 88% of regularly participating students met the stated success criterion.

Objective Status—

88% of regularly participating elementary school students with sufficient data indicated an improvement in their physical and personal wellness as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively.

Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 72 regularly participating students presented with sufficient data, 63 students met the criterion.

Table 8.1: UCP of Central Florida Physical and Personal Wellness Statistics - Elementary

	Total Students*	Min	Max	M	SD
Pre Scores	72	0	100	50.4	25.7
Post Scores	72	20	100	76.3	20.0
Difference or Change in Score	72	-20	80	25.8	23.8

*Indicates total number of students with sufficient data to measure the success criterion

Elementary school students' physical and personal wellness improved by an average of 25.8 points over the course of the program year. The standard deviation (SD) of change in score is 23.8 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 8.2: UCP of Central Florida Physical & Personal Wellness Improvement - Elementary

	Total Students*	Met Objective	Met Objective (%)
<i>Downtown/Beta</i>	18	12	67%
<i>Pine Hills</i>	36	34	94%
<i>West Orange</i>	18	17	94%
All Sites	72	63	88%

*Students with sufficient data to measure objective criterion

Objective 9

Elementary School Students

Objective Assessment Plan:

50% of adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey

Success Criterion:

Maintain a score of an 80 or higher or improve from pre-assessment by at least one point.

Findings:

1. Objective met.
2. Total students with sufficient data – **65**
3. 55% of regularly participating adult family members met the stated success criterion.

Objective Status—

55% of regularly participating elementary school adult family members with sufficient data indicated an improvement in their parenting skills as measured by pre-post assessment over the course of the program year. The objective was measured based on change in pre- and post-scores from approximately the beginning and end of the program year respectively. Mid-scores were only considered in cases in which the student was not present at the time of the pre-assessment. Of 65 regularly participating students presented with sufficient data, 36 students met the criterion.

Table 9.1: UCP of Central Florida Parenting Skills Statistics - Elementary

	Total Students*	Min	Max	M	SD
Pre Scores	65	38	62	51.8	5.8
Post Scores	65	36	64	54.6	5.2
Difference or Change in Score	65	-21	25	2.8	7.6

*Indicates total number of students with sufficient data to measure the success criterion

Elementary school students’ knowledge of parenting skills improved by an average of 2.8 points over the course of the program year. The standard deviation (SD) of change in score is 7.6 points, which is indicative of the overall changes in score within the data set based on the calculated mean (M). A lower scale value standard deviation in relation to the mean is representative of a lower deviation from the calculated average of difference in test scores across the entire data set. A higher scale value standard deviation represents a high deviation of difference in test scores from the calculated average throughout a larger sample of the overall data set.

Table 9.2: UCP of Central Florida Parenting Skills Improvement - Elementary

Total Students*	Met Objective	Met Objective (%)
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Downtown/Beta	18	7	39%
Pine Hills	36	22	61%
West Orange	11	7	64%
All Sites	65	36	55%

*Students with sufficient data to measure objective criterion.

5.2 Overall Findings for Each Objective

This section provides information on the program’s progress toward and achievement of each objective.

Objectives and Findings

Objective	Findings	Programmatic Changes (for future years of programming)	Data Collection Changes (for future years of programming)
<p>Objective 1: 70% of regularly participating elementary school students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.</p>	<p>Met/Not Met: Objective not met. Progress Outcome: Meaningful Progress Total Students with Sufficient Data: 94 Met Success Criterion: 50% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes: In place of this past year’s Mindworks curriculum, our Lead Certified Teacher will develop ELA lesson plans unique to our UCP 21st CCLC program based on our students’ levels and ELA improvement needs. This curriculum will align with the Florida State Standards, follow UCP academic pacing guides, and support the ELA curriculum taught during the regular school day. Each ELA lesson plan will contain differentiated instruction suggestions to teach to the diverse abilities of our students with and without disabilities in each grade level, and better support their individual learning styles. The Lead Certified Teacher will also develop more targeted ELA lesson plans for our Kindergarteners to help the youngest students better understand ELA content being taught and reinforce ELA foundations. Program administration will also</p>	<p>Proposed Changes: Program administration will collaborate with target school day Principals prior to the start of the school year to discuss strategies to obtain monthly progress monitoring data that is currently collected by school day teachers. The program will improve communication with regular school day teachers by having Site Coordinators plan regular meetings to discuss 21st Century students' ELA and reading comprehension improvement needs. The program will develop a more improved system and procedures for obtaining students’ quarterly grades from regular school day teachers The program will create additional checks and balances for making sure that all students listed on the Student-Level-Data Collection Tool spreadsheet have taken all assessments and that the scores are included in the spreadsheet. We will do the</p>

