Florida Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Statewide Evaluation

2023–24 Program Year Report

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Introduction and Summary of Findings

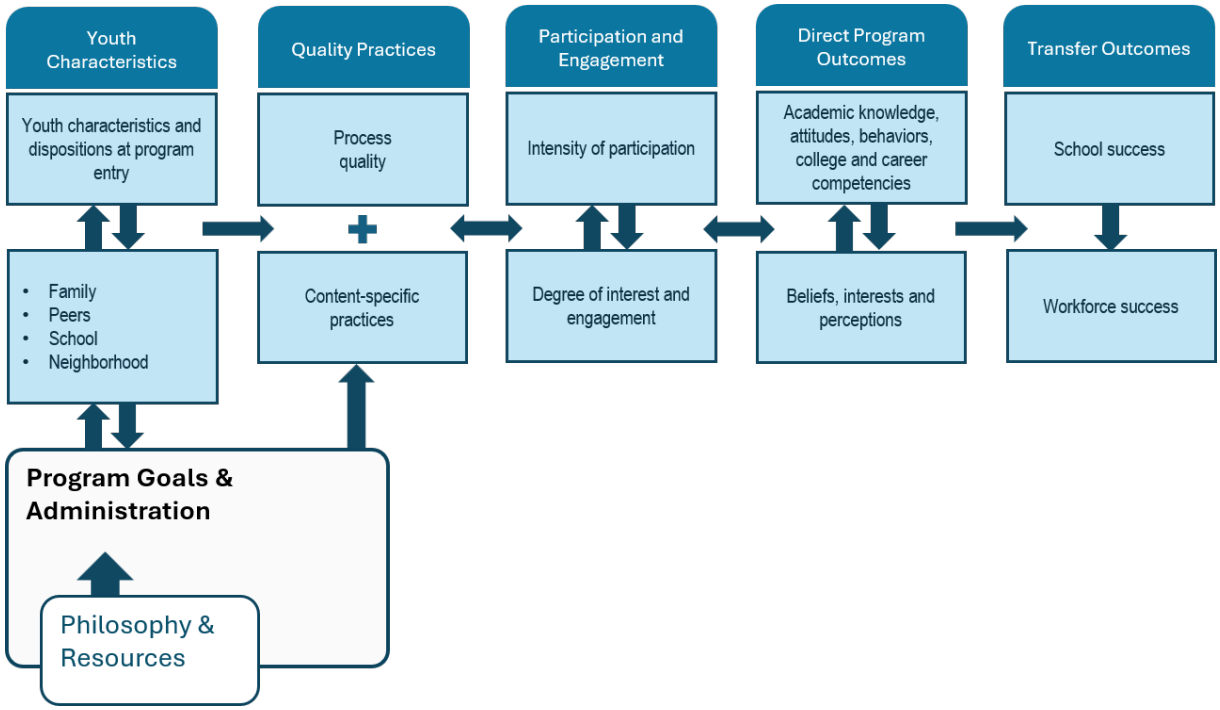
The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) statewide program administered by the Florida Department of Education (FDOE) provides afterschool and expanded learning programming for students who attend schools that are in need of improvement and commonly located in communities where a high percentage of students qualify for free or reduced-price lunch. FDOE contracted with the American Institutes for Research® (AIR®) to conduct a descriptive study of the statewide 21st CCLC program in Florida for the 2023–24 program year (summer 2023 and the 2023–24 school year).

In the following sections of this report, we outline the findings of our program evaluation. The topics outlined in this report align with our conceptual framework for how change happens in 21st CCLC, to which we turn first. We then detail the evaluation questions addressed in the report and provide a summary of overall findings. We next detail findings related to performance targets, including academic achievement, dropout prevention, behavior and student engagement. Then, we detail program characteristics, focusing on both grantees and centers, and then describe the characteristics of student participants and findings related to program attendance. Last, we turn to results of teacher-reported student engagement in learning and positive interactions.

Conceptual Framework for Understanding Afterschool Impact

AIR's evaluation activities were grounded in a research-based framework regarding how afterschool programs can have an impact on students. For more than a decade, researchers have explored how students benefit from participation in high-quality afterschool programs (Auger et al., 2013; Durlak, Weissberg, & Pachan, 2010; Eccles & Gootman, 2002; Vandell, 2024; Vandell et al., 2007). This conceptual framework for how afterschool programs can impact youth participants, outlined in Exhibit 1, guided the approach we used to conduct the statewide evaluation of the 21st CCLC program in Florida for the 2023–24 program year.

Exhibit 1. Conceptual framework for how afterschool programs can have an impact on youth participants.



The framework starts with youth characteristics; that is, how the environments in which youth live and go to school influence and support them. Past programming experiences, interactions with peers and teachers, the level of interest in programming topics and content, expectations regarding program experience and the level of choice in attending all have a bearing on how students will engage with and experience afterschool and summer programming (Durlak & Mahoney, et al., 2010; Naftzger et al., 2018). Programs are more likely to have an impact if they employ quality program practices (Durlak & Weissberg, et al., 2010; Naftzger et al., 2014; Vandell, 2024). For students to optimally benefit from programming, they need to participate and be engaged (Christenson et al., 2012; Fredricks & Eccles, 2006; Greene et al., 2013; Mohr-Schroeder et al., 2014; Naftzger & Sniegowski, 2018; Shernoff & Vandell, 2007; Vandell, 2024). When students are engaged and participating in program activities, they are more likely to develop key skills, knowledge and behaviors that are consistent with prior research (e.g., Birmingham et al., 2005; Lauer et al., 2006; Naftzger et al., 2018; Vandell et al., 2007), suggesting that participation in afterschool and summer programs will contribute to increases in positive personal development and academic knowledge.

Our evaluation activities for the 2023–24 program period were guided by the key components in the conceptual framework, which we detailed above. Specifically, we explored elements of youth characteristics, participation and engagement and transfer outcomes using the evaluation questions defined in the next section.

Evaluation Questions (EQs)

The evaluation of FDOE's 21st CCLC program for the 2023–24 program year was designed to answer a series of EQs related to program performance targets, program and participant characteristics, program participation and student engagement:

> ***EQ Topic 1: Performance Targets***
>
> *EQ 1. To what extent did Florida 21st CCLC programs show improvement on state-defined performance indicators for the program?*
>
> ***EQ Topic 2: Program and Participant Characteristics***
>
> *EQ 2a. What were the characteristics of Florida 21st CCLC grantees and centers?*
>
> *EQ 2b. What were the characteristics of students participating in the Florida 21st CCLC program?*
>
> ***EQ Topic 3: Program Participation***
>
> *EQ 3a. To what extent did students attend Florida 21st CCLC programming?*
>
> *EQ 3b. How did student characteristics relate to students' level of program attendance?*
>
> *EQ 3c. How did participation in different activity types relate to overall program participation rates?*
>
> *EQ 3d. To what extent did students remain in 21st CCLC programming across multiple years?*
>
> ***EQ Topic 4: Student Engagement***
>
> *EQ 4. To what extent did student learning engagement in the classroom change?*

To address each of the EQs, FDOE provided administrative data that had been submitted by 21st CCLC grantees directly through the EZReports Data Collection System. The data provided by FDOE were organized in the following categories:

- Grantees: Grantee Name and Type of Organization
- Centers: Site Name and Site Type
- Students: Demographic Information and School Enrollment
- Partners: Partner Organization Type and Associated Sites
- Activities: Activity Names and Activity Types
- Attendance: Student Program Attendance Information (Date and Time of Attendance, Activity Attended)

- Survey: Teacher Survey Questions and Responses
- Outcomes: Student School-Day Attendance, Florida Assessment of Student Thinking (FAST) Test Scores, Grade Point Average (GPA), Student Behavior
- Staff: Work Location and Job Type

An overall summary of key findings about performance targets, program characteristics, student characteristics and program attendance and student engagement is described in the following section. The full findings are described by EQ in later sections of the report.

Summary of Findings on Performance Targets

To be in compliance with federal requirements, FDOE defined a series of performance targets and indicators related to the achievement of desired student outcomes.[1] Key findings for these performance indicators are as follows:

- **Academic Achievement (Reading and English Language Arts [ELA], Mathematics and GPA).** Among students in Grades 4–8, 48% demonstrated growth in ELA and 68% demonstrated growth in math compared with the previous year. In addition, 69% of students in Grades 7–8 and 10–12 with a prior-year GPA of less than 3.0 demonstrated growth in their GPA.
- **Dropout Prevention.** Sixty percent of students in Grades 1–12 with a prior-year school-day attendance rate at or below 90% demonstrated an improvement in their attendance rate compared with the previous year.
- **Behavior.** Almost all students (92%) maintained no in-school suspensions or demonstrated reduced in-school suspensions compared with the previous year.
- **School Engagement.** Sixty-eight percent of students in Grades 1–5 improved or sustained strong teacher-reported learning engagement.

Summary of Findings on Program Characteristics

During the 2023–24 program year, 68 grantees were actively administering 21st CCLC programming. Over half (56%) of these grantees were public school districts/local educational agencies (LEAs) and more than one third (37%) of grantees were Community-Based Organizations (CBOs), which include both local nonprofits and nationally affiliated nonprofit agencies. Each 21st CCLC grantee operated one or more centers where programs and services

[1] FDOE's performance targets and indicators include (a) growth in English language arts (ELA) and math (Grades 4–8) on the Florida Assessment of Student Thinking (FAST) test; (b) grade point average (GPA) improvement for students in Grades 7–8 and 10–12 with prior GPAs lower than 3.0; (c) improved attendance for Grade 1–12 students with prior-year rates at or below 90%; (d) reduced or maintained low in-school suspensions (Grades 1–12); and (e) improved or sustained teacher-reported engagement in learning (Grades 1–5). See Exhibit 30 on p.30 for more details.

were delivered to participating students and their adult family members. In total, there were 402 centers associated with the 68 grantees active during the 2023–24 program year. More than three quarters (81%) of centers active during this period were located in public school facilities. The majority of program staff were school-day teachers (48%) and noninstructional school staff (25%). A total of 318 partner agencies supported 21st CCLC programming during the 2023–24 program year, with an average of 9.2 partners per center. However, partner agencies were reported for only 247 centers (61.4%).

Summer programming was offered at 278 centers (69% of all centers). On average, these centers offered 6.3 weeks of programming during summer 2023. The most commonly reported activities offered in summer programming were health and nutrition programming and Science, Technology, Engineering and Mathematics (STEM) programming (with 95% of centers offering health and nutrition programming and 86% offering STEM programming). Centers offering health and nutrition programming during the summer, on average, provided 81 hours of this programming, whereas centers offering STEM programming provided an average of 75 hours of this programming.

School-year programming for 2023–24 was offered at 365 centers (91% of all centers).[2] On average, these centers offered 38.3 weeks of programming during the school year. The most commonly reported activity offered was academic enrichment, with 86% of school-year centers offering this activity. Centers offering academic enrichment provided, on average, 244 hours of this activity during the school year.

Summary of Findings on Student Characteristics and Program Attendance

Florida's 21st CCLC programs served 45,062 students during the 2023–24 program year. Of these students, most were elementary school students (64%), the majority of total students were eligible for free or reduced-price lunch (94%) and smaller percentages were English language learners (14%) and students with disabilities (11%).

During summer 2023 and school year 2023–24, more than half of students participating in 21st CCLC programming (57%) attended activities for at least 180 hours. Forty-two percent of students attended for 270 hours or more during the reporting period. Elementary school students spent the most hours on average attending program activities compared with middle or high school levels, averaging 332 hours of programming in the 2023–24 reporting period. Hispanic students spent fewer average hours in programming (250 hours) than students who were not Hispanic (278 hours). Chronically absent students (defined as missing 10% or more of

[2] Nine percent of centers offered 2023 summer programming after having operated during the 2022–23 school year and did not offer 2023–24 school-year programming.

the school days in a year) averaged 264 total hours of programming, whereas students who were not chronically absent averaged 400 total hours of programming.

