

Summative Evaluation Report Text

1. Introduction to Program

In 1000 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*

For the 2024-2025 school year, After-School All-Stars (ASAS) Tampa Bay's program started with the stated goal of serving students in grades 3-8, with an average daily attendance at the school site of 160 students per day after school and 75 students per day during the Summer. The ASAS Tampa Bay Carter Woodson 21st Century Community Learning Center (21st CCLC) program targeted the 964 students attending Carter G. Woodson School where 100% of the students meet the definition of "economically disadvantaged," (free or reduced lunch) and 94.2% of the population is made up of minority students. Additionally, the school is identified for "Additional Targeted Support and Improvement" (ATSI) under the Every Student Succeeds Act (ESSA) as they have one or more subgroups with a Federal Index below 41%.

Designed to complement and enrich regular school day instruction, the goal of the ASAS Tampa Bay 21st CCLC program was primarily focused on impacting 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. This aligned with the priorities of Carter Woodson School as stated in their 2024-2025 School Improvement Plan where the top priorities were listed as 1) 3rd Grade ELA, 2) 5th and 8th Grade Science, 3) Civics, and 4) Algebra.

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 21st CCLC program also offered students a broad 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.

As an organization ASAS provides school-based youth development programs for Title-I students nationwide in 13 states and has served the Tampa Bay community since 2016. ASAS Tampa Bay tailors programming to supplement and enhance the existing efforts of the school. The partnering school's administration assists ASAS Tampa Bay to plan all aspects of student services including core curriculum, academic focus, tutoring, mentoring, 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 and assisted in the selection and training of certified teachers to work in the ASAS Tampa Bay 21st CCLC program. In addition, the partnership with the school district and the individual school site allowed ASAS Tampa Bay access to relevant and timely student data. Data was used to not only measure outcomes but also used throughout the program to plan activities that were complementary and tailored to the partner school's needs, and the demonstrated students' needs on an ongoing basis. ASAS Tampa Bay's staff were hosted and embedded within the staff of Carter Woodson 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. Student Characteristics

Provide a brief narrative summary of clarifying information to complement the tables. Include any challenges encountered in data collection or reporting, as well as the strengths of your process. Also, strategies should be provided to eliminate the project's challenges.

Dr. Carter G. Woodson School is a Title 1 Hillsborough County School District public school, in the city of Tampa, Florida, and has been identified for “Additional Targeted Support and Improvement” (ATSI) under the Every Student Succeeds Act (ESSA). The school has one or more subgroups with a federal index below 41%. The subgroups include 1) students with disabilities, 2) English language learners, and 3) economically disadvantaged students. The school achieved a grade of “C” in 2024, a grade level it has maintained since 2018. 100% of the school population meets the definition of “economically disadvantaged,” as 100% of the population qualifies for free and reduced lunch. With 964 students in grades PK through 8, 94.2% of the population are minority students, and 13.5% are also English Language Learners. Student demographics include 45.95% Black, 43.46% Hispanic, 5.08% White, and 4.25% Multi-Racial. Additional risk factors include: 44.9% of students absent 10% or more days, 9.8% of students have one or more suspensions, 30.8% scored at level 1 (well below grade level) on the statewide ELA assessment, and 35% scored at level 1 (well below grade level) on the statewide Math assessment.

To address the specific needs of students, the ASAS Tampa Bay 21st CCLC program targeted *all* students at Dr. Carter Woodson School in grades 3 through 8. This school serves 1) socioeconomically disadvantaged students, 2) students with special needs, 3) students with disabilities who are in need of remediation in reading and/or math, 4) students at risk of academic failure and 5) students exhibiting behavioral, disciplinary, and/or attendance issues. The program targeted students via: 1) the school’s website, 2) the school parent newsletter, 3) take-home bulletins, 4) emails sent to parents, 5) social media (e.g., Facebook, Twitter), 6) teacher referrals, 7) school open houses, and 8) student-to-student recruitment. Teachers, administrators, and guidance counselors recommended students based on standardized test scores, report cards, discipline reports, and/or parent requests. As required by 21st CCLC funding, which mandates equitable services for private schools, ASAS Tampa Bay invited all identified area non-profit private schools to participate in the 21st CCLC program, offering program services to students, and training to staff, however, no private schools participated during the 2024 – 2025 program year.

