



After-School All-Stars Tampa Bay

Dr. Carter G. Woodson School

29R-2442B-2PCC4

SUMMATIVE EVALUATION REPORT

Project Year 2021-2022



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

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1.0 INTRODUCTION OF PROGRAM

The Dr. Carter Woodson School After-School All-Stars program is a program operated by After-School All-Stars (ASAS) Tampa Bay and funded by the 21st Century Community Learning Center program (21stCCLC). This 21st CCLC grant has provided student-centered programming beginning with the 2021-2022 school year.

ASAS Tampa Bay is a member of the ASAS National Network, which is the largest school-based, non-profit, comprehensive afterschool program focused on the middle grades. Our national network is comprised of 19 chapters in 12 states and Washington, D.C. ASAS Tampa Bay has provided afterschool programming for 6 school years since launching in 2015, and has experience participating in 21st CCLC programming since 2016. ASAS Tampa Bay currently serves over 600 students with over 2,000 total students served, in five area public and charter schools in the Tampa area.

For the 2021-2022 school year ASAS Tampa Bay's program started with the stated goal to serve students in grades 3-8, with an average daily attendance at the school site of 160 students per day afterschool, and 75 students per day during the Summer. The ASAS Tampa Bay 21st CCLC program at Dr. Carter Woodson School targeted the 1,056 students attending Dr. Carter Woodson School where 94% of the students qualify for free or reduced-price lunch.

Designed to complement and enrich regular school day instruction, the goal of the ASAS Tampa Bay program was primarily focused on impacting elementary and middle school students in the following ways: (1) improving academic achievement in English Language Arts (ELA), mathematics, and science; (2) improving fitness and healthy lifestyle choices; (3) improving engagement in career exploration; and (4) increasing adult literacy and parenting skills. The staffing design for the program was planned with all academic components led by teachers certified by the Florida Department of Education (FLDOE). The lesson plans for all academic subjects ensured that the activities provided during the program did not duplicate the regular school day, but reinforced topics taught during the regular school day. The ASAS Tampa Bay program also offered students an array of personal enrichment activities that reinforced and complemented the regular school programming and culture in developing leadership and social emotional skills. Further, the program offered families of actively participating ASAS 21st CCLC students the opportunity for literacy and related educational development.

Dr. Carter Woodson School administration assists ASAS Tampa Bay to plan all aspects of student services including core curriculum, academic focus, tutoring, mentoring, and social emotional learning services, athletic activities, arts and culture activities, college and career readiness, and additional family support services. The school administration designated a staff liaison with previous 21st CCLC experience and assisted in the selection and training of certified teachers to work in the ASAS Tampa Bay 21st CCLC program. In addition, the administration allowed ASAS Tampa Bay access to relevant student data, used to measure outcomes, but also used throughout the program to plan activities tailored to the school's needs. ASAS Tampa Bay's staff were hosted and embedded within the staff of Dr. Carter Woodson School school, allowing ASAS staff to develop individual relationships and partnerships with day school teachers, parents, administrative staff, facility staff, school safety officers, guidance counselors, special education staff, and mental health and family support staff.

2.0 STUDENT CHARACTERISTICS

Dr. Carter Woodson School is a Title 1 Hillsborough County School District public school which is located in the northeast corner of the greater City of Tampa area. Dr. Carter Woodson school received a school grade of “C” in 2019. 94.6% of the school population is economically disadvantaged, 94.8% of the population receives free and reduced lunch and 13.5% are English Language Learners. Student demographics include 51.9% Black, 36.8% Hispanic, 6.6% White, and 3.4% Multi Racial.

Based on data from the National Center for Children in Poverty, the poverty levels experienced in the zip codes served by the school are closely correlated with additional risk factors for the population of students served by the school and the 21st CCLC program. These risk factors have an adverse impact on education, youth development, and health outcomes and include: households without English speakers, low education levels of parents, residential mobility, and households including a large family, single parent, teen mother and/or non-employed parents. Additionally, low-income students, as a group, have performed below higher-income students on most measures of academic success, including standardized test scores, grades, high school completion rates, school attendance, and college enrollment.