Students spent the most hours on average in academic enrichment activities, averaging 72 hours per student during the program year. Rather than spending the majority of their time in one activity, most students spent their time across a variety of different types of activities; just 20% of students spent 50% or more of their time in only one activity category. The majority of students (58%) spent their time in five to seven different types of activities. High school students (43%) were more likely than elementary (15%) or middle school (24%) students to spend a majority of their time in one activity.

Of the 45,460 students who participated in 21st CCLC programs during the 2022–23 program year, 38,202 were eligible to continue participating at the same center in 2023–24 given their grade level and the grades served by the given center. Of eligible participants, 35% continued in programming, meaning that they participated in 21st CCLC programs at the same center in 2022–23 and 2023–24. The rate at which students continued in the same 21st CCLC program decreased with age; 40% of Pre-K to Grade 2 students continued participating, compared with 21% of Grade 9–12 students. Of all centers active in 2023–24, more than two thirds had at least one student who participated in the same 21st CCLC program during 2022–23 and 2023–24.

Summary of Findings on Student Engagement and Positive Interactions

The school-day teachers of students attending 21st CCLC programming during the 2023–24 school year were asked to complete individual student surveys to document improvement in targeted areas. Specifically, the surveys provided teachers with the opportunity to detail their perceptions regarding whether their students participating in 21st CCLC programming demonstrated improvements in terms of engagement in learning and in positive interactions. Teachers reported that almost two thirds of students showed improvement both in their level of engagement while learning (62%) and in positive interactions with peers and adults (63%) over the 2023–24 school year.

Performance Targets

> *EQ 1: To what extent did Florida 21st CCLC programs show improvement on state-defined performance indicators for the program?*

The first EQ that AIR explored is related to statewide performance on a series of indicators. The Florida 21st CCLC program establishes five performance indicators that align with the federal Government Performance and Results Act (GPRA; U.S. Department of Education, 2025). These indicators assess the progress of students participating in 21st CCLC programs by examining outcomes related to academic achievement (e.g., state assessments, GPA), dropout prevention (e.g., school-day attendance rate), behavior (e.g., in-school suspension) and engagement in learning. All students who attended 21st CCLC programming were considered participating students. It is important to examine performance indicator outcomes in order to have a more comprehensive and nuanced view of how students participating in 21st CCLC programming may have improved on school-related outcomes. Exhibit 2 shows the Florida 21st CCLC state-level performance indicators for each category in the 2023–24 program year.

Exhibit 2. 2023–24 Florida 21st CCLC state-level performance indicator.

State-level performance indicator category	State-level performance indicator number	Indicator
1. Academic Achievement	1.A.	Students in Grades 4–8 participating in 21st CCLC programming during the school year and summer demonstrate growth in ELA on the Florida Assessment of Student Thinking (FAST).
	1.B.	Students in Grades 4–8 participating in 21st CCLC programming during the school year and summer demonstrate growth in mathematics on the FAST.
	1.C.	Students in Grades 7–8 and 10–12 participating in 21st CCLC programming during the school year and summer with a prior year unweighted grade point average (GPA) of less than 3.0 demonstrate an improved GPA.
2. Dropout Prevention	2.A.	Students in Grades 1–12 participating in 21st CCLC programming during the school year who had a school-day attendance rate at or below 90% in the prior school year demonstrate an improved attendance rate in the current school year.

State-level performance indicator category	State-level performance indicator number	Indicator
3. Behavior	3.A.	Students in Grades 1–12 participating in 21st CCLC programming during the school year and summer who had no in-school suspensions in the previous year maintain the no in-school suspension status, or students who had in-school suspensions in the previous year demonstrate a decrease of in-school suspensions.
4. School Engagement	4.A.	Students in Grades 1–5 participating in 21st CCLC programming in the school year and summer demonstrate improvement in teacher-reported engagement in learning or maintain a high level of teacher-reported engagement in learning.

Academic Achievement

The academic achievement category includes three indicators related to (a) reading and ELA state assessments, (b) mathematics state assessments and (c) GPA. The reading and ELA and mathematics indicators were assessed using results from the FAST test.

Reading and ELA

The reading and ELA outcomes were assessed using ELA achievement levels from the FAST test. The performance indicator was defined as students in Grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrated growth in ELA on the FAST. A total of 9,098 of Florida's 21st CCLC students had records for both years.

In 2023–24, 48% of students in Grades 4–8 who participated in Florida's 21st CCLC programming demonstrated growth in their ELA achievement level on the FAST compared with the previous year.

Mathematics

The mathematics outcomes were assessed using mathematics achievement levels from the FAST test. The performance indicator was defined as students in Grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrated growth in mathematics on the FAST. A total of 8,307 of Florida's 21st CCLC students had records for both years.

In 2023–24, 68% of students in Grades 4–8 who participated in Florida's 21st CCLC programming demonstrated growth in their mathematics achievement level on the FAST compared with the previous year.

GPA

The GPA performance indicator was defined as students in Grades 7–8 and 10–12 participating in 21st CCLC programming during the school year and summer with a prior year unweighted GPA of less than 3.0 who then demonstrated an improved GPA. A total of 1,603 of Florida's 21st CCLC students had records for both years. Of those students who had data for both years, 1,119 had a prior year unweighted GPA of less than 3.0.

In 2023–24, 69% of students in Grades 7–8 and 10–12 who participated in Florida's 21st CCLC programming and had a prior year GPA of less than 3.0 demonstrated growth in GPA compared with the previous year. On average, students with a prior-year GPA of less than 3.0 showed a 0.91-point increase in GPA compared with the previous year.

Dropout Prevention

The dropout prevention performance indicator was defined as students in Grades 1–12 participating in 21st CCLC programming during the school year who had a school-day attendance rate at or below 90% in the prior school year and who then demonstrated an improved attendance rate in the current school year. A total of 11,875 of Florida's 21st CCLC students had records for both years. Of those students who had data for both years, 4,253 had a prior year school-day attendance rate at or below 90%.

In 2023–24, 60% of students in Grades 1–12 who participated in Florida's 21st CCLC programming and had a prior year school-day attendance rate at or below 90% demonstrated growth in their attendance rate compared with the previous year. On average, students with a prior-year school-day attendance rate at or below 90% demonstrated a 35% increase in their school-day attendance rate relative to the prior year.

Behavior

The behavior indicator examines in-school suspensions for 21st CCLC participants. The performance indicator was defined as students in Grades 1–12 participating in 21st CCLC programming during the school year and summer who had no in-school suspensions in the previous year and maintained that status, or students who had in-school suspensions in the previous year and demonstrated a decrease of in-school suspensions. A total of 8,092 of Florida's 21st CCLC students had behavior data for both years.[3]

[3] The behavior data contained student-level data by month. We included participants who had at least 80% of monthly data from 2022–23 to 2023–24 (eight out of 10 time points for each year). We then summarized the data at the yearly level for each participant.

In 2023–24, 92% of students in Grades 1–12 who participated in Florida's 21st CCLC programming either maintained no in-school suspensions or demonstrated decreased in-school suspensions compared with the previous year.

School Engagement

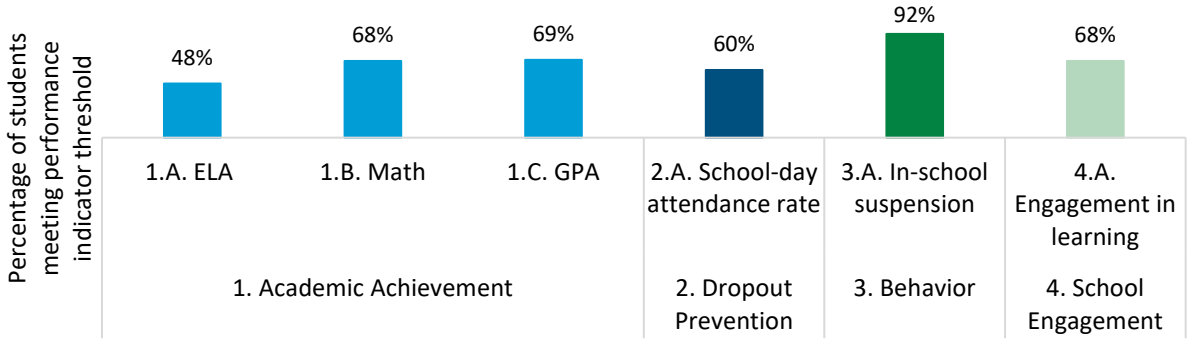
The school engagement indicator examines teacher-reported engagement in learning based on individual student surveys completed by the school-day teachers of students attending Florida 21st CCLC programming during the 2023–24 school year. Teachers indicated whether a student's behavior improved, declined, did not change or did not need to improve in the following survey item:

- Student engagement is the degree of attention, curiosity and interest as well as the level of motivation students demonstrate while learning. How would you describe this student's level of engagement for the 2023–2024 School Year?

The performance indicator was defined as students in Grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated improvement in teacher-reported engagement in learning or maintained a high level of teacher-reported engagement in learning. A total of 20,568 of Florida's 21st CCLC students in Grades 1–5 had a survey completed for them. In 2023–24, 68% of students in Grades 1–5 who participated in Florida's 21st CCLC programming either maintained a high level of engagement or improved their level of engagement according to teachers in the teacher surveys.

Exhibit 3 presents the percentages of students who met the performance indicator thresholds across key performance outcomes for the 2023–24 school year.

Exhibit 3. Percentages of students meeting the 2023–24 Florida 21st CCLC state-level performance indicator thresholds.



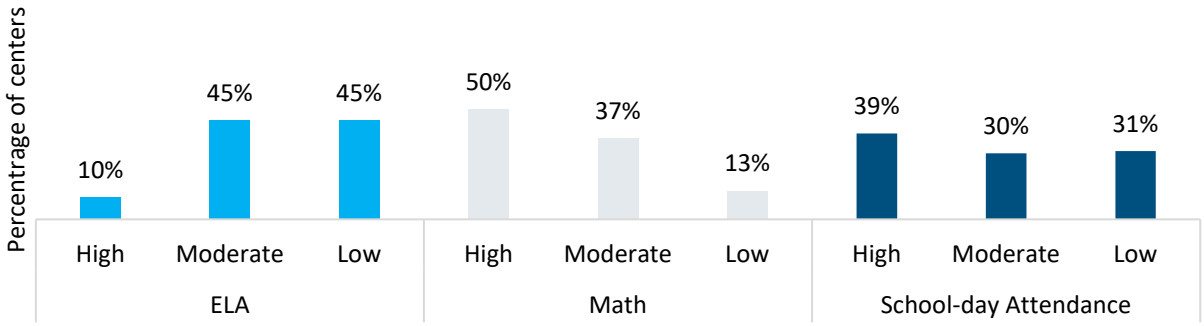
Note. Number of students meeting performance indicator thresholds: *N* = 4,402 for ELA, *N* = 5,679 for math, *N* = 773 for GPA, *N* = 2,565 for school-day attendance rate, *N* = 8,092 for in-school suspension, and *N* = 13,908 for school engagement. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Center-Level Comparisons

In addition to performance indicators, we examined the proportion of students who showed growth in their ELA and math achievement levels and in their school-day attendance rates by center. Specifically, we categorized centers into three groups based on the proportion of students who demonstrated growth: centers with high growth (70% or more of students showing growth), moderate growth (50–69% of students showing growth) and low growth (less than 50% of students showing growth).

Exhibit 4 highlights the distribution of centers based on the percentage of students who showed growth in ELA, math and school-day attendance. Overall, math achievement had the largest proportion of centers with high growth (50% of centers), while only 10% of centers reached this level of growth in ELA.

Exhibit 4. Percentage of centers showing high-, moderate- or low-level growth in students' ELA and math achievement levels and school-day attendance rates.