		<p>conduct progress monitoring strategies throughout the school year and provide project-based learning training and other professional development opportunities to certified teachers.</p> <p>Rationale: ELA lesson plan will contain differentiated instruction suggestions to teach to the diverse abilities of our students with and without disabilities in each grade level, and better support their individual learning styles. Targeted lesson plans will help the youngest students better understand ELA content being taught and reinforce ELA foundations. Progress monitoring strategies throughout the school year will allow program leadership, teachers and staff will know how students are progressing at any point and be able to make adjustments. PBL training will help improve teaching strategies in our inclusive program and improve use of additional resources to help students be better prepared to meet this objective.</p>	<p>same for the adult family members of the students.</p> <p>Rationale: Collected data will be used to inform adjustments to instructional time and/or focus. The program will use suggestions and insights from school day teachers to inform adjustments to instructional curriculum. An improved system of receiving quarterly grade will assist in getting grades in a timely manner. Improved checks and balances for all objectives will help to eliminate having a lot of missing data on the SLDRT spreadsheet and will allow data analysis results to be a better reflection of program performance.</p>
<p>Objective 2: 70% of regularly participating students will maintain high performance or improve their reading skills as measured by pre-, mid-, post-assessment</p>	<p>Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark Total Students with Sufficient Data: 91 Met Success Criterion: 75% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes: We will refer to the i-Ready toolbox as a resource during curriculum development and incorporate some of the lesson plans and teaching strategies to help students be better prepared to meet this objective. We are also implementing 21st CCLC "Libraries" in which all students will have access to age appropriate books to read</p>	<p>Proposed Changes: The program will create a 21st Century i-Ready group and develop i-Ready 21st Century student groupings.</p> <p>Rationale: A 21st Century i-Ready group will more easily assess student data and monitor monthly progress. Student groupings will allow staff to look at the i-Ready Growth Diagnostics and problem solve how to better support the</p>

			<p>during specified reading times during the program.</p> <p>Rationale:</p> <p>Incorporating i-Ready lesson plans and teaching strategies will expose students to more comprehensive curriculum and give them greater opportunity to succeed in this area. 21st CCLC "Libraries" will help to promote reading literacy and ELA skills.</p>	<p>student's needs in ELA and reading.</p>
<p>Objective 3: 70% of regularly participating elementary school students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.</p>	<p>Met/Not Met: Objective not met. Progress Outcome: Meaningful Progress Total Students with Sufficient Data: 99 Met Success Criterion: 58% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes:</p> <p>In place of this past year's Mindworks curriculum, our Lead Certified Teacher will develop Mathematics lesson plans unique to our UCP 21st CCLC program based on our students' levels and math improvement needs. Each Math lesson plan will contain differentiated instruction suggestions to teach to the diverse abilities of our students with and without disabilities in each grade level, and better support their individual learning styles. The Lead Certified Teacher will also develop more targeted math lesson plans for our Kindergarteners. We plan to integrate and add additional math curriculum resources, i.e. Robotics, Mindstorms LEGO, Imagine It "Build It" kids, and other math related hands-on activities into the enrichment curriculum throughout the school year. The program will conduct progress monitoring strategies throughout the school year and increase the number of math specific lessons to two full hours per week, as well as integrate</p>	<p>Proposed Changes:</p> <p>Program administration will collaborate with target school day Principals prior to the start of the school year to discuss strategies to obtain monthly progress monitoring data that is currently collected by school day teachers. The program will improve communication with regular school day teachers by having Site Coordinators plan regular meetings to discuss 21st Century students' ELA and reading comprehension improvement needs. The program will develop a more improved system and procedures for obtaining students' quarterly grades from regular school day teachers. The program will create additional checks and balances for making sure that all students listed on the Student-Level-Data Collection Tool spreadsheet have taken all assessments and that the scores are included in the spreadsheet. We will do the same for the adult family members of the students.</p> <p>Rationale:</p>	