To address the specific needs of those students, the ASAS Tampa Bay 21st CCLC program targeted *all* students at Dr. Carter Woodson School. This school serves socioeconomically disadvantaged students, students with special needs, and students with disabilities who are in need of remediation in reading and/or math; 2) at risk of academic failure; or 3) exhibiting behavioral, disciplinary, and/or attendance issues. The program targeted students via: 1) the school’s website; 2) the school newsletter; 3) take-home bulletins; 4) classroom presentations; 5) emails sent to parents; 6) social media (e.g., Facebook, Twitter); 7) teacher referrals; 8) open houses; 9) student-to-student recruitment; and 10) community centers. Teachers, administrators, and guidance counselors recommended students based on standardized test scores, report cards, discipline reports, and parent requests. As required by 21st CCLC funding which mandates equitable services for private schools also serving the neighborhoods served by Dr. Carter Woodson School, ASAS Tampa Bay invited all identified non-profit private schools, offering program services to private school students, and training to private school staff, however, no private schools participated during the 2021 – 2022 program year.

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students for Summer 2021 and 2021-2022 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 (attending at least one day)	
	Summer	Academic Year
<i>Dr. Carter Woodson School</i>	71	151

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
<i>Dr. Carter Woodson School</i>	11	25	117	102	84

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**
<i>Dr. Carter Woodson School</i>	-	-	110	27	-	5	22	47

**Students may be counted more than once.*
***Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.*

Table 4. Student Grade: Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>Dr. Carter Woodson School</i>	-	-	-	-	60	19	39	27	20	21	-	-	-	-	186

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

3.0 PROJECT OPERATIONS

In May 2022, ASAS Tampa Bay completed its 2nd year of academic enrichment programming during out-of-school time at Dr. Carter Woodson School. All activities offered were 100% free to students and families. Since the ASAS Tampa Bay 21st CCLC program began at Dr. Carter Woodson School in 2019, the school has maintained a Florida school grade of “C” in 2019 and again in 2022. Due to the COVID-19 pandemic, school district boards were provided the flexibility to opt in to have their school grade rating reported following the 2020 and 2021 school years and Hillsborough County Public Schools did not.

ASAS Tampa Bay provided summer programs at Dr. Carter Woodson School during the summer of 2021, as well as afterschool during the 2021 - 2022 school year. ASAS Tampa Bay staff, in partnership with school staff, created and implemented broad programs with the goal of improving student academic achievement. The program was intentionally designed to: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) improve engagement in career exploration; and (4) increase adult literacy and parenting skills. This aligns with the school needs identified in the most recent School Improvement Plan (SIP). The school’s highest priorities for improvement include: 1. Bottom quartile in ELA, 2. Proficiency in ELA, 3. Proficiency in Math, 4. Bottom quartile in Math, and 5. Proficiency in Science.

Summer programs started at Dr. Carter Woodson School on June 7, 2021 and continued through July 22, 2021. The summer program was offered at the school site from 8:00 am to 1:30pm, Monday through Thursday for 7 weeks, for a total of 28 days.

School-year programs began on August 10, 2021, and continued all 180 scheduled student days, ending on May 27, 2022. Programming was provided 100% in-person at the school site. Afterschool programming started at the end of the school day at 2:45 pm (1:35 pm on Mondays) and ended at 6:00 pm... totaling 17.42 hours per week. This was the 2nd school year Dr. Carter Woodson School was open to students following COVID-19 school closures in March 2019. Based upon the administrations experience during the pandemic, they identified a greater need for out-of-school time programs to assist students who experienced academic setbacks during school closures. Reports during on-line learning showed lower engagement among Dr. Carter Woodson School students than among students at schools in more affluent neighborhoods.

ASAS Tampa Bay offered activities to support student achievement, including: (1) teacher designed project-based learning in ELA, mathematics, and science; (2) “Mindworks” project-based learning curriculum to social emotional learning (3) homework assistance; and (4) “STEMfinity,” math/science curricula. The program also provided personal enrichment programs including: (1) “BOKS Breaks,” created by Reebok, (2) “FDIC Money Smart,” financial literacy curriculum; (3) nutrition lessons; (4) College and Career Readiness activities; and (5) project-based arts activities. Further, the program provided adult family member events supporting parents through topics including homework help resources, exam and test preparation, internet safety, and a health and wellness information.

Table 5. Summer 2021 Operations

Site Name	Total # of weeks 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		
			Weekdays	Weekday Evenings	Weekends/ Holidays	Weekdays	Weekday Evenings	Weekends/ Holidays
<i>Dr. Carter Woodson School</i>	7	4	5.5	-	-	28	-	-

Table 6. 2021-2022 Academic Year Operation

Site Name	Total # of weeks 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			
			Before School	During School	After School	Weekends/ Holidays	Before School	During School	After School	Weekends/ Holidays
<i>Dr. Carter Woodson School</i>	35	5	-	-	3.48	-	-	-	180	-

4.0 STAFF CHARACTERISTICS

Staff Demographics:

- A total of 23 individuals worked in the program during the 2021 – 2022 project year.
- Staff included 13 females and 10 males.
- No volunteers were utilized during the 2021 – 2022 Project Year.