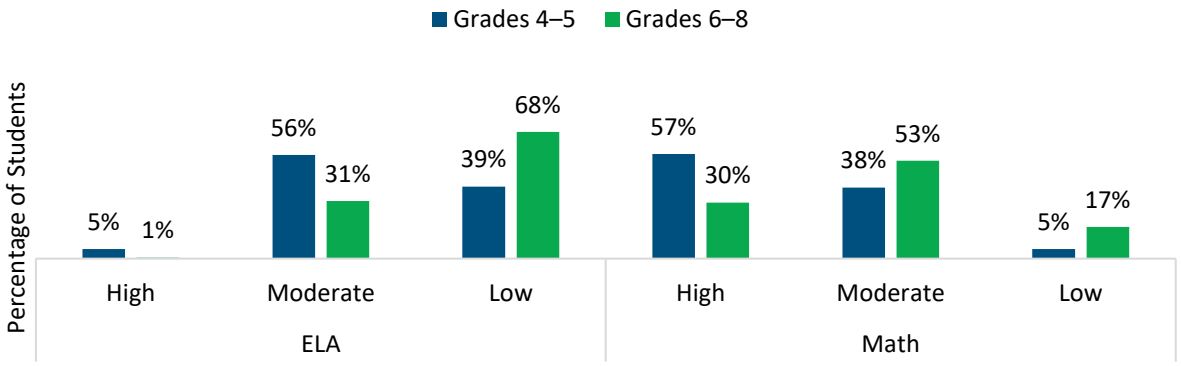


Note. For ELA, 32 centers had high growth, 150 centers had moderate growth, and 149 centers had low growth in students' achievement level. For Math, 123 centers had high growth, 41 centers had moderate growth, and 91 centers had low growth in students' achievement level. For school-day attendance, 91 centers had high growth, 71 centers had moderate growth, and 73 centers had low growth in students' attendance rate. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

We also examined students by grade level within centers classified as having high, moderate or low growth in ELA achievement, math achievement and school-day attendance to understand differences in growth patterns across grade bands.

Exhibit 5 shows the percentage of students in centers with different growth levels by grade band in ELA and math. For both subjects, more students in Grades 4–5 were in high-growth centers than Grade 6–8 students, whereas more students in Grades 6–8 were in low-growth centers than Grade 4–5 students.

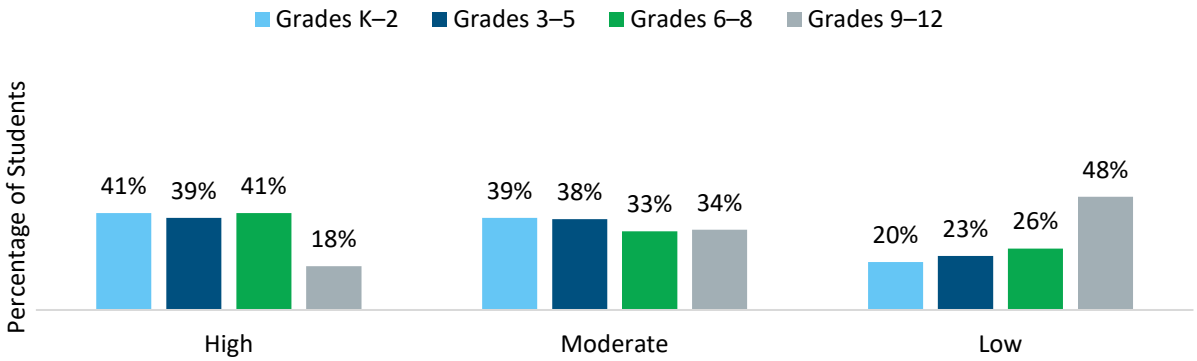
Exhibit 5. Percentage of students in centers with different growth levels by grade band in ELA and math.



Note. In Grades 4–5, for ELA, 296 students were in high-growth centers, 3,209 students were in moderate-growth centers, and 2,233 students were in low-growth centers. For Math, 3,232 students were in high-growth centers, 2,192 students were in moderate-growth centers, and 293 students were in low-growth centers. In Grades 6–8, for ELA, 19 students were in high-growth centers, 1,044 students were in moderate-growth centers, and 1,367 students were in low-growth centers. For Math, 781 students were in high-growth centers, 442 students were in moderate-growth centers, and 293 students were in low-growth centers. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

For school-day attendance, 41% of students in Grades K–2 and 6–8 were in high-growth centers, while almost half of students in Grades 9–12 were in low-growth centers (Exhibit 6).

Exhibit 6. Percentage of students in centers with different growth levels by grade band in school-day attendance.



Note. In Grades K–2, 383 students were in high-growth centers, 364 students were in moderate-growth centers, and 189 students were in low-growth centers. In Grades 3–4, 688 students were in high-growth centers, 680 students were in moderate-growth centers, and 405 students were in low-growth centers. In Grades 6–8, 401 students were in high-growth centers, 325 students were in moderate-growth centers, and 253 students were in low-growth centers. In Grades 9–12, 73 students were in high-growth centers, 134 students were in moderate-growth centers, and 189 students were in low-growth centers. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Program Characteristics

EQ 2a: What were the characteristics of Florida 21st CCLC grantees and centers?

Grantee Characteristics

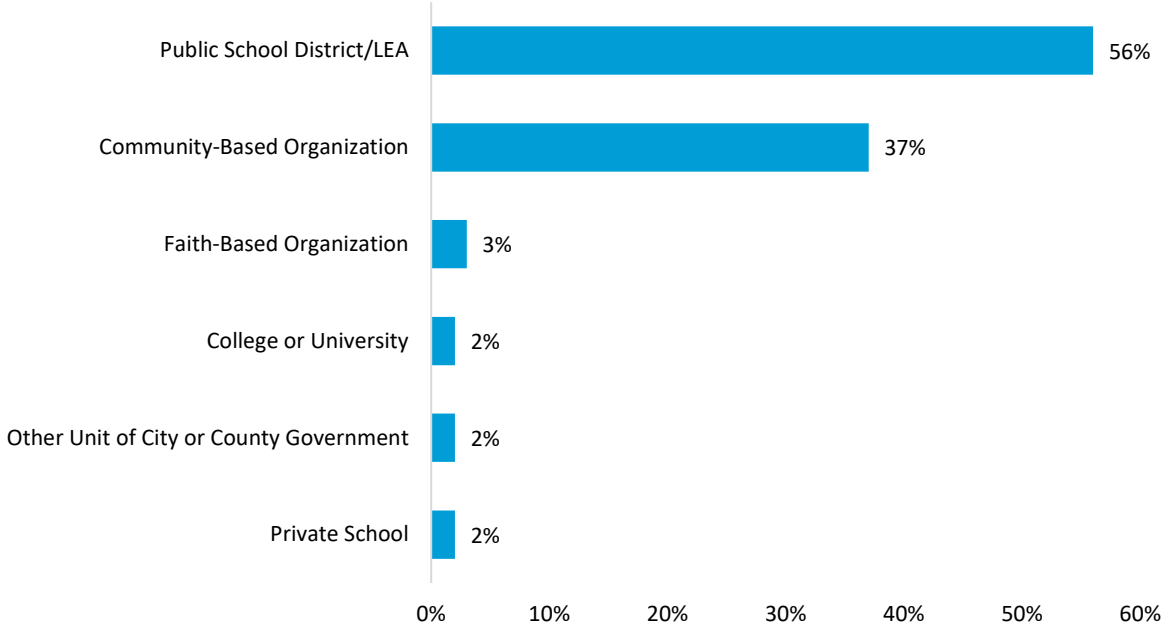
FDOE distributes 21st CCLC funds from the U.S. Department of Education through a competitive bidding process, through which applicants are selected to receive new grants to operate centers in communities that experience high rates of poverty and serve students attending schools in need of improvement. The term *grantee* in this report refers to an entity that applied for and received a 21st CCLC grant from FDOE and served as the fiscal agent for the grant in question. Overall, there were 68 active grantees in Florida during the 2023–24 program year (see Appendix A for a full list of grantees).

Grantee Organization Type

As established in the authorizing legislation for 21st CCLC programming, several types of grantee agencies may administer programs. One relevant distinction is whether the grantee organization is a school-based entity. School-based organizations include public school districts/LEAs and private schools. Nonschool organizations include, among other entities, community-based organizations, faith-based organizations and parks and recreation departments. School and nonschool organizations can look different from each other in their staffing models, how they recruit and enroll students in their programs and how they communicate throughout the school day.

Of the 21st CCLC grantees funded by Florida, public school districts/LEAs accounted for slightly more than half of all grantees (56%). Community-Based Organizations (CBOs) made up 37% of all grantees, comprised of local and nationally affiliated nonprofits including but not limited to Boys and Girls Clubs, United Ways and YMCAs (Exhibit 7).

Exhibit 7. During the 2023–24 program year, more than half of grantees were public school districts/LEAs.



Note. *N* = 68 grantees. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

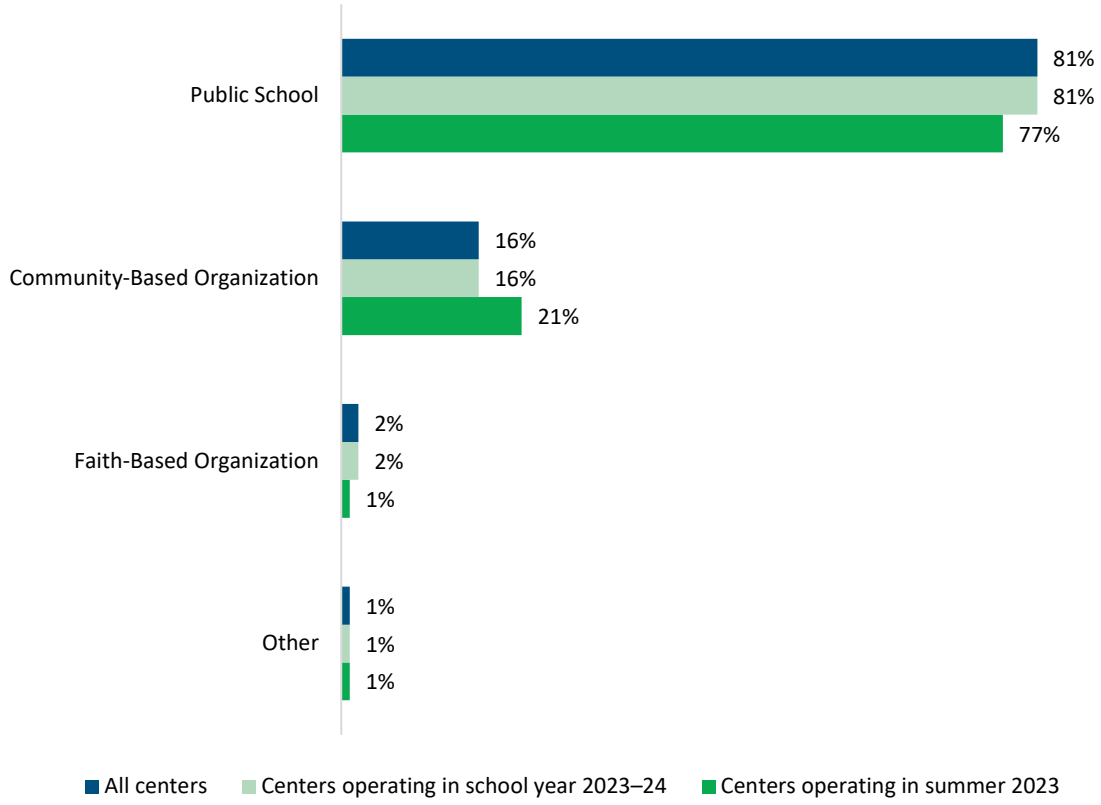
Center Characteristics

We use the term *center* in this report to refer to the physical location where 21st CCLC-funded services and activities take place. Centers have defined hours of operation, dedicated staff members and (usually) site coordinators. Each 21st CCLC grantee in Florida has at least one center; many grantees have more than one center. During the 2023–24 program year, 402 centers were funded in Florida. Of these centers, 37 (9%) operated during the summer of 2023 (these centers also operated during the previous school year, 2022–23), 241 (60%) operated during both the summer of 2023 and the 2023–24 school year and 124 (31%) operated during the 2023–24 school year only. Grantees funded during the 2023–24 program year managed, on average, six active centers.