			<p>math specific standards into the ELA and enrichment lesson plans.</p> <p>Rationale: The new Mathematics lesson plans will align with the Florida State Standards, follow UCP academic pacing guides, and support the math curriculum taught during the regular school day, while better supporting diverse learning styles and learning for younger students. Additional math-related courses will allow for more small group instruction on content related specifically to this objective. Progress monitoring strategies throughout the school year will allow program leadership, teachers and staff will know how students are progressing at any point and be able to make adjustments.</p>	<p>Collected data will be used to inform adjustments to instructional time and/or focus. The program will use suggestions and insights from school day teachers to inform adjustments to instructional curriculum. An improved system of receiving quarterly grade will assist in getting grades in a timely manner. Improved checks and balances for all objectives will help to eliminate having a lot of missing data on the SLDRT spreadsheet and will allow data analysis results to be a better reflection of program performance.</p>
<p>Objective 4: 70% of regularly participating students will maintain high performance or improve their mathematics skills as measured by pre-, mid-, post-assessment</p>	<p>Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark Total Students with Sufficient Data: 91 Met Success Criterion: 79% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes: We will refer to the i-Ready toolbox as a resource during curriculum development and incorporate some of the lesson plans and teaching strategies to help students be better prepared to meet this objective. We are also implementing 21st CCLC "Libraries" in which all students will have access to age appropriate books to read during specified reading times during the program.</p> <p>Rationale: Incorporating i-Ready lesson plans and teaching strategies will expose students to more comprehensive curriculum and give them greater opportunity to succeed in this area. 21st CCLC "Libraries" will help to promote reading literacy and ELA skills.</p>	<p>Proposed Changes: The program will create a 21st Century i-Ready group and develop i-Ready 21st Century student groupings.</p> <p>Rationale: A 21st Century i-Ready group will more easily assess student data and monitor monthly progress. Student groupings will allow staff to look at the i-Ready Growth Diagnostics and problem solve how to better support the student's needs in ELA and reading.</p>	