The data in table 2.1 depicts the total participating enrollment at the ASAS Tampa Bay's 21st CCLC program, specifically for the summer of 2024 and the 2024 - 2025 school year. The enrollment data offers insights into the engagement levels of students with the program's offerings throughout the academic year. 159 students attended the ASAS Tampa Bay 21st CCLC program during the 2024 - 2025 school year and 61 students attended the program during the summer of 2024. Altogether, 188 unduplicated individual students attended the ASAS Tampa Bay 21st CCLC program during the 2024-2025 program year. The average daily attendance of 59 students per day during the 2024-2025 school year stayed approximately even with the average daily attendance of 61 students per day during the 2023-2024 school year. To increase student engagement, a priority was placed on

increasing student voice and choice in programming, increasing the program focus on adult mentoring, as well as curriculum changes.

Table 2.2 provides a detailed breakdown of the demographic characteristics of the total participating students at the ASAS Tampa Bay 21st CCLC program. The data encompasses several key demographic factors, including English Language Proficiency, students identified with special needs, students receiving free or reduced lunch, and gender distribution. Of the participating students 15 were identified as English Language Learners, indicating the growing linguistic diversity within the student population served. Additionally, 22 students were identified as having special needs, underscoring the ASAS Tampa Bay 21st CCLC's commitment to inclusivity and providing support to students with diverse learning requirements. The data also reveals that 188 students, all students, were reported as eligible for free or reduced lunch, indicating that a significant portion of the student body, and the students participating in the ASAS Tampa Bay 21st CCLC program come from economically disadvantaged backgrounds. This underscores the ASAS Tampa Bay 21st CCLC program commitment to providing essential resources and support to students facing financial barriers to educational success.

2.1 Student Enrollment Total

Table 2.1. Student Enrollment: Total Participating Students for Summer 2024 and 2024-2025 Academic Year

Site Name

Total Participating Enrollment (attending at least one hour)

	Summer	Academic year
Dr. Carter G. Woodson (C19)	61	159

2.2 Student Demographics

Table 2.2. Population Specifics: Total Participating Students

Site Name: Carter G. Woodson (C19)

Limited English Language Proficiency: 15

Identified with Special Needs: 22

Free or Reduced-Price Lunch: 188

Gender

Male: 105

Female: 83

Other: 0

Table 2.3. Student Race and Ethnicity: Total Participating Students

Site Name: Carter G. Woodson (C19)

American Indian Or Alaska Native	0
Asian	2
Black Or African American	115
Hispanic Or Latino	54
Hawaiian Or Pacific Islander	0
White	9
Two or More Races	2
Data Not Provided**	6

**Students May be counted more than once.*

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

Table 2.4. Student Grade: Total Participating Students

Site Namez; Carter G. Woodson (C19)

Grade In School*

PreK	0
K	0
1	0
2	0
3	29
4	25
5	39
6	39
7	13
8	43
Total	188

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

3. Project Operations

In 1000 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 timeframes***
- ***describe the type of programming provided***
- ***include a summary of or enhance the information provided in the tables below***
- ***explain any discrepancies between the reported operations and the proposed operations from the approved site profile worksheet***
- ***address the types of activities chosen for programming***
- ***describe how transitions between activities are planned and executed***

ASAS Tampa Bay provided broad programming at Carter Woodson school to: (1) improve academic achievement in English Language Arts (ELA), increase understanding of mathematics, and science; (2) improve fitness, introduce of variety of recreation activities, and encourage healthy lifestyle choices; (3) improve engagement in career exploration; (4) build financial literacy; (5) improve social and emotional regulation skills; and (6) increase adult literacy and parenting skills.

Summer programs started June 10, 2024, and continued through July 26, 2024, at the school site from 8:00 am to 1:30pm, Monday through Thursday for 7 weeks...a total of 27 days (the school was closed and unavailable for programming on July 4, 2024, for the Independence Day Holiday). With an additional grant from another state funding source, summer programming was extended from 1:30pm to 6:00pm to accommodate working parents' schedules. However, only data from the ASAS Tampa Bay 21st CCLC program is summarized in this report.