Center Organization Type

Like grantees, centers can be either school-based (including public schools and private schools) or non-school-based (community-based organizations, faith-based organizations, parks and recreation departments, etc.) (Exhibit 8). During the 2023–24 program year, the majority of Florida's 402 centers (81%) were located in public schools. About 16% operated in community-based organizations.

Exhibit 8. During 2023–24, most centers were based in public schools.

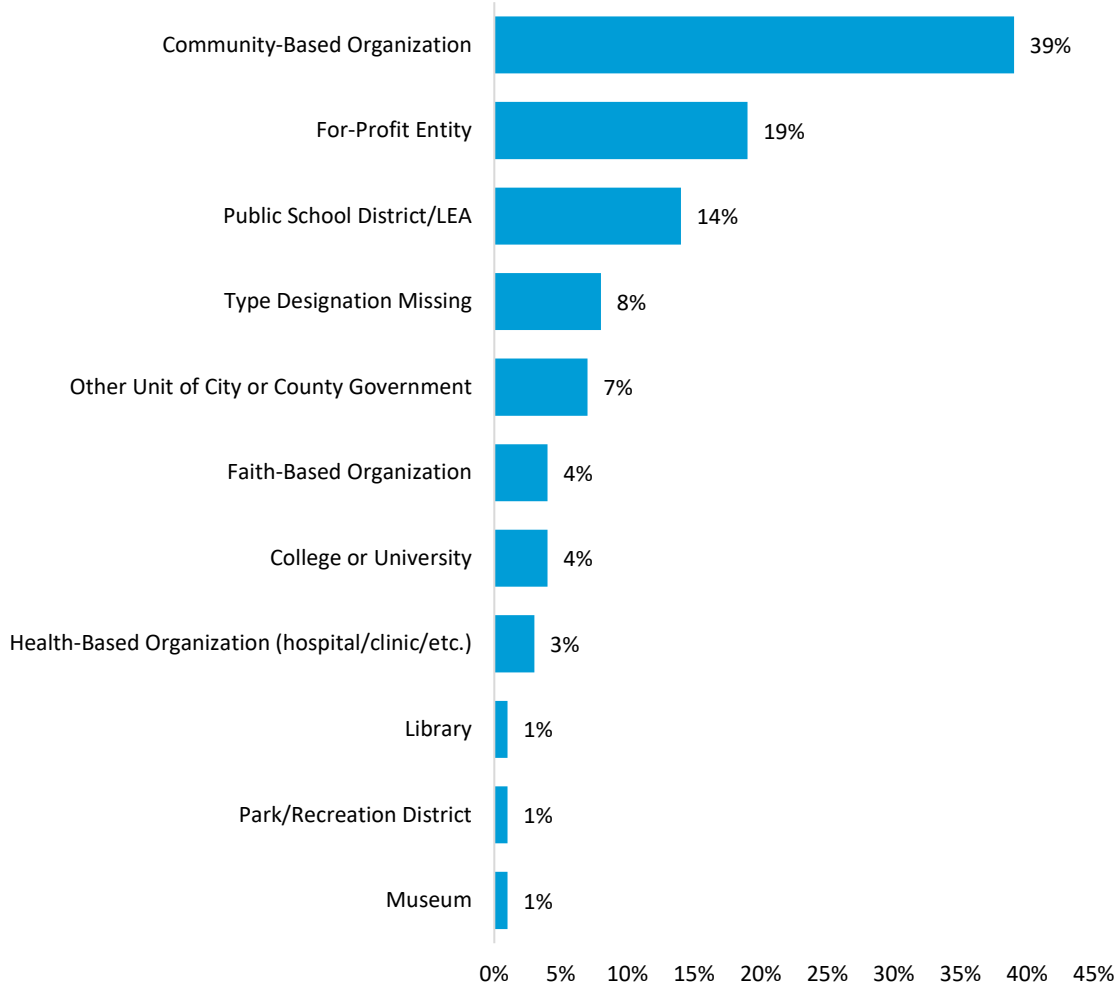


Note. *N* = 402 centers in all (*N* = 365 operating in the school year; *N* = 278 operating in the summer). Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Center Partners

The 21st CCLC programs in Florida work with several types of partner organizations. Partner organizations can help expand center activity offerings, provide space or equipment for programming, train staff or provide other supports to help 21st CCLC programs better serve students and their families. Partnerships are therefore an important aspect of 21st CCLC programming. In the 2023–24 program year, centers worked with a range of one to 34 partners, with an average of 9.2 partners per center (*Note:* Only 247 centers, or 61.4% of all active centers, had associated partner records; centers with no reported partners were excluded from this calculation). Overall, there was a total of 318 different partner organizations involved in supporting 21st CCLC-funded programs, the majority of which were community-based organizations (Exhibit 9).

Exhibit 9. The largest percentage of partner organizations in the 2023–24 program year were community-based organizations.



Note. *N* = 318 partners. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Summer and School Year Operations

In the 2023–24 program year, 365 centers (91%) offered school year programming during the 2023–24 school year while 278 (69%) offered additional programming during the summer of 2023. Nine percent of centers offered 2023 summer programming in addition to previously reported 2022–23 school year programming. On average, Florida centers that provided 2023–24 school-year programming operated for 38.30 weeks during the school year, while centers that provided 2023 summer programming offered an average of 6.28 weeks during summer 2023 (Exhibit 10).

Exhibit 10. Program weeks of operation by summer and school year.

Timeframe	*N*	Minimum weeks	Maximum weeks	Average weeks	*SD*
Summer 2023	278	0.4	11.00	6.28	1.72
School year 2023–24	365	0.0 [a]	45.57	38.30	8.99

Note. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection.
[a] One center's start and end dates for the school year were both marked as August 1, 2023, resulting in a total weeks value of 0.0. This is likely a data-entry error.

Center Staffing

The quality of center staffing is crucial to the success of afterschool programming (Vandell et al., 2004). Many program improvement approaches used in the field emphasize the importance of staff for creating positive learning environments for participating students. The success of afterschool programs depends on students forming personal connections with the staff—especially for programs serving older students, in which a much wider spectrum of activities and options is available to students in terms of how they spend their out-of-school time (Eccles & Gootman, 2002).

Florida 21st CCLC programs employed a variety of staff during the 2023–24 program year, including academic teachers, noninstructional school staff, college and high school students, school counselors, paraprofessionals from the school day and other program staff who have a wide spectrum of backgrounds and training. Exhibit 11 illustrates the composition of center program staffing by staff type during the program year (summer 2023 and school year 2023–24). School-day teachers were by far the most reported staff, constituting almost half (48.4%) of all staff. Noninstructional school staff constituted the second-largest staff group reported (24.8%), indicating that 21st CCLCs in Florida highly utilize instructional and noninstructional school staff overall for programming. Overall, centers operating in Florida during 2023–24 had, on average, 15.8 total staff (*SD* 11.4).

Exhibit 11. In the 2023–24 program year, school-day teachers composed almost half of center program staff.

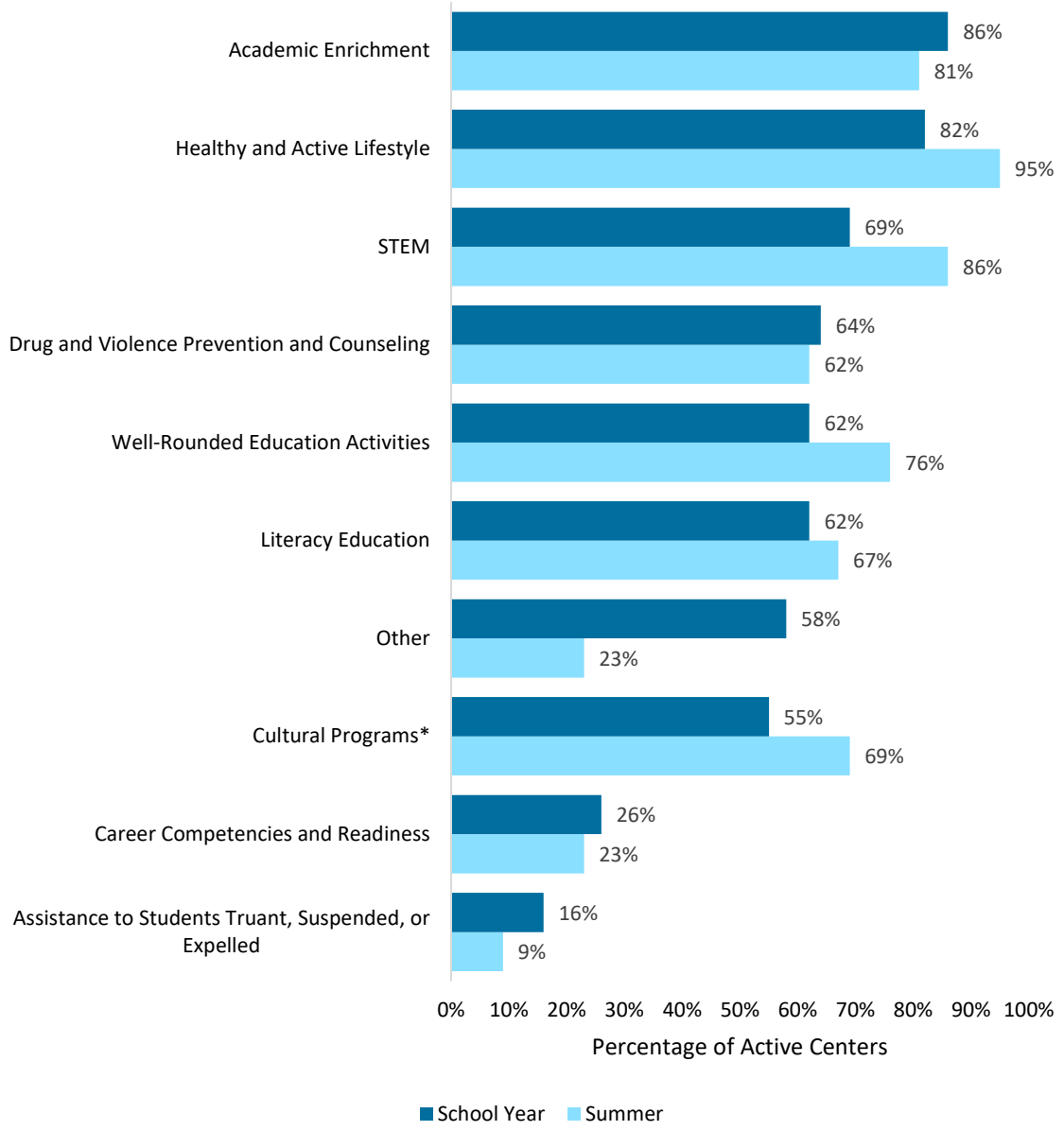
Program staff type	Number	Percentage
School-day teacher	3,084	48.4%
Noninstructional school staff	1,576	24.8%
Other	657	10.3%
Administrator	429	6.7%
Subcontracted staff	179	2.8%
College student	159	2.5%
Community member	138	2.2%
High school student	88	1.4%
Paraprofessional	42	0.7%
Teacher	14	0.2%
Total	N = 6,366	100%

Note. *N* = 402 centers with data for 6,366 total staff. The "other" program staff type includes but is not limited to: School Counselors, Youth Development Workers, Coaches, Program Assistants and Substitutes. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Center Activities

The staff working at a 21st CCLC program, and the activities offered to students who attend, are critical elements of how students experience and potentially benefit from their participation in 21st CCLC programs. Nationally, the 21st CCLC programs provide academic and nonacademic enrichment activities that reinforce and complement the regular academic program of participating students. This overarching purpose encompasses multiple types of activities. During summer 2023, the majority of centers offered academic enrichment (81% of active centers), healthy and active lifestyle (95%) and STEM activities (86%). Well-rounded education activities were also commonly offered in summer centers (76%). During the 2023–24 school year, the majority of centers offered academic enrichment (86%), with 82% of centers offering healthy and active lifestyle activities. Conversely, centers were somewhat less likely to offer career competencies and readiness (26% for school year, and 23% for summer) or assistance to students reported as truant, suspended or expelled (16% for school year, and 9% for summer), though this is expected to some extent because these activities are more likely to be offered to older students (Exhibit 12).