<p>Objective 5: 70% of regularly participating elementary school students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.</p>	<p>Met/Not Met: Objective not met. Progress Outcome: Approaching Benchmark Total Students with Sufficient Data: 94 Met Success Criterion: 63% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes: In place of this past year’s Mindworks curriculum, our Lead Certified Teacher will develop Science lesson plans unique to our UCP 21st CCLC program based on our students’ levels and science improvement needs. We will increase the number of science specific lessons each week during academic hours, as well as continue to integrate hands-on science content into enrichment lessons (STEM building challenges, “Slime Club”, etc.). The program will implement differentiated instructional strategies within the science curriculum to help students learn the necessary content and provide resources to teachers to adapt instruction to ensure integration and inclusion of lower-functioning students’ own learning styles. The program will also provide more science workshops and special presentations throughout the school year, i.e. Mad Science or Super Cool Science, to promote students’ interest in the field of science.</p> <p>Rationale: The new Science lesson plans will align with the Florida State Standards, follow UCP academic pacing guides, and support the math curriculum taught during the regular school day, while better supporting diverse learning styles. Additional science-related courses will allow for more small group instruction on content related specifically to this objective and offer students more opportunities to engage with and comprehend the content.</p>	<p>Proposed Changes: Program administration will collaborate with target school day Principals prior to the start of the school year to discuss strategies to obtain monthly progress monitoring data that is currently collected by school day teachers. The program will improve communication with regular school day teachers by having Site Coordinators plan regular meetings to discuss 21st Century students’ ELA and reading comprehension improvement needs. The program will develop a more improved system and procedures for obtaining students’ quarterly grades from regular school day teachers. The program will create additional checks and balances for making sure that all students listed on the Student-Level-Data Collection Tool spreadsheet have taken all assessments and that the scores are included in the spreadsheet. We will do the same for the adult family members of the students.</p> <p>Rationale: Collected data will be used to inform adjustments to instructional time and/or focus. The program will use suggestions and insights from school day teachers to inform adjustments to instructional curriculum. An improved system of receiving quarterly grade will assist in getting grades in a timely manner. Improved checks and balances for all objectives will help to eliminate having a lot of missing data on the SLDRT spreadsheet and will allow data analysis results to be a</p>
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			better reflection of program performance.
<p>Objective 6: 75% of regularly participating students in third grade will achieve promotion based on their performance on the Florida Standards Assessment English Language Arts</p>	<p>Met/Not Met: Objective not met. Progress Outcome: Limited Progress Total Students with Sufficient Data: 19 Met Success Criterion: 21% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes: The program will develop more focused reading, ELA, and mathematics curriculum to better help students achieve this objective. This will include offering a rotating library selection of age-appropriate books students can read during Homework Hero's to further promote reading literacy and support targeted ELA standards/content being taught. The program will also conduct focus group meetings with 3rd-5th grade regular school day teachers throughout the school year at each site to discuss how students are progressing, different strategies to incorporate FSA testing preparation into curriculum design, and provide test stress management workshops in the 21st CCLC program throughout the year. This objective will be measured at the end of the year.</p> <p>Rationale: Improving student access to age-appropriate reading will give students more opportunities to practice reading skills. Increased communication and collaboration between the program and school day teachers will help both entities better respond to student needs throughout the year.</p>	<p>Proposed Changes: The program will collaborate with target school day teachers and principals to discuss 21st Century student's FSA testing support needs.</p> <p>Rationale: The program will use these suggestions and insights to inform adjustments to instructional curriculum.</p>
<p>Objective 7: 70% of regularly participating students will demonstrate their performance arts</p>	<p>Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark Total Students with Sufficient Data: 86</p>	<p>Proposed Changes: The program will provide performing arts specialist workshops at each campus throughout the school year, and revise the "New Plays, No</p>	<p>Proposed Changes: The program will update our K-2 and 3-5 performing arts skills assessment tool to reflect the curriculum specific content included in our newly</p>

<p>skills as measured by authentic assessment</p>	<p>Met Success Criterion: 72% of regularly participating students met the stated success criterion</p>	<p>Limits” program for the Spring with the Orlando Repertory Theatre and provide special performance opportunities for our students. The program will also incorporate art standards and additional arts resources into the development of art enrichment curriculum to help students be better prepared to meet this objective.</p> <p>Rationale: Additional specialist workshops will provide additional performing arts experiences for students in support of their attainment of this objective. Revising the play program will provide special performance opportunities for our students to further their performing arts skills. Art enrichment curriculum will provide students with an opportunity to be better prepared to meet this objective.</p>	<p>developed performing arts curriculum. We will also work with Site Coordinators at each site to further develop our survey and data collection strategies to ensure that all students listed on the Student-Level-Data Collection Tool spreadsheet have taken their performing arts assessments and that the scores are included in the spreadsheet.</p> <p>Rationale: Improvement of our assessment tool will more accurately measure the desired objectives. Additional checks on the completion of the SLDRT will help the program to submit more complete scoring records throughout the year.</p>
<p>Objective 8: 85% of regularly participating students will demonstrate their physical and personal wellness as measured by curriculum-based assessment</p>	<p>Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark Total Students with Sufficient Data: 72 Met Success Criterion: 88% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes: The program will continue to partner with the University of Florida College of Health Professions and Sciences to promote UCF student involvement in our Healthy Habits curriculum development, instruction, and variety of programming. The Lead Certified Teacher will develop some new Healthy Habits curriculum unique to our UCP 21st CCLC program based on our students’ levels and physical and personal wellness improvement needs and add practical and personal safety to the healthy habits curriculum, as well as guest speakers to present on specific topics of interest to help students better retain the information that is being</p>	<p>Proposed Changes: The program will update our K-2 and 3-5 physical and personal wellness assessment tool to reflect the curriculum specific content included in our newly developed Healthy Habits curriculum. The program will also work with Site Coordinators at each site to further develop our survey and data collection strategies to ensure that all students listed on the Student-Level-Data Collection Tool spreadsheet have taken their physical and personal wellness assessments and that the scores are included in the spreadsheet</p> <p>Rationale: Improving our assessment tool will more accurately</p>