Staff Quality:

- Staffing included 6 certified teachers present for all academic-based programming aligned with Florida State education standards. All staff leading academic curricula possessed valid Florida state teaching certifications. A total of 9 certified teachers held positions at the 21st CCLC site during the grant year.
- 3 staff had advanced degrees; 16 had undergraduate degrees; 1 had an associate degree, and 3 held a high school diploma.
- All staff members receive a level II fingerprint background check prior to working with students.

Turnover:

- Only staff retention of the site coordinator and program director positions were challenges at Carter Woodson School. The vacancy in the site coordinator position in April and May was addressed by having the School Liaison and the ASAS Tampa Bay Program Manager directly overseeing the site activities. The turnover in the Program Director position impacted continuity and experience in 21st CCLC programming, which was supported through the School Liaison who also has experience as a 21st CCLC Program Director.
- 1 staff position was vacated during the project year. Three staff were relocated to other program locations and were replaced by additional school-day teachers from Carter Woodson School.

Professional Development:

- Both virtual and in-person trainings provided to staff.
- Topics were chosen to address areas of need.

Ratio:

- Academics at 1:10 and Enrichment at 1:20 (maximum).

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	<i>Dr. Carter Woodson School</i>	
	Paid	Volunteer
Administrators and Coordinators	9	-
College Students	-	-
Community Members	-	-
High School Students	-	-
School Day Teachers (including substitutes)	9	-
Non-teaching School Day Staff	5	-
Sub-contracted Staff	-	-
Other	-	-

5.0 OUTCOMES

Data Collection Methodology:

- The Carter Woodson School Liaison initially provided grades directly from school databases and provided them to the Program Director. Later this role was assumed by Hillsborough County Public School Research and Evaluation Department who also added behavior reports, GPA and student attendance data.
- Enrichment staff collected all pre- mid- and post-data for personal enrichment assessments.
- All data was entered into EZReports directly by ASAS Tampa Bay staff, Data Specialists, or by the program director.

Outcomes Met:

- Comparing student quarterly grades is not a robust indicator of student improvement in skills and comprehension, however, these point in time comparisons are used throughout the year by ASAS Tampa Bay staff as indicators of student improvement and engagement in the school.
- In English/Reading: 32% of participating students improved or maintained high performance from the 1st quarter to the 2nd; 27% improved or maintained from the 2nd to the 3rd quarter; and 41% improved or maintained from the 3rd quarter to the 4th.
(Note: these percentages are not cumulative...only comparisons of points in time which directed program priorities. Students who improved one semester may have subsequently declined in a following semester.)
- In Mathematics: 31% of participating students improved or maintained high performance from the 1st quarter to the 2nd; 29% improved or maintained from the 2nd to the 3rd quarter; and 29% improved or maintained from the 3rd quarter to the 4th.
- In Science: 28% of participating students improved or maintained high performance from the 1st quarter to the 2nd; 28% improved or maintained from the 2nd to the 3rd quarter; and 35% improved or maintained from the 3rd quarter to the 4th.
- In parent surveys utilized by ASAS Tampa Bay: 77% of parent surveyed indicated that they "Agree" or "Strongly Agree" that "ASAS is helping my child with his/her/their social-emotional health;" 76% indicated "the program is helping my child do better in school."

Impact on Population Served:

- In parent surveys utilized by ASAS Tampa Bay: 77% of parents surveyed indicated that they "Agree" or "Strongly Agree" that "ASAS Meets the needs in my community;" and 83% indicated that "the programming is high quality."

Data Collection Challenges:

- Obtaining timely grade and behavioral reports from the partner school was not challenging, however, the school district assumed responsibility for this role mid-year, which led to ongoing difficulties obtaining timely information.
- Academic data was used to identify gaps. The program consulted with school to identify better curriculum resources, and to engage students with school provided software programs.