Exhibit 12. Eighty-two percent of school-year centers offered healthy and active lifestyle activities, whereas 95% of summer programs offered healthy and active lifestyle activities.



Note. *N* = 365 centers with school-year activity data, and *N* = 278 with summer activity data. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.
*Cultural programs include performing and visual arts programs (e.g., art education, dance, dramatic arts, music, sewing).

Exhibit 13 details the amount of time for which centers offered different types of activities by presenting the average total hours of activity provided by activity category and by term. Notably, centers offering academic enrichment during the school year provided an average of

244 total hours across the school year and 77 hours during the summer. For healthy and active lifestyle, centers offering this activity provided 185 hours, on average, during the school year and 81 hours during the summer.

Exhibit 13. On average, active centers offered 244 hours of academic enrichment activities across the school year and 77 hours during the summer.

	Average total hours across all active centers [a]		Average total hours for active centers offering the activity [b]	
	Summer	School year	Summer	School year
Academic enrichment	62	210	77	244
Healthy and active lifestyle	77	151	81	185
STEM	65	122	75	177
Drug and violence prevention and counseling	40	77	64	119
Well-rounded education activities	49	73	65	118
Literacy education	43	113	64	184
Other	6	17	28	29
Cultural programs	34	54	49	98
Career competencies and career readiness	7	17	32	65
Assistance to students who have been truant, suspended or expelled	2	13	25	83

Note. *N* = 365 centers with school-year activity data. *N* = 278 with summer activity data. Cultural programs include cultural, performing and visual arts programs (e.g., art education, dance, dramatic arts, music, pop culture, sewing). Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

[a] Hours reflect values of 0 for all centers that were active during the term (summer or school year) but did not provide data on the activity in question.

[b] Hour averages reflect average values for those centers that offered at least 1 hour of the activity (i.e., values of 0 are excluded).

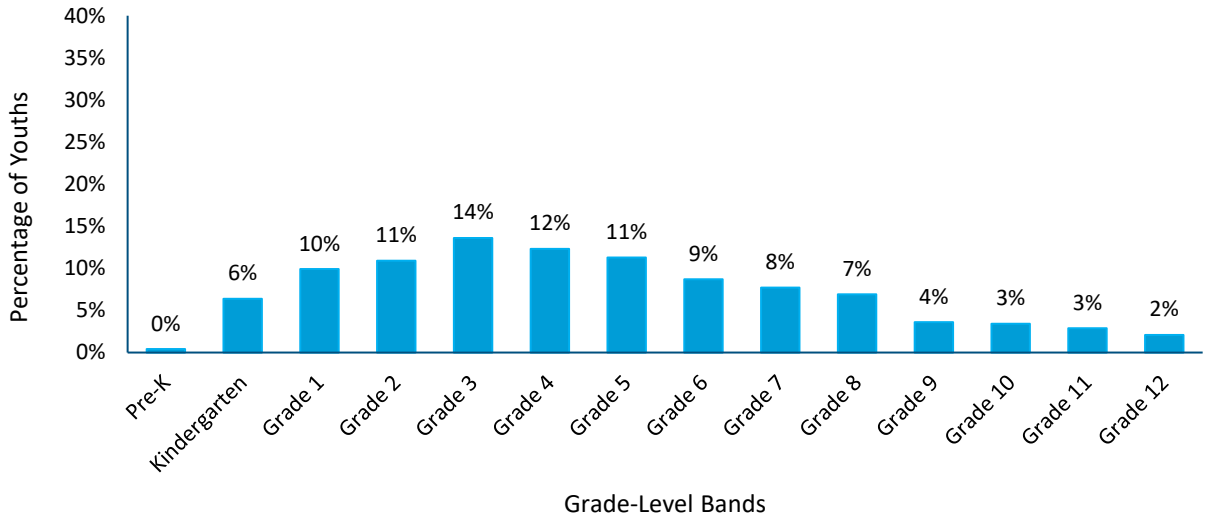
Student Characteristics

EQ 2b: What were the characteristics of students participating in the Florida 21st CCLC program?

Understanding the student population served in 21st CCLC programs in Florida is an important step in exploring the effectiveness of the program for student outcomes by identifying program reach and the characteristics of student participants. During the 2023–24 program year, 21st CCLC programs in Florida served 45,062 students.

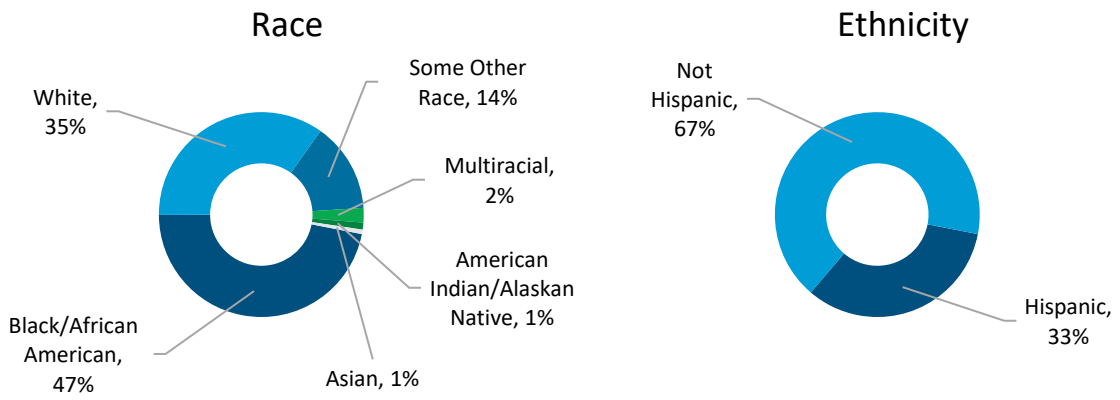
Exhibit 14 shows the percentage of program participants belonging to each grade level. Elementary school students (Grades K–5) made up the largest percentage of participants in the 2023–24 program year. Exhibit 15 shows the racial and ethnic composition of students attending 21st CCLC programming. Almost half of student participants identified as Black/African American, approximately one third identified as White and approximately one third identified as Hispanic. Exhibit 16 highlights the sex of students participating in programming and enrollment in particular educational programs and supports.

Exhibit 14. In 2023–24, more than 60% of students served were in elementary school.



Note. *N* = 44,911 students with grade-level data available. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Exhibit 15. In 2023–24, the race/ethnicity of students attending programming.



Note. *N* = 44,911 students with race/ethnicity data available. These data are based on the census and reporting data in 2022–23 EZReports, which separated reporting of race and ethnicity. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Exhibit 16. Characteristics of students participating in Florida 21st CCLC programs in 2023–24.

	% male	% female	% eligible for free or reduced-price lunch	% English language learners	% students with disabilities
2023–24	50%	50%	94%	14%	11%

Note. *N* = 44,911 students with demographic data available. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Student Program Attendance

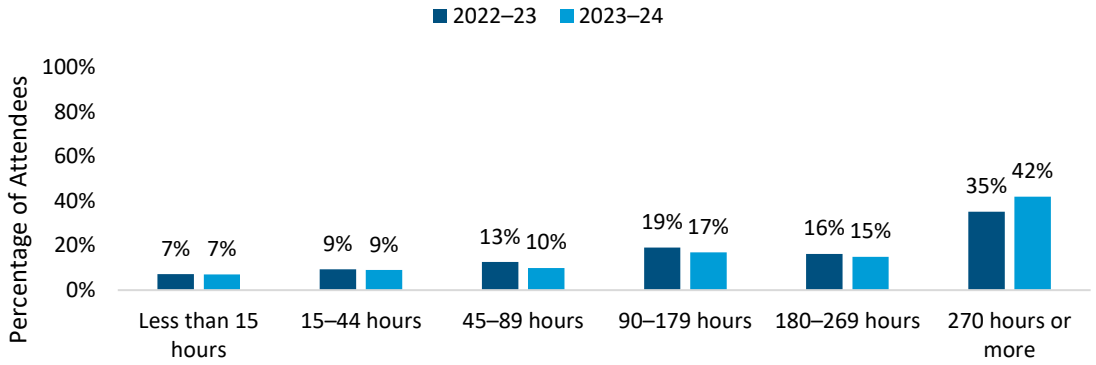
EQ 3a: To what extent did students attend Florida 21st CCLC programming?

A key goal of 21st CCLC programming is to maximize the degree to which students have the opportunity to participate in activities and services that will likely promote their positive development. Evidence from AIR's statewide evaluation work in other states across the country supports the finding that students benefit more from 21st CCLC programming the more they participate (see Naftzger et al., 2015, for a summary). Keeping students enrolled in programming is linked to both the underlying quality of a center's activities and ensuring that

students have access to developmentally appropriate activities across time that keep them interested and engaged. In this section, we examine overall student attendance in Florida 21st CCLC programming during the 2023–24 program period.

During the 2023–24 program period, 45,062 students participated in activities and services across Florida 21st CCLC programs. Whereas 16% of students attended less than 45 hours of programming, 42% of students attended 270 hours or more during the reporting period (Exhibit 17).

Exhibit 17. Forty-two percent of all student attendees participated for 270 hours or more during the reporting period (summer 2023 and school year 2023–24).



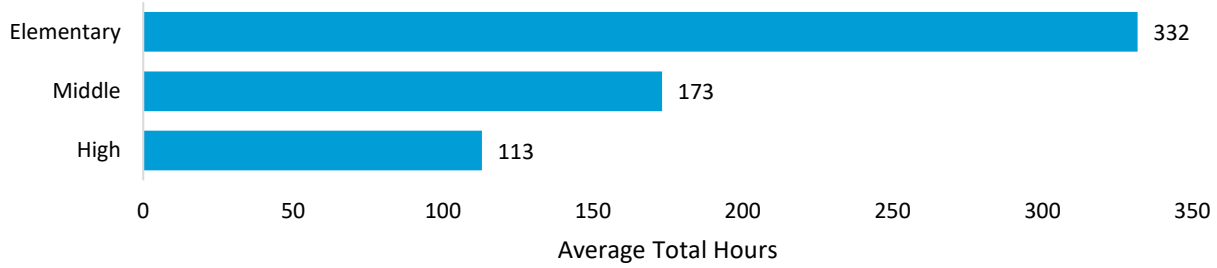
Note. 2022–23 attendees: *N* = 45,460; 2023–24 attendees: *N* = 45,062. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

EQ 3b: How did student characteristics relate to students' level of program attendance?

Next, we explored students' level of program attendance in relation to particular student characteristics, including demographic characteristics (e.g., grade level, sex, race, ethnicity and enrollment in educational programs and supports) and school-related outcome characteristics (e.g., chronic absenteeism, achievement on the FAST assessment).

Overall, students participated for an average of 268 hours during the 2023–24 reporting period. Elementary school students tended to participate for the most hours, reaching an average of 332 hours of participation in program activities and services in 2023–24. In contrast, middle school (173 hours) and high school (113 hours) students participated for fewer hours on average (Exhibit 18).