			<p>taught, i.e. Fire Safety with Fire Fighters, Emergency Preparedness with Police Officers, Dental Hygiene with a Dentist, etc.</p> <p>Rationale: Improved curriculum in this area will give students more opportunities to engage with and comprehend the content. Additional guest speakers will also further this objective in the same way.</p>	<p>measure the desired objectives. Additional checks on the completion of the SLDRT will help the program to submit more complete scoring records throughout the year.</p>
<p>Objective 9: 50% of adult family members of regularly participating students will increase their parenting skills as measured by perceptual survey</p>	<p>Met/Not Met: Objective met. Progress Outcome: Meets or Exceeds Benchmark Total Students with Sufficient Data: 65 Met Success Criterion: 55% of regularly participating students met the stated success criterion</p>	<p>Proposed Changes: The program will provide each parent with an updated Parent/Family Needs Assessment survey to collect data on parents' preferred days and times for scheduling family engagement sessions. The program will partner and collaborate with the host schools' Family Case Managers before the beginning of the school year to discuss strategies to increase parent/family participation and pool marketing resources for special events. The program will also purchase and incorporate the Conscious Discipline Parenting Curriculum into parent/family engagement sessions to promote learning of parenting skills. The program will increase parent attendance and participation in planned engagement sessions by providing child care options during session.</p> <p>Rationale: Understanding preferred days and times for families will help to promote increased attendance, as will consolidated marketing efforts. By increasing parent attendance at these sessions,</p>	<p>Proposed Changes: The program will redesign our family member parenting skills assessment tool to more accurately reflect the specific content included in the parent/family engagement sessions. The program will work with Site Coordinators at each site to further develop our survey and data collection strategies to ensure that all parents complete the pre-, mid-, and post- parenting skills assessment for each student listed on the Student-Level-Data Collection Tool. The program will also develop an improved system and procedure for collecting parenting skills assessments by creating an online version of the parenting skills assessment tool. The program will continue to provide post-family engagement session surveys to collect data on parents' interest in session topics, whether the session provided valuable parenting resources and information, and if it should be repeated in the future.</p> <p>Rationale: Improving our assessment tool will more accurately measure the desired parenting skills. Offering</p>	

		we aim to further facilitate their learning of parenting skills.	different ways to complete the assessment (such as an online option) will increase parent completion of assessment.
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5.3 Stakeholders' Surveys

This section includes the findings from the student, family member, and teacher end-of-year surveys.

Adult Family Member Survey Data

Adult Family Member Survey Results

	Very Satisfied (%)	Satisfied (%)	Not Sure (%)	Unsatisfied (%)	Very Unsatisfied (%)	Not Applicable (%)
How satisfied are you with this after school program as a whole?	70	27	2	0	0	2
Staff warmth and friendliness	77	20	0	0	0	3
Ability of staff to work with my child	71	27	0	0	0	2
Ability of staff to relate to me as a parent	65	29	3	0	0	3
Variety of activities offered to my child	62	27	9	0	0	2
Safety of the program environment	76	21	2	0	0	2
My child's happiness with the program	70	24	5	0	0	2
Helping me become more involved with my child's education	59	27	9	0	0	2
Child's improvement in homework completion	45	35	8	6	0	2
Child's improvement in academic performance	45	42	9	0	0	2
Child's improvement in getting along with others	55	44	0	0	0	2
Child's improvement staying out of trouble	56	36	5	0	0	2

Would you sign your children up for this program again?

- Yes – 88%
- No – 0%
- Maybe – 8%
- No Answer – 5%

If this after school program was no longer available, my child would be:

- Home alone – 5%
- Cared for by a parent – 25%
- Cared for by a sibling – 9%
- Cared for by another relative – 11%
- Cared for by a friend or neighbor – 5%
- Participating in a different after school program – 40%
- Other – 5%
- No Answer – 2%

