



Tampa Bay ASAS

**Dr. Carter G. Woodson School
29R-2441B-1PCC4**

SUMMATIVE EVALUATION REPORT Project Year 2020-2021



**NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA**

Deliverable Month

July

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Submission Environment

EZReports

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1.0 INTRODUCTION OF PROGRAM

In 500 words or less, provide a narrative in the text box below that outlines the following:

- *this specific project's function and purpose*
- *characteristics of the population served*
- *the project's enhancement on the community and the students served*

Function and Purpose:

- Tampa Bay ASAS (Woodson) identifies the function of the 21st CCLC program is “to help students excel, get extra help in academics, and increase stem engagement and assessment results.
- The program has an overarching purpose to “see all of our students excel academically, emotionally, and behaviorally. We want to see their grades increase, as well as develop an increased interest in STEM topics and careers.

Program Overview:

- The program is in the first year of operations.
- The program received \$467,789.00 to implement student-focused services at one site during the 2020-2021 academic year (i.e., afterschool)
- The program was primarily designed to impact middle school students in the following ways: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve social engagement; (3) improve fitness and healthy lifestyle choices; (4) improve engagement in career exploration; and (5) increase adult literacy and parenting skills.

Characteristics of Population Served:

- ***Enrollment / Attendance:*** The program served a total of 141 students, attending during the 2020-2021 academic year.
- ***Regular Students:*** Of the attending students, 78 (55.0%) attended at least 30 days and are considered “regular participants” for the 2020-2021 grant year.
- ***Average Daily Attendance:*** The program served an average 55.6 students per day within all academic-year components.
- ***In-Person Recruitment:*** ASAS worked with school staff to communicate with families about the program, as the start date was delayed until November. To build excitement, school provided recorded messages to parents, promoted the program on their website, and distributed fliers in homeroom and car line. Additionally, school staff recruited and referred students. To maintain an engaging experience for those enrolled, the program surveyed students regarding activities and opportunities in which they would like to participate.
- ***Virtual Recruitment:*** All students were recruited in the same way, allowing parents to choose attendance method during registration.
- ***Demographics:*** The program director believes the students attending the program reflected the population of students within the recruited groups.

Community Enhancement:

- The program provided a safe, structured place for students to go after school instead of being unsupervised at home. This helped the community stay safe and focused on helping students succeed.

Tangible and Intangible Benefits:

- ***Tangible Benefits:*** Food, safe facilities, reliable Wi-Fi, tablets, drones, physical fitness equipment, gardening supplies.
- ***Intangible Benefits:*** Students increased self-confidence, gained skills to change the community. Parents had peace of mind, knowing their students were safe. Teachers saw the potential of the students in the program and the impact the hands-on activities had on school day achievement.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program.

2.1 Student Enrollment Total and Regularly Participating Students

Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year

Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming

Site Name	Total Participating Enrollment <i>(attending at least one day)</i>	
	Summer	Academic Year
Dr. Carter G. Woodson MS	--	141

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender	
				Male	Female
Dr. Carter G. Woodson MS	3	11	102	83	58

Table 3. Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Dr. Carter G. Woodson MS	--	--	52	34	--	5	8	42

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

Table 4. Student Grade for Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Dr. Carter G. Woodson MS	--	--	--	--	29	32	26	19	20	15	--	--	--	--	141

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

3.0 PROJECT OPERATIONS

In 300 words or less, provide a brief narrative of the project's operation in the text box below.

This narrative should at a minimum:

- *include the typical and total time of operation for various reporting time frames*
- *describe the type of programming provided*
- *include a summary of or enhance the information provided in the tables below*
- *address the types of activities chosen for programming including virtual programming when allowable*
- *describe how transitions between activities are planned and executed*

Operation Overview:

- The 21st CCLC Program is in the first year of operations, providing services afterschool during the 2020-2021 reporting year.
- Operations started 11/02/20 and ended 05/28/21 - providing 413.82 hours of total programming at 3.42 hours/day. Program anticipated starting on 08/10/20, though started later due to logistical complications due to the pandemic and a delayed award letter.

Type of Programming:

- A hybrid model was offered to students attending during the academic year.

Summary of Operations:

- A total of 121 days of academic year services – operating 5 days per week and 3.42 hours per day.