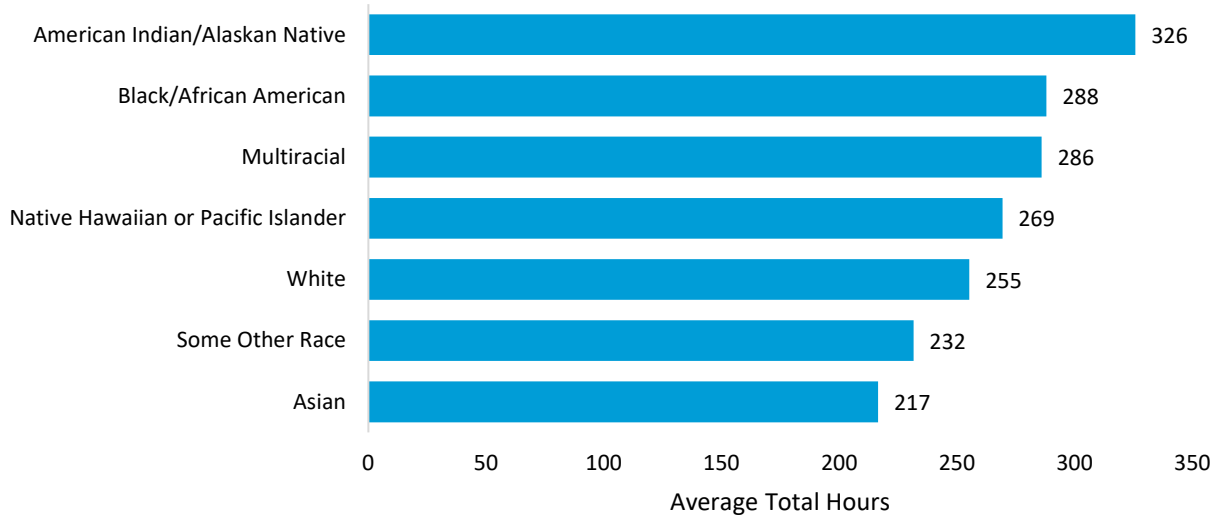
Exhibit 18. Elementary school students participated for more hours in program activities on average during the reporting period than middle school or high school students.



Note. Elementary school students: *N* = 29,056; middle school students: *N* = 10,450; high school students: *N* = 5,405. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

We also analyzed how program participation varied by race. Although a small subset of the overall population (483 students, 1%), students who identified as American Indian/Alaskan Native tended to participate in program activities for the longest at 326 hours on average in 2023–24. By contrast, Black/African American and multiracial students had similar levels of participation (288 hours and 286 hours on average, respectively), and Asian students averaged 217 hours, the lowest average total hours of programming by race (Exhibit 19).

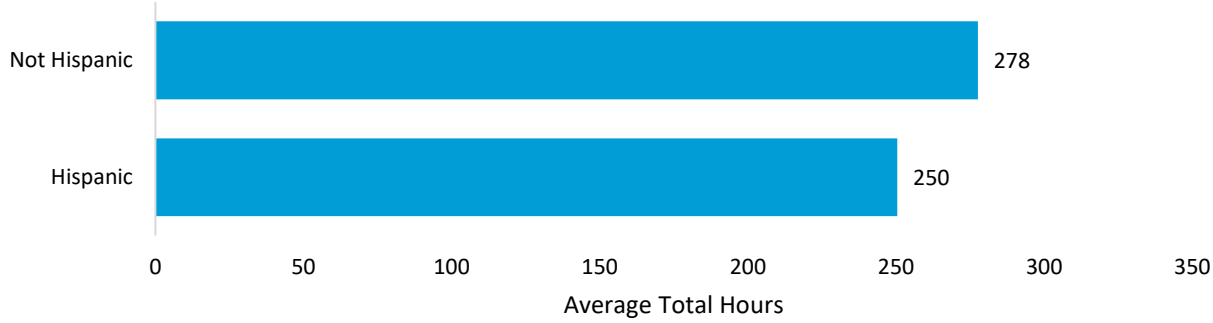
Exhibit 19. American Indian/Alaskan Native students attended the most hours of programming on average in 2023–24 compared with students from other backgrounds.



Note. American Indian/Alaskan Native students: *N* = 483; Black/African American students: *N* = 21,036; multiracial students: *N* = 1,030; Native Hawaiian or Pacific Islander students: *N* = 55; White students: *N* = 15,638; students who identify as another race: *N* = 6,351; Asian students: *N* = 318. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

We also looked at average hours of participation by ethnicity. Students identifying as not Hispanic participated in 278 hours of programming, which is somewhat more than students identifying as Hispanic (250 hours, Exhibit 20).

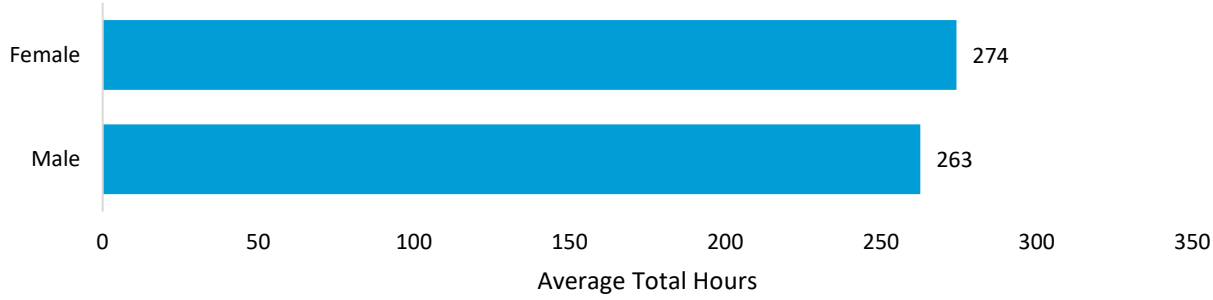
Exhibit 20. Hispanic students participated in fewer hours of programming on average than other students.



Note. Not Hispanic students: *N* = 29,874; Hispanic students: *N* = 15,037. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Average hours of programming participation also varied by sex. Female students participated for the most total hours on average, with male students participating in slightly fewer hours on average (Exhibit 21).

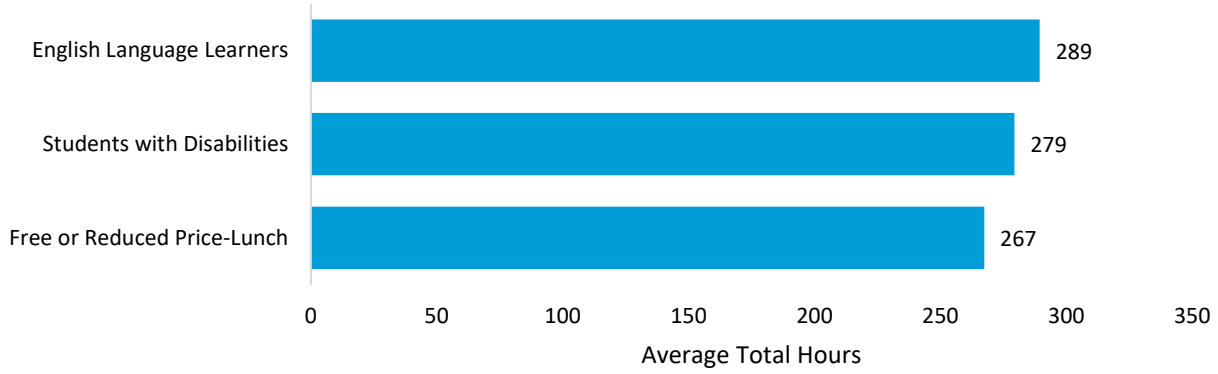
Exhibit 21. Female students participated in slightly more hours on average than male students.



Note. Female students: *N* = 22,665; male students: *N* = 22,234. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

We also compared average hours of program participation among students enrolled in educational programs and supports, including English language learners, students with disabilities and students eligible for free or reduced-price lunch. English language learners participated in 289 total hours of programming on average, compared with 279 hours for students with disabilities and 267 hours for students eligible for free or reduced-price lunch (Exhibit 22).

Exhibit 22. Students enrolled in educational programs and supports attended approximately 270 to 290 hours of programming, on average.

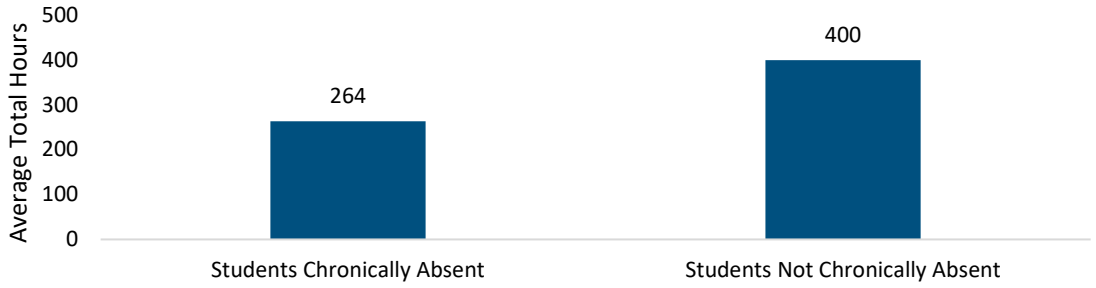


Note. English language learners: *N* = 6,243; students with disabilities: *N* = 4,772; students eligible for free or reduced-price lunch: *N* = 42,010. Students may be enrolled in more than one educational program or support, and so students may be counted in multiple categories within this chart. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

We also looked at the level of program attendance for students based on specific school-related outcome characteristics, namely, students who were chronically absent in 2023–24 and students with an achievement level of 1 or 2 on the ELA or math FAST assessment in spring 2024. Chronic absenteeism is defined as missing 10% or more of the school days in a year (i.e., having a school-day attendance rate below 90%).

Of the 45,062 program participants in 2023–24, 18,686 (41%) had school-day attendance data available. Of those students, 27% were chronically absent during the 2023–24 school year. These students averaged 264 total hours of programming; by comparison, students who were not chronically absent averaged 400 total hours of programming (Exhibit 23).

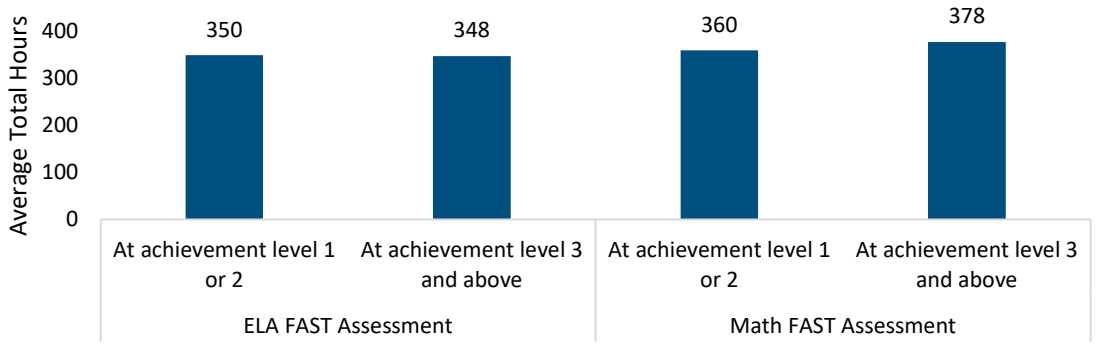
Exhibit 23. Students who were chronically absent in 2023–24 attended fewer total hours of programming on average than students who were not chronically absent.



Note. *N* = 5,082 students chronically absent; *N* = 13,604 students not chronically absent. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

For 2023–24 program participants, ELA FAST assessment data were available for 13,299 students (30%) and math FAST assessment data were available for 11,872 students (26%). Of those students, 61% had an achievement level of 1 or 2 on the ELA FAST assessment in spring 2024, and 53% had an achievement level of 1 or 2 on the math FAST assessment. On average, these students attended similar amounts of programming during the 2023–24 programming period compared with students at achievement level 3 and above on the ELA and math FAST assessments (Exhibit 24).

Exhibit 24. Students with an achievement level of 1 or 2 on the ELA or math FAST assessment in spring 2024 spent approximately 350 to 360 hours on average attending programming during the 2023–24 programming period.