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

Program Performance Report 2021-2022							
Project #: 29R-2442B-2PCC4		Project Name: TB Woodson K-8					
Domain	Objective #	Total # of Participants Served	Total # of Participants Measured	% of Participants Measured	Total # of Participants Meeting SOS	% of Participants Meeting SOS	Benchmark Met
English Language Arts (ELA)	1.A.1	186	108	58%	24	22%	N
English Language Arts (ELA)	1.A.2	186	2	1%	1	50%	N
English Language Arts (ELA)	1.A.3	186	124	67%	60	48%	N
English Language Arts (ELA)	1.A.4	186	3	2%	2	67%	N
Mathematics	1.B.1	186	103	55%	22	21%	N
Mathematics	1.B.2	186	2	1%	1	50%	N
Mathematics	1.B.3	186	123	66%	49	40%	N
Mathematics	1.B.4	186	2	1%	1	50%	N
Grade Point Average (GPA) for Secondary Students	1.C	68	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	186	0	0%	0	0%	N
Behavior	3.A.1	186	0	0%	0	0%	N
Behavior	3.A.2	186	0	0%	0	0%	N
Engagement/Safe and Supportive Relationships	4.A.1	186	16	9%	10	63%	N
Engagement/Safe and Supportive Relationships	4.A.2	186	16	9%	11	69%	N

As this was the first year of reporting for the updated GPRA measures, there is no comparative outcome data for GPA, Attendance/Dropout Prevention or Behavior for the 2021-2022 academic year. The first outcomes for these annually reported measures will be provided in the 2022 – 2023 Summative3 Evaluation Report.

5.2 Stakeholder Surveys

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 st CCLC program improved student engagement (<i>Increased and Did Not Need to Increase</i>).
Teacher	9%	69%

6.0 PROGRESS TOWARD SUSTAINABILITY

Progress Towards Sustainability:

- Turnover in the Program Director and Program Manager positions, as well as the interruptions created by the COVID epidemic, and subsequent tumultuous economic recovery involving the “Great Resignation,” created lost ground and lost relationships in the development of program partnerships and program sustainability. Several financial and programmatic program partners were no longer in operation, no longer in a position to provide in-kind services, or no longer had staff available who were previously involved in supporting the 21st CCLC program or could support the program.
- ASAS Tampa Bay 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 camp days if funding was eliminated.
- ASAS Tampa Bay is making progress increasing funds raised by our board volunteers but is still seeking to increase funding, including ESSER, ARP, or SAI funding. However, at this time the local school district is not making any RFPs available.
- New partnerships are being developed with other charitable nonprofit organizations to provide services, including “Sing Out and Read,” “Our Children Have Rights,” and “Think Big for Kids.”
- The national ASAS office helped identify partners and initiated collaborations that were integrated at the chapter level (Positive Coaching Alliance, KidGrit, Health Leads, Boks).
- Funding was obtained by the Children’s Board of Hillsborough County to expand the summer day program from 1:30 pm to 6:00 pm, effectively supplementing funding partial day funding received through this 21st CCLC grant. This made the summer program more accessible and appealing to working parents, These parents would otherwise have been challenged to find transportation for their child mid-day, pay another provider for partial-day care, or who would have faced the option to leave their child unsupervised after the ASAS Tampa Bay 21st CCLC ended at 1:30 pm each day.,

Advisory Board:

- The advisory board included ASAS program staff, school administrators, teachers, parents, students, community members.
- The board met virtually once during the school year, however, due to restrictions on visitors on school property it was difficult to establish ongoing meetings. Turnover in the Program Director position delayed further activity.

Contributions to Program:

- The program received an estimated \$270,273 in contributions to support 21st CCLC activities and services.
- This is equivalent to 57% of the 2021 - 2022 grant award amount \$470,196.

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
HCPS – School Nutrition Services	Snacks and meals for school year and summer programming	\$12,000	Partner
HCPS – Facilities	Facilities and cleaning services	\$225,000	Partner
Children’s Board of Hillsborough County	Funding for extended summer programming	\$33,273	Grant

7.0 PROGRAM REFLECTION

The learning gap caused by COVID-related school closings has negatively affected students, parents, teachers, and schools in multiple ways.

While it was hoped that the 2021 – 2022 school year would be an opportunity for revitalization and return to normalcy, the Carter Woodson School community faced new and continued challenges as schools re-opened full-time in August 2021 without mask mandates and the relaxing of the previously implemented COVID sanitation and social distancing protocols. Supporting students as they readjusted to full-time in-person learning placed new demands upon teachers and school communities. Students who had been isolated for much of the previous year demonstrated an increase in classroom disruption, rowdiness outside the classroom and acts of disrespect towards teachers. Chronic absenteeism (students missing more than 10% of the school year) became more prevalent. Both the Hillsborough County School district, and the ASAS Tampa Bay 21st CCLC experienced staff turnover and staff vacancies throughout the year. The Hillsborough County School District began the 2021-2022 school year with approximately 680 teacher vacancies and ended the year with approximately 300 remaining vacancies. Carter Woodson School was identified as one of the top three schools in the district in the number of teacher vacancies at the end of the 2021 – 2022 school year. As mentioned previously in this report, 2 staff positions in the ASAS Tampa Bay 21st CCLC program experienced turnover, and one full-time site coordinator position remained vacant for the last 4 months of this grant period.