Teacher Survey Data

Teacher Survey Results

	Improved (%)	No Change (%)	Did Not Need to Improve (%)	Declined (%)
Turning in homework on time	26	17	47	10
Completing homework to your satisfaction	34	19	38	8
Participating in class	37	21	32	9
Volunteering	37	33	28	1
Attending class regularly	12	12	71	2
Being attentive in class	41	14	34	9
Behaving in class	40	17	33	9
Academic performance	58	16	24	1
Coming to school motivated to learn	43	14	38	3
Getting along well with other students	38	18	37	7
Believing they can do well in school	41	26	28	3
Parent interest and/or involvement	13	39	46	1

Student Survey Data

Student Survey Results

	Did Not Answer (%)	Definitely (%)	Somewhat (%)	Not At All (%)
Do you like the afterschool program?	4	79	11	6
Does your afterschool program have adults who care about you?	4	71	21	3
Do you feel safe during your afterschool program?	4	77	14	4
Does your afterschool program help you get along with others?	4	73	17	6
Does your afterschool program help you understand that following rules is important?	4	89	6	1
Does your afterschool program help you solve problems in a positive way?	4	67	23	6
Does your afterschool program help you with your homework?	4	71	11	13
Does your afterschool program help you improve your grades?	6	77	10	7

Percentage of male students that completed the survey: 64%

Percentage of female students that completed the survey: 36%

Grade levels of students that completed the survey:

Pre-Kindergarten – 9%

Kindergarten – 16%

1st – 13%

2nd – 17%

3rd – 23%

4th – 10%

5th – 10%

10th – 1%

Unknown – 1%

5.4 Student Success Snapshot

The UCPFL 21st Century Star Student attends the West Orange 21st Century program. He is in second grade and is a part of the Sharks group! At the start of the 21st Century program in January, he struggled with social anxiety and was nervous to work with others. He rarely raised his hand, answered questions, or shared his thoughts with the rest of the class. One of our main goals at the start of the 21st Century program was to build a sense of community, safety, and trust among our staff and students. We had staff and students begin the program with “This Is Me!” introductions to share their interests, goals, and dreams. At first, this



student shyly participated. However, through the special offerings of our 21st Century program including social skills role-playing, Healthy Habits team building, and his favorite enrichment activity “Slime Club,” he blossomed. Enacting and role playing specific social skills including raising your hand to speak, emotional-social learning, and asking permission before you play with others helped this student practice the act of raising his hand to share ideas and making eye contact when speaking to others. The Healthy Habits program incorporates collaborative and team-building physical activities in which this student learned important team-work skills. He began sharing his ideas of problem-solving and enjoyed making friendships with others. It was in the “Slime Club” that this student found his voice. When asked to make hypotheses of different types and textures of slime, depending on materials used, this student not only wrote many of his ideas in his notebook, but verbally shared his many predictions. Now this student enjoys raising his hand and sharing his ideas in front of the class, as well as playing with and building friendships with others. With the help of one of our amazing staff members and “Slime Club” creator, Ms. Jennifer Schampier, and the support of his 21st Century peers, this student shines and is now eager to participate in class and share his ideas! Congratulations, to our Star Student!

6.0 PROGRESS TOWARDS SUSTAINABILITY

This section provides information about any partnerships and/or sub-contracts that benefited the 21st CCLC program during the 2018-2019 school year. These partnerships and/or sub-contracts align with the sustainability plan for the grant. Each agency/individual listed below will be a resource for the program even after the grant funding amount decreases.

Partnerships and Sub-Contracts

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Description of Services
1.Orlando Repertory Theater	Non-Profit Organization (CBO)	Yes		\$1,775 Paid (\$1,100 In-Kind)	Provide discounted performing arts programming, playwrights, and teaching artists for students. Developed unique <i>"New Plays, No Limits"</i> program. Black box rental, marketing, and facilitators for final performance offered in-kind.
2.University of Central Florida, Dr. Jeanette Garcia	Public University (CU)	In-Kind			Provide professional development for program staff and seminars for parents on health and wellness. Will also institute health and wellness programs for parents and students at each 21 st CCLC summer program site. Provided UCF student support and volunteers for Healthy Habits program each Wednesday.
3.Lighthouse of Central Florida	Non-Profit Organization (CBO)	In-Kind			Provide students with special presentations and workshops about Braille, blindness, ADA policies, and inclusive educational opportunities.