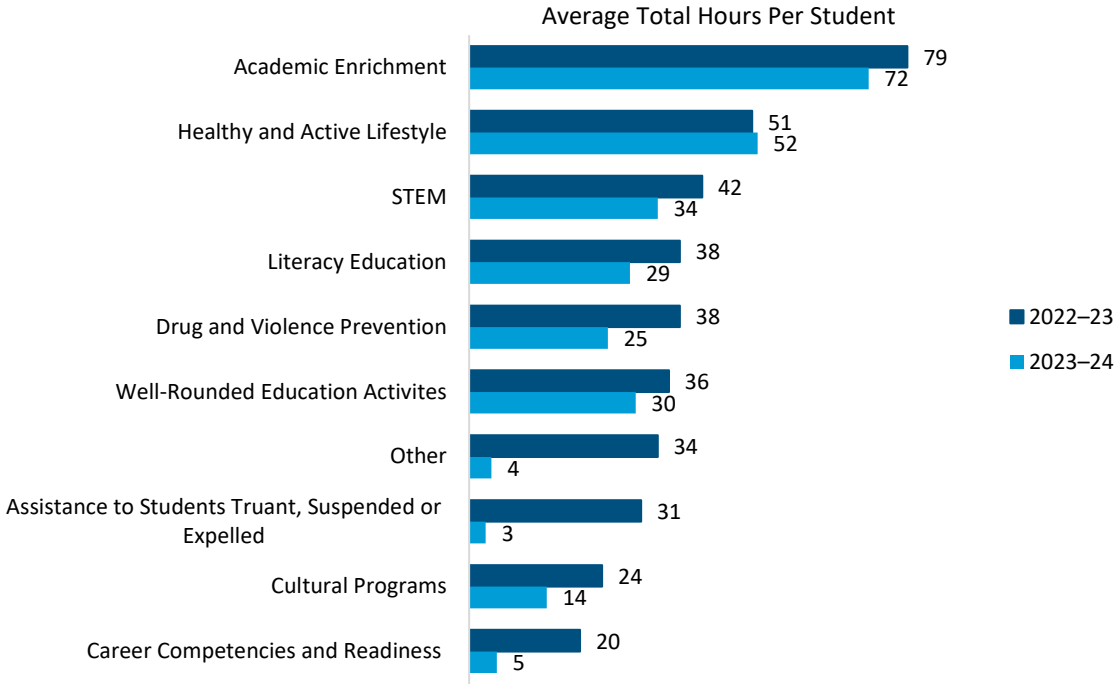


Note. ELA FAST assessment: *N* = 5,253 students at achievement level 3 and above; *N* = 8,046 students at achievement level 1 or 2. Math FAST assessment: *N* = 5,619 students at achievement level 3 and above; *N* = 6,253 students at achievement level 1 or 2. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

EQ 3c: How did participation in different activity types relate to overall program participation rates?

We also examined attendance across different activity categories to explore the types of activities that students spent the most time in, on average, during the program year. We found that students averaged 72 total hours in academic enrichment programming and averaged 52 hours in healthy and active lifestyle programming (Exhibit 25). Average per student participation rates were generally lower in 2023–24 compared to 2022–23.

Exhibit 25. During the 2023–24 program year, students spent the most time in academic enrichment programming, on average.

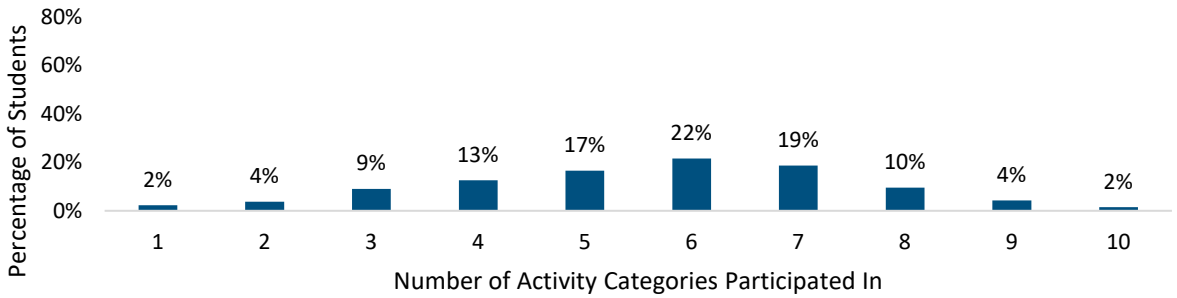


Note. *N* = 45,062 students. Cultural programs include cultural, performing, and visual arts programs (e.g., art education, dance, dramatic arts, music, pop culture, sewing). Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Next, we explored whether students spent the majority of their time in one type of activity or if they spread their time across multiple types of activities. We found that only 20% of students spent 50% or more of their time in any one activity, meaning that most students spread their time across multiple types of activities. We also counted the number of activity categories that students participated in (Exhibit 26). We found that students engaged in one to 10 different types of activities during the 2023–24 program period. For example, only 2% of students spent

all of their time in one activity category, and 22% of students spent their time across six different activity categories, confirming that students spread their time across multiple different activity categories.

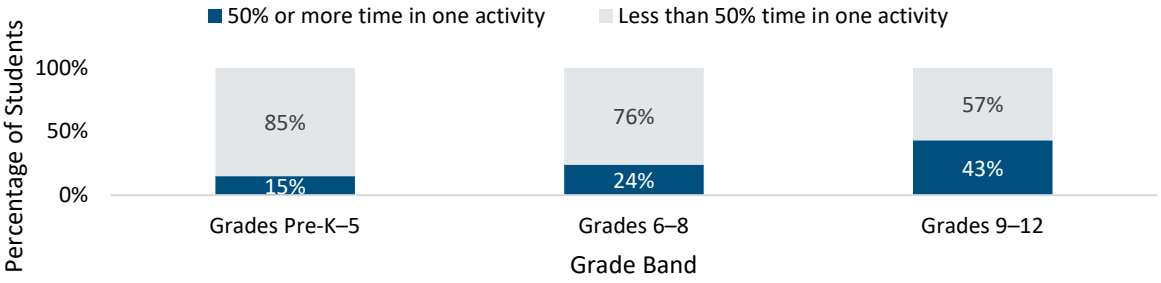
Exhibit 26. During the 2023–24 program year, students spent their time across many different activity categories.



Note. *N* = 45,062 students with activity data available. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Additionally, we explored whether activity participation differed depending on grade level (Exhibit 27). We found that high school students were more likely than elementary or middle school students to spend a majority of their time in one activity. For example, during the 2023–24 program year, 43% of high school students spent more than half of their time in one activity category compared to only 15% of elementary school students. This finding may suggest that older students' participation in programming is driven more heavily by interest-related considerations and that programs should consider this phenomenon when designing programming.

Exhibit 27. During the 2023–24 program year, older students were more likely to spend a majority of their time in one activity category compared to younger students.

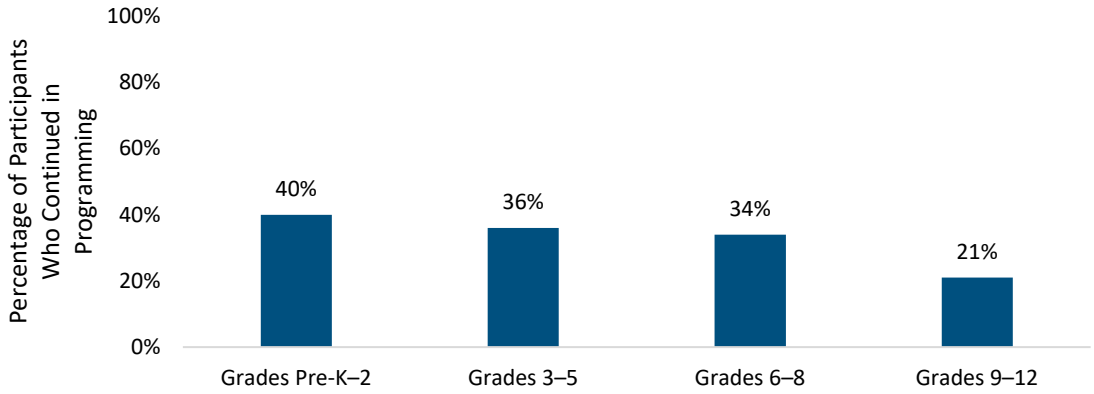


Note. *N* = 29,056 students with activity and grade data available in Grades Pre-K–5, 10,450 students in Grades 6–8, and 5,405 students in Grades 9–12. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

EQ 3d: To what extent did students remain in 21st CCLC programming across multiple years?

To learn the extent to which students continued participating in programming over time, we identified students who participated during both the 2022–23 and 2023–24 programming periods. Of the 45,460 students who participated in 21st CCLC programs during the 2022–23 program year, 38,202 were eligible to continue participating at the same center in 2023–24 given their grade level and the grades served by the given center. Of eligible participants, 35% continued participating in programming, meaning that they participated in 21st CCLC programs at the same center in 2022–23 and 2023–24.[4] The rate at which students continued participating decreased with age; 40% of Pre-K to Grade 2 students continued, compared with 21% of Grade 9–12 students (Exhibit 28).

Exhibit 28. Twenty-one percent to 40% of students who participated during the 2022–23 program year continued participating during the 2023–24 program year.



Note. *N* = 38,202 students eligible to be retained in programming from 2022–23 to 2023–24. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Exhibit 29 shows the grade level, sex, race and ethnicity of students who either continued or did not continue participating in programming, as well as their enrollment in particular educational programs and supports. Students in Grades Pre-K–2 had more students who continued participating than students who did not, whereas Grades 9–12 had fewer students who continued participating than students who did not. Sex, racial/ethnic and other demographic characteristics were similar between the two groups of students.

[4] Students with program attendance data at multiple centers (6%) were assigned to the center at which they spent the largest amount of time, and their attendance hours were summed. As a result, we were not able to account for students who transferred centers during the school year. These data also do not account for students that may have transferred schools during or between school years.

Exhibit 29. Characteristics of students who did or did not continue participating in programming from 2022–23 to 2023–24.

	Students who continued participating from 2022–23 to 2023–24	Students who did not continue participating from 2022–23 to 2023–24
Grade band		
Grades Pre-K–2	38%	31%
Grades 3–5	37%	37%
Grades 6–8	20%	21%
Grades 9–12	5%	12%
Sex		
Female	50%	50%
Male	50%	50%
Race/ethnicity		
Asian	1%	1%
Black	49%	44%
White	35%	36%
Other races	15%	19%
Hispanic	33%	32%
Other demographics		
Free or reduced-price lunch	94%	94%
English language learner	14%	13%
Students with disabilities	10%	9%

Note. *N* = 13,529 students who continued participating in programming from 2022–23 to 2023–24, and 24,652 students who did not continue participating in programming. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Exhibit 30 shows student performance on key indicators for students who continued participating and those who did not, including chronic absenteeism rates and ELA and math achievement in 2023–24[5]. Students who continued participating had slightly lower rates of chronic absenteeism and slightly lower achievement levels in both ELA and math. These small

[5] Only 42% of students who were eligible to continue participating at the same center in 2023–24 had chronic absenteeism data, 30% had ELA achievement data and 27% had math achievement data.

differences suggest that academic performance and attendance patterns were generally similar between the two groups of students.

Exhibit 30. Performance Indicators of students who did or did not continue participating in programming from 2022–23 to 2023–24.