Students ended the 2020 – 2021 school year having made less progress than usual in reading and mathematics. According to national averages, many students ended the year on average five months behind in mathematics and four months behind in reading. Students in academically disadvantaged communities finished the prior school year an estimated six or seven months behind in the same subjects. In the Carter Woodson School community served by ASAS Tampa, 94.6% of the students meet the definition of “economically disadvantaged.” However, given these challenges, positive gains in the number of students meeting academic standards, in several areas of study, according to Florida state standardized testing:

At Carter Woodson School:

- 26% of students tested scored proficient in English Language Arts by the end of the 2020 - 2021 school year.
- 28% of students tested scored proficient in English Language Arts by the end of the 2021- 2022 school year.
- 52% of students tested, including 47% of the lowest performing 25% of students, demonstrated measurable gains in English Language Arts.

- 20% of students tested scored proficient in Mathematics by the end of the 2020 - 2021 school year.
- 31% of students tested scored proficient in Mathematics by the end of the 2021 - 2022 school year.
- 53% of students tested, including 51% of the lowest performing 25% of students, demonstrated measurable gains in Mathematics.

- 14% of students tested scored proficient in Science by the end of the 2020 - 2021 school year.
- 21% of students tested scored proficient in Science by the end of the 2021 – 2022 school year.

- 38% of students tested scored proficient in Social Studies by the end of the 2020 - 2021 school year.
- 74% of students tested scored proficient in Social Studies by the end of the 2021 – 2022 school year.

Reflections and Lessons Learned:

- Summer 2021 was the first summer that schools permitted on-site programs following school closures in March 2020. The gap with no summer programs in 2020 created a loss of awareness of program opportunities by parents and students, loss of staff, and lower enrollment in programs. New COVID-19 health, safety, social distancing, and sanitization needs also affected program resources and program outcomes.
- Policies to minimize or prohibit parents and guests from entering school campuses negatively affected parent participation in programs targeting family support.
- Continuing a trend started when students returned to school in August 2020 with a choice of “brick and mortar” or “virtual” schools, many students struggled the regain learning loss, although a significant number showed improvement in several areas of focus.
- Absenteeism and student engagement remains an ongoing challenge after the return to school after a full year when many students participated minimally in virtual educational activities.
- Family engagement was difficult due to the restrictions on in-person gatherings. Staff conducted minimal small group activities and largely resorted to providing informational handouts,
- Attempts were made to have a level of connection with parents and families, but the quality of the gatherings was impacted.

Recommendations:

- Due to the overwhelming social, behavioral, academic, economic, and societal impact of the COVID-19 epidemic, it is difficult to isolate the impacts of adaptations made to school and afterschool programming during the 2021-2022 school year. Measurable impacts may become clearer as longitudinal studies are conducted and multi-year trends follow each grade cohort of students throughout their school career.
- Although the 2021-2022 school year was anticipated as a “return to normal,” it appears that a new normal has emerged affecting staff, students, schools and families.
- Programs will need to continue to respond to the ongoing challenges of staffing...addressing staff shortages, difficulty hiring, and increasing staff retention through new incentives which support staff loyalty and career growth in the youth development field.
- Effectively engaging students in learning will require approaches which adopt the best parts of virtual and interactive learning while minimizing any negative impact caused by social isolation that technology and virtual learning can create.
- Parents continue to express concern about their child’s mental health following the pandemic and staff training, resources, and services will need to be allocated for the role mental health support and screening can play in out of school time programming.
- To make family access to their child’s education more equitable, there is a need to continue virtual in addition to in-person programming rather than only in-person parent education sessions alone.
- As ESSER funding winds down, schools and community partners must continually assess which programs implemented during, and immediately after, the COVID-19 pandemic worked, and which have fallen short of goals. Alternate funding sources for successful programs, such as the ASAS Tampa Bay 21st CCLC program, will need to be incorporated into school and education funding budgets moving forward.
- Safety, security and mental health remain top of mind for future school needs. To address these needs schools and community partners must evaluate and invest in support programs, extended summer programs, renewed focus on educating and supporting the “whole” student, and increasing SEL programs to further support students’ mental health and wellbeing.