Types of Activities:

- To adjust to the later start date, the program abbreviated the intended “We Are All Stars” curriculum. This curriculum included orientation, social emotional learning, goal setting/vision boards, identity maps, gardening, and 7 Habits of Highly Effective Teens activities. Academic sessions included homework help, and project-based STEM activities. To accommodate the younger grades enrolled in the program, MindWorks and STEMgineers were used. The program also introduced a Hispanic Heritage curriculum designed with 4 core areas Visual and Culinary Arts, Sports. To continue a strong academic offering, teachers integrated ELA, science, and math into the various activities. The virtual platform allows students to participate in academic support sessions, themed PBL activities, SEL/KidGrit lessons, and physical activity. To meet the social emotional needs of students in a global pandemic, the program entered a pilot partnership with KidGrit. The KidGrit curriculum focused on social emotional pandemic survival skills. Recognizing the need to serve staff in a similar way, the program provided SEL sessions to staff focused on their own social emotional wellness and to trained them on how to support students.

Transitions:

- Although the Woodson campus is large, the classrooms are close together, program leaders transition with groups.

Complete the table below as indicated in the headers.

Table 5. Summer 2020 Operations

Site Name	Total # of <u>weeks</u> THIS site was open	Typical # days per week THIS site was open	Typical number of hours per day THIS site was open			
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS/ HOLIDAYS	Typical Programming (as stated in the Restart Plan)
<i>Dr. Carter G. Woodson MS</i>	--	--	--	--	--	--

Table 6. 2020-2021 Academic Year Operations

Site Name	Total # of <u>weeks</u> THIS site was open	Typical # days per week THIS site was open	Typical # hours per day THIS site was open				Total # days THIS site was open				Typical Programming (as stated in the Restart Plan)
			Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays	
<i>Dr. Carter G. Woodson MS</i>	26	5	-	-	3.42	-	-	-	121	-	Hybrid

4.0 STAFF CHARACTERISTICS

In 150 words or less, provide a brief narrative of the composition of staff at each site in the text box below. This narrative may include, but is not limited to:

- *staff demographics,*
- *staff quality (training and certifications)*
- *turnover*
- *professional development*
- *the ratio of students to staff at each site and explain how the ratio affects programming and instruction*

Staff Demographics:

- A total of 21 individuals supported the program during the 2020-2021 Academic Year.
- Staff included 8 females and 13 males.
- No volunteers were allowed on campus due to health-related restrictions.

Staff Quality:

- Staffing included 11 certified teachers present for all academic-based programming.
- 5 had advanced degrees; 13 had undergraduate degrees; 3 had a high school diploma.
- Greatest strength of staffing: “Prepared lesson plans are always open ended to adapt to student feedback.”
- All staff members receive a background check.

Turnover:

- 1 staff left and were replaced during the reporting period.
- Certified teachers and staff are given planning time, resulting in less stress.

Professional Development:

- 8 trainings provided during the year, led by program manager or outside speaker.
- Both virtual and in-person trainings provided.
- Topics were chosen to address areas of need.

Ratio:

- Academics at 1:10 and Enrichment at 1:20 (maximum).
- Enrollment was low due to a late start.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	Dr. Carter G. Woodson School	
	Paid	Volunteer
Administrators and Coordinators	6	--
College Students	--	--
Community Members	--	--
High School Students	--	--
School Day Teachers (including substitutes)	11	--
Non-teaching School Day Staff	4	--
Sub-contracted Staff	--	--
Other	--	--

5.0 OUTCOMES

This section should outline each approved objective, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the project on the populations served.

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

In 200 or less provide a narrative describing the data collection methodology and outcomes. This may include:

- *outcomes met through programming,*
- *the impact on the population being served, and*
- *any data collection challenges.*

Objectives Narrative

Data Collection Methodology:

- School Liaison pulled grades from school databases.
- Enrichment staff collected all pre-mid-post data.
- All data were entered into EZReports by the program director.

Outcomes Met:

- All reported outcomes based on regularly participating students (30+ Days Attended).
- Outcomes are provided for elementary school (ES) and middle school (MS) separately.
- 54% (ES)** 82% (MS) improved or maintained high performance in English Language Arts grades, 40% (ES)** 60% (MS) in mathematics, and 60% (ES/MS)** in science.
- 92% of third graders achieved promotion based on FSA Reading performance.
- 77% (ES) 76% (MS) improved/maintained social engagement.
- 97% (ES) 87% (MS) improved/maintained performance in physical fitness.
- 93% improved engagement in career exploration.
- 100% (ES/MS) of adult family members reported improved skills from adult events.
- ** *indicates objective was not met as proposed.*

Impact on Population Served:

- The director identified primary positive impact being that students gained self-confidence, achieved more than they believed, and created new friendships.