	Students who continued participating from 2022–23 to 2023–24	Students who did not continue participating from 2022–23 to 2023–24
Chronically absent	30%	32%
At achievement level 3 and above on ELA FAST	39%	41%
At achievement level 3 and above on math FAST	20%	21%

Note. *N* = 11,401 students who continued participating in programming from 2022–23 to 2023–24, and 4,784 students who did not continue participating had chronic absenteeism. For ELA performance, 8,313 students who continued participating achieved Level 3 or above, and 3,206 students who did not continue participating reached this level. For math, 7,495 students who continued participating achieved Level 3 or above, and 2,905 students who did not continue participating reached this level. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Teacher Survey on Student Engagement and Positive Interactions

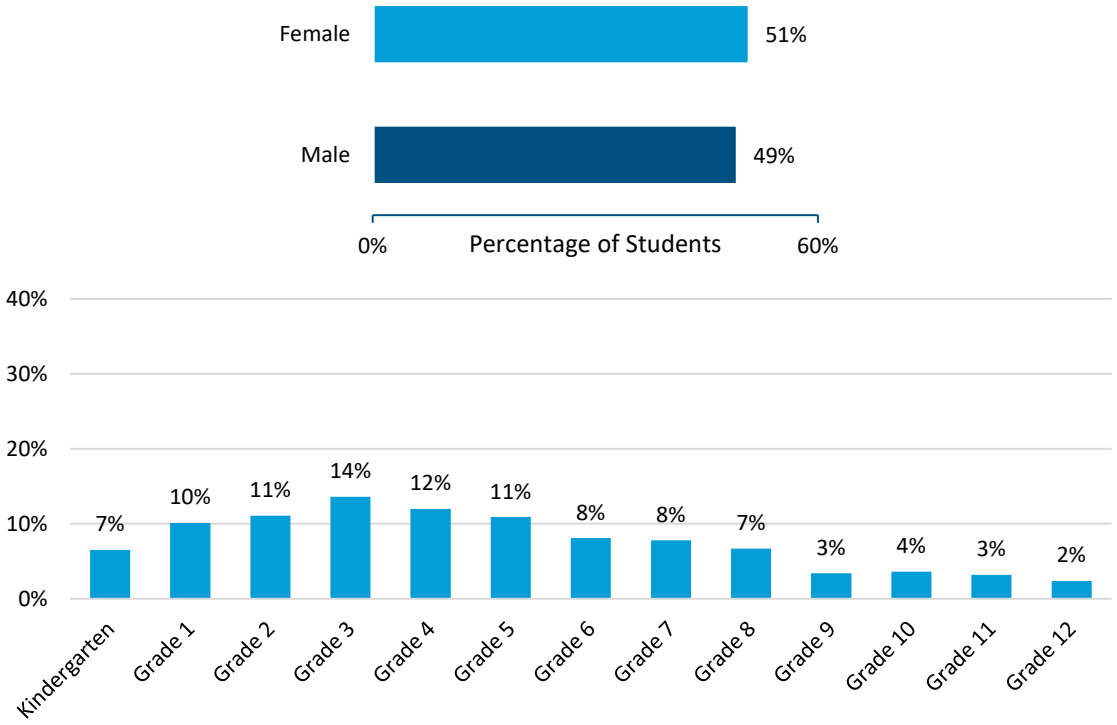
> *EQ 4: To what extent did student learning engagement in the classroom change?*

As previously described, the school-day teachers of students attending Florida 21st CCLC programming during the 2023–24 school year were asked to complete individual student surveys to document improvement in targeted areas. Specifically, the surveys provided teachers with the opportunity to detail their perceptions regarding whether their students participating in 21st CCLC programming demonstrated improvements in learning engagement and in positive interactions. All teachers of students in any grade level (Grades K–12) could complete a survey for each student participant. Teachers indicated whether a student's behavior improved, declined, did not change or did not need to improve.

Exhibit 31 highlights the demographic makeup of students for whom teachers submitted surveys. Of the 45,062 program participants, 35,583 (80%) had a teacher survey completed for them. The demographic composition of these students roughly aligns with that of all Florida

21st CCLC program participants; that is, the majority of students were in Grades 1–5 and were evenly split between male and female students.

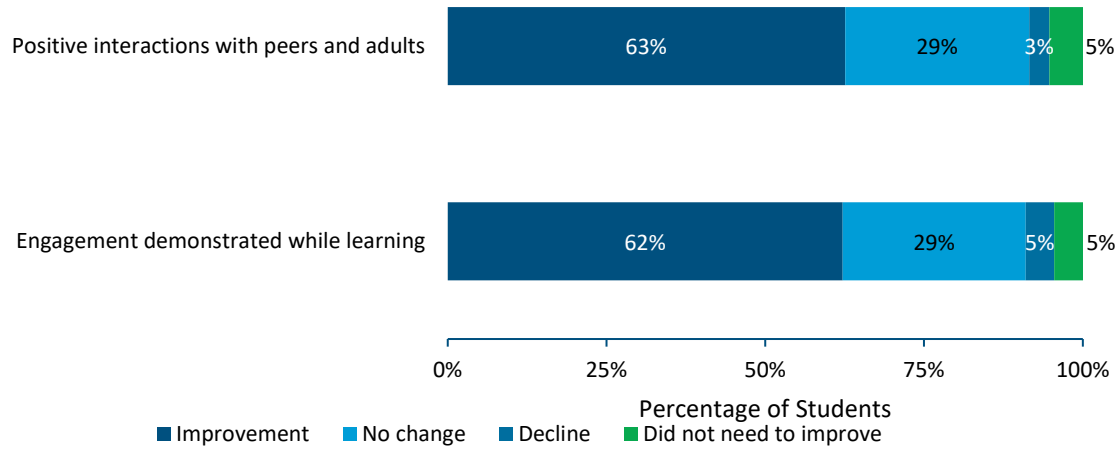
Exhibit 31. The majority of students for whom teachers completed a survey were enrolled in Grades 1–5 and were 51% female.



Note. *N* = 35,583 student-level teacher survey responses. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Overall, teachers reported that almost two thirds of their students showed improvements in their level of engagement while learning and in their positive interactions with peers and adults in the 2023–24 school year (Exhibit 32).

Exhibit 32. Teachers reported that 62% of students saw improvements in their engagement and 63% saw improvements in their interactions with peers and adults.



Note. *N* = 35,583 students. Data are from teacher survey as reported from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Report Conclusion

For the 2023–24 programming period overall, 48% of students across Grades 4–8 met the performance indicator threshold for reading and ELA, and 68% met the threshold for mathematics. Among students in Grades 7–8 and 10–12 with a prior-year GPA of less than 3.0, 69% showed improvement in GPA compared with the previous year. In 2023–24, 60% of students in Grades 1–12 with prior-year attendance rates at or below 90% improved their attendance, and 92% of students participating in 21st CCLC programming either maintained or reduced their in-school suspensions. For 21st CCLC students in Grades 1–5 whose teachers completed a survey, 68% either maintained or improved their level of engagement, according to teacher surveys. When exploring the proportion of students who showed growth by center, 10% of centers had high-level growth (70% or more of students showing growth) on the ELA FAST assessment, whereas 50% of centers had high-level growth on the math FAST assessment. For school-day attendance, 39% of centers had high-level growth.

During the 2023–24 programming period, 45,062 students participated in activities and services across Florida 21st CCLC programs operated by 68 grantees. The majority of the grantees facilitating programming were public school districts/LEAs (56%) and the next most common types of grantees included national nonprofit agencies and community-based organizations. Grantees operated 402 centers, which were the physical locations where 21st CCLC

programming took place. Sixty percent of the centers were running both school year and summer programming during the reporting period. Grantees were associated with, on average, six active centers in 2023–24. Centers operated, on average, 6.3 weeks of summer programming and 38.3 weeks of school-year programming. School-day teachers and noninstructional school staff made up the majority of staff operating Florida 21st CCLC programming.

Centers operated multiple types of programming.[6] In summer 2023, the most common programming was health and nutrition and STEM programming, with 95% and 86% of active centers providing those two types of programming, respectively. During the 2023–24 school year, the most common programming was academic enrichment, with 86% of centers providing that type of programming.

The majority of program participants were elementary school students (64%). Forty-two percent of students attended programming for 270 hours or more, averaging 72 hours per student in academic enrichment activities. Most students spent their time across a variety of different types of activities, with the majority of students (58%) spending their time in five to seven different types of activities. High school students (43%) were more likely than elementary (15%) or middle school (24%) students to spend a majority of their time in one activity. Of eligible participants in 2022–23 programming, 35% continued participating in 2023–24.

Elementary students spent more hours attending programming than middle or high school students (332 hours on average, compared with 173 hours for middle school students and 113 hours for high school students). Although Black/African American students made up a larger proportion of participants compared with students of other races, they averaged fewer total participation hours compared with American Indian/Alaskan Native students. Female students also averaged more total hours of programming than male students.

Results from the teacher surveys indicate that, overall, teachers reported that almost two thirds of their students showed improvements in their levels of engagement while learning (62%) and in their positive interactions with peers and adults (63%).

It is important to note that this report examined descriptive information about Florida's 21st CCLC program. As a result, the findings cannot be used to make claims about how the 21st CCLC program may have led to the achievement of targeted student outcomes. More robust research designs would need to be employed to support this type of conclusion. However, the

[6] Each project must maintain the operations and adult family member services (AFMS) schedule as approved in the original application. AFMS events were reported to the program office as part of program document reviews and were included in each project's Summative Evaluation Report. These data were not reported in the EZReports system during the 2023–24 program year. Therefore, specific data related to AFMS is not included in this report.

information outlined in this report can provide a useful starting point for understanding characteristics of grantees, centers and the population of students participating in the 21st CCLC program in Florida during the 2023–24 school year. This information can also inform future conversations about types and frequency of programming offered, the characteristics of students attending programming and participant outcomes. The evaluation team recommends further exploration of the centers that experienced more success in students' continued participation in programming over time, as well as the centers that had a larger proportion of students experiencing growth in their ELA and math achievement, in order to learn about the characteristics of those centers and the strategies they employed.

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Appendix A. 2023–24 Grantee List

When entered into the EZReports Data Collection System, grantees were assigned a grantee type. The 68 grantees that were operating during summer 2023 or the school year of 2023–24 are listed below, grouped by their EZReports grantee-type designation. Because these groups are based on the designation assigned in EZReports, any designations that appear incorrect are likely due to data entry error and are noted with an asterisk (*). Grantees with multiple grants are indicated with the number of grants in parentheses.

2023–24 Grantees (N = 68)
Community Based Organizations (n = 25)
• After School All-Stars – Tampa Bay
• Big Ideas Educational Services Inc.
• Boys & Girls Club of Central Florida
• Boys & Girls Club of Citrus County
• Boys & Girls Club of Collier County
• Boys & Girls Club of Emerald Coast
• Boys & Girls Club of Highlands
• Boys & Girls Club of Martin County
• Boys & Girls Club of North Central FL: Taylor County
• Boys & Girls Club of Northeast Florida
• Boys & Girls Club of Palm Beach County: C.A.R.E.S.
• Boys & Girls Club of Polk County
• Boys & Girls Club of Sarasota and DeSoto Counties, Inc.
• Boys & Girls Club of St. Lucie
• Boys & Girls Club of Tabula Rasa
• Boys & Girls Club of Tampa Bay
• City of Apalachicola
• City of Orlando
• CMB Visions
• For the Children
• Levy County Prevention Coalition
• Orlando After School All Stars
• Overtown Youth Center
• United Way of the Big Bend
• Young Men’s Christian Association of South Florida

2023–24 Grantees (N = 68)

Public School Districts/LEAs (n = 38)

- Boys & Girls Club of North Central FL: Lafayette County*
- Brevard County School District
- Broward County School District
- Broward County School District: Somerset Charter Expanded Learning Program[7]
- Broward County School District: Somerset Zen Zone Expanded Learning Program
- Columbia County School District
- Duval County School District: Somerset Expanded Learning Program
- Jefferson County School District Expanded Learning Program
- Lee County School District
- Lee County School District Expanded Learning Program
- Leon County School District
- Liberty County School District Expanded Learning Program
- Manatee County School District
- Marion County School District
- Miami-Dade County School District (n = 2)
- Miami-Dade County School District: Miami Community Charter
- Miami-Dade County School District: Somerset Academy South Homestead
- Monroe County School District
- Orange County School District Expanded Learning Program
- Osceola County School District
- Osceola County School District Expanded Learning Program
- Osceola County School District: PM Wells Charter Academy
- Palm Beach County School District
- Palm Beach County School District: Glades Academy Charter
- Pasco County School District
- Pinellas County School District
- Putnam County School District
- Renaissance Academy
- Seminole County School District
- St. Lucie County School District
- St. Lucie Public Schools Somerset Charter Expanded Learning Program
- Sumter County School District Expanded Learning Program
- Suwannee County School District
- United Cerebral Palsy of Central Florida
- Volusia County School District (n=3)

[7] 21st CCLC funds may be awarded to support enrichment and engaging academic activities during the school day, provided they are part of an overall expanded learning program (ELP) that provides students at least 300 additional program hours (including before, during, and after the traditional school day, weekends, and school breaks).

2023–24 Grantees (N = 68)
Other Grantee Types: College or University, Faith-Based Organizations, Private Schools, Other Unit of City or County Government (n = 5) • City of Hialeah • Excel Kids Academy • First United Methodist Church Eastpoint • Florida International University • Grace Place for Children and Families

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