4. Financial Prosperity Partnership	For-Profit Entity (FPO)	Yes		\$150	Provide professional development for program staff and seminars for parents on financial literacy, budgeting, and debt resources available in the Orlando area.
5. Super Cool Science	For-Profit Entity (FPO)	Yes		\$450	Provide science presentations for students to promote scientific exploration, curiosity, and interest. Also, offered a post-presentation interactive science experiment for students to make "snow".

7.0 RECOMMENDATIONS, LESSONS LEARNED & CONCLUSION

7.1 Recommendations

A great effort was made by the program leadership and staff to meet all grant objectives for the 2018-2019 grant year. The program met 5 out of 9 grant objectives. Formal recommendations are below.

Academic

The benchmark percentage was not attained for the English Language Arts report card grade objective, Math report card grade objective, Science report card grade objective, and the 3rd grade promotion objective. It is recommended that program leadership meet with the teaching staff to discuss why these objectives may not have been met with the resources that were used. Leadership should consider using the feedback from staff to make future adjustments to instructional methods and use of academic pedagogy for the purpose of improving in each of the academic objectives that were not met. Use of additional resources to help students retain the subject matter that is being taught and reinforced may be beneficial. Competency-based learning, project-based learning and other ways of learning should be discussed to continue to

enhance the learning experience for the students. Additional teaching strategies should also be considered including cooperative learning, nonlinguistic representations, scaffolding instruction, inquiry-based teaching, concept mapping, higher level questioning and other similar strategies. Checking for student understanding throughout the academic lessons is key and can include the use of quizzes, response cards, think-pair-share, exit tickets, journal reflections and more. Teacher use of differentiated teaching strategies, along with the aforementioned recommendations, will help the program continue to make a positive impact on student learning.

7.2 Lessons Learned

During the 2018-2019 grant year, UCP of Central Florida's 21st CCLC sites were able to get additional buy-in from staff, students and parents. This is a commendable achievement and something that each site worked hard for. Mandatory grant deliverables were uploaded to the 21st CCLC state's deliverables website each month along with student attendance numbers. Lesson plans were implemented and students benefited from a plethora of engaging academic and personal enrichment activities, some of which were cross-curricular in nature. Students were also exposed to a variety of things that they had never seen or heard of prior to participating in the 21st CCLC program. They were able to use critical thinking skills to think deeply and build upon their existing foundation for learning. Program leadership, teaching staff, and program staff are looking forward to continuing to make an impact on student participants, adult family members and the community that is served.

Due to the late program start this year (program started in Spring 2019 instead of starting in Fall 2018), each 21st CCLC site also learned various lessons this year, overcame obstacles and continued to strive toward a high level of program implementation. Some of these lessons included how to best handle a variety of student behaviors and encourage regular student attendance, how to continue to motivate teachers and staff, how to recruit and engage adult family members to participate in the adult family member offerings, and also how to keep grant objectives and goals in the forefront of the minds of teachers, staff and parents. These lessons were helpful in making sure that the program operated at a satisfactory level and will also be used in program planning for future years of the 21st CCLC grant.

7.3 Conclusion

In conclusion, UCP of Central Florida's 21st CCLC sites operated at a satisfactory level considering the late program start date. Program leadership continues to work on bringing innovative concepts to life and help program participants truly benefit from the academic, personal enrichment, and adult family member 21st CCLC program offerings. For the upcoming

2019-20 project year, program leadership plans to use the recommendations provided in this report as a reference point when planning all components of the 21st CCLC program. The goal is to make the upcoming 21st CCLC program year more exciting, meaningful, and comprehensive overall. UCP of Central Florida is very thankful for the 21st CCLC funding that makes 21st CCLC program operation possible. It is a great way to serve students, adult family members and the community to help create better futures and have a long-term effect on academic improvement.



"TELL ME AND I FORGET, TEACH ME AND I REMEMBER, INVOLVE ME AND I LEARN."

-Benjamin Franklin-



EduMatrix

If you are interested in learning more about United Cerebral Palsy (UCP) of Central Florida and/or their 21st Century Community Learning Center (CCLC) Programs please contact:



UCP of Central Florida
3305 South Orange Avenue
Orlando, Florida 32806
(407) 852-3300
www.ucpcf.org