Data Collection Challenges:

- No challenges collecting academic data from school.
- No consistent virtual students – no reliable data available.
- Academic data was used data to identify gaps. Program consulted with school to identify better curriculum resources.

5.2 Stakeholder Surveys

Provide the response rate and a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys.

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied with the 21 st CCLC program as a whole (<i>Very Satisfied and Satisfied</i>).
Parent	47%	87.7% (57 of 65)

Survey Type	Response Rate	Percentage of stakeholders that reported the 21 st CCLC program helped improve academic grades.
Students K-5	100%	68.0% (17 of 25)
Students 6-12	100%	68.0% (17 of 25)

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 st CCLC program improved student's academic performance (<i>Improved and Did Not Need to Improve</i>).
Teacher	97%	72.2% (26 of 36)

6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project's progress towards sustainability. The narrative should include at a minimum:

- *the agency's progress toward the sustainability plan described in their application narrative,*
- *the structure of the advisory board and any recommendations made, and*
- *the total estimated value of contributions to the program.*

Progress Towards Sustainability:

- The program believes most, if not all, the current grant amount would be required to operate the program without 21st CCLC funding. The program would likely cap enrollment, eliminate certified teachers, and decrease the number of summer camps if funding was eliminated.
- Program noted challenges to partnerships due to COVID19. Most partners reported challenges and the need to collaborate/learn from each other.
- National office helped identify partners and initiated collaborations that were integrated at the chapter level (KidGrit, Health Leads, Boks).
- Program reports 3 new partners, 3 existing partners this year.

Advisory Board:

- Advisory board includes ASAS program staff school administrators, teachers, parents, students, community members.
- Board virtually met twice during the year (January and June).
- Meetings were used to disseminate information to the community and school day staff.
- Per the program, “advisory boards were challenging this year due to virtual meetings – had good representation of parents and staff but needed to engage more community members/partners

Contributions to Program:

- The program received an estimated \$319,350 in contributions to support 21st CCLC activities and services.
- This is equivalent to 68% of the 2020-2021 grant award amount (\$467,789).

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Best Buy	Covid 19 relief Funding	\$4,000.00	Partner
HCPS - School Nutrition Services	Meals for school year and summer	\$12,000.00	Partner
Hillsborough County School District	Facilities, access to data, recruitment of participants and staff	\$225,000.00	Partner
Hillsborough County/Community Foundation of Tampa Bay	Covid Relief Funding	\$30,000.00	Partner
Love Our City	Lunch for school teachers	\$1,350.00	Partner
Tik Tok	Money to purchase food cards	\$47,000	Partner

7.0 PROGRAM REFLECTION

In 300 words or less, provide a narrative with an overall assessment of your 21st CCLC project's impact in the text box below. This may include:

- *reflection of the lessons learned throughout the year*
- *recommendations to enhance the quality of services offered to students and families for the next year*

The program utilized a variety of activities to (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve social engagement; (3) improve fitness and healthy lifestyle choices; (4) improve engagement in career exploration; and (5) increase adult literacy and parenting skills. While experiencing continued challenges from COVID-19, virtual summer and in-person afterschool were provided to impact students, families, schools, and communities.

Reflections and Lessons Learned:

- Launching the program after the start of the school year made a variety of aspects more challenging – recruitment, data, staffing, - but ASAS adapted, and program quality was maintained. Second semester went more smoothly but numbers were still low.
- Students and families were inconsistent in participation – students that did attend regularly received the desired level of quality.
- Family engagement was difficult due to the restrictions on in-person gatherings. Staff conducted small groups, socially distanced in the parking lot outside and were able to have a level of connection but the quality of the gatherings was impacted.
- Families associated with the program had limited access to high-speed internet, and/or compatible devices for Zoom events.

Recommendations:

- Program mentioned it was difficult to always ensure new students were given enrichment assessments. The program is encouraged to develop a system of enrollment that includes assessments. This guarantees all students have data.
- Program is encouraged to establish a student advisory board. Allowing students to become a part of activity planning will help the program attract students.
- The combination of the late start of the program and the few students returning to brick and mortar learning resulted in a small number of attendees exposed to the full breadth of activities. The program is encouraged to actively recruit new students for the fall, as well as retaining the students who will attend the program in summer 2021.