The school program started August 12, 2024, and continued until May 30, 2025. Afterschool programming started at the end of the school day at 2:45 pm Tuesdays through Fridays, and 1:35 pm on early release Mondays. The ASAS Tampa Bay 21st CCLC program continued through 6:00 pm to accommodate working parents' schedules. Total service hours included 17.42 scheduled hours per week. Three days of programming were lost September 25 to September 27, 2025, due to the school closure for Tropical Storm Helene. The school was also closed, and the ASAS Tampa Bay 21st CCLC program could not be held between October 7, 2024, and October 16, 2024 due to Hurricane Milton. Time missed from the afterschool program during these weather-related closures was additionally impacted by modifications Hillsborough County Public schools made to the school schedule. Early release Mondays were eliminated from November through the end of the school year, so that the school district could make up missed classroom instructional time. This had the impact of reducing afterschool program time by one hour and ten minutes each week from November through the end of the school year. To maintain the program's focus on academic improvement, the time was removed from scheduled enrichment programming and not from academic achievement programming.

Academic activities included: 1) teacher developed project-based learning in ELA, math and science, 2) homework assistance, 3) tutoring, 4) "Generation Genius" curriculum in math and science, and 5) the "LEGO" STEM and robotics curricula. Personal enrichment programs included 1) "BOKS" physical fitness curriculum, 2) "PowerUp Fitness," 3) teacher designed high school readiness activities, and 4) arts & culture activities. Students also made use of the school-based online program "I-Ready" to support reading and math learning. The "Social, Emotional & Ethical Learning" curriculum, developed by Emory University, was utilized to build students' social emotional skills and resiliency skills. Through mentoring funds received from OJJDP, a weekly mentoring program was started during the school year for students in 6th through 8th grade. The mentors used the "Rising Star" curriculum, developed by After-School All-Stars, to improve students interpersonal and intrapersonal skills. Through a partnership with the organization "Think Big for Kids," once each month an area business speaker would discuss their career field, job, and education background with students in 6th through 8th grade to assist students with high school, college, and career readiness. Adult family member events supported parents through topics including homework resources, community financial resources, adult and child literacy, youth mental health, and summer reading.

Table 3.1 Summer 2024 Operations

Site Name: Carter G. Woodson (C19)

Total # of weeks this site was open: 7

Total # of days this site was open: 27

Typical # of hours per day this site was open:

Weekdays 5:30

Weekdays Evenings 0:00

Weekends 0:00

Total # of days this site was open

Weekdays 27

Weekdays Evenings 0

Weekends 0

Table 3.2 2024-2025 Academic Year Operation

Total # of weeks this site was open: 37

Total # of days this site was open: 173

Typical # of hours per day this site was open:

Before School 0:00

During Schools 0:00

After School 4:00

Weekends 0:00

Total # of days this site was open

Before School 0

During School 0

After School 173

Weekends 0

4. Staff Characteristics

In 1000 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***

High-quality programming relies heavily upon adequate, well-qualified, and experienced core program staff. For the 2024-2025 school year, the ASAS Tampa Bay 21st CCLC program attracted experienced staff members to provide both core academic enrichment and personal enrichment activities to students. While a minimum of 1 staff to 20 student ratio was maintained for all programming, a minimum ratio of 1:10 was maintained for all academic instruction. Furthermore, all academic enrichment activities were planned and led by Florida certified teachers.

While staff recruitment, turnover, and retention have been challenges in past program years, the ASAS Tampa Bay 21st CCLC program took steps towards attracting and retaining an adequate number of teacher and program leader (college students, community members or non-teaching school staff) positions that strengthened expertise, enabled staff to build and maintain strong relationships with students, and improved program quality and impact during the 2024-2025 school year.

The staff at the ASAS Tampa Bay 21st CCLC program was comprised of a team of day-school teachers, non-teaching school-day staff, and community members dedicated to providing exceptional care and instruction. The staff demographics reflected the community of students and families we serve, fostering inclusivity and cultural competence. Each staff member was provided with comprehensive training and all teaching staff held relevant teaching certifications, ensuring a high standard of quality in program delivery. With a focus on professional development and teamwork, our staff team implemented best practices and approaches to education.

Three teachers and three program leaders did not return from the 2023-2024 school year. Ten staff, including teachers, program leaders, the site coordinator, and the school liaison returned to the program in 2024-2025. While there was a turnover of 6 staff who did not return from the previous year, of the staff hired for the 2024-2025 school year, only 1 staff position experienced a short-term vacancy as one teacher left to coach afterschool sports and then returned after the sports season ended. Turnover was minimal during the school year, ensuring continuity and providing mentorship opportunities to maintain consistency in programming. Over the course of the school year an additional two program leader positions were added to optimize student engagement, ensure more

opportunities for adult mentorship, and provide academic support. Lower ratios allowed for personalized attention, facilitating targeted instruction and fostering meaningful connections with students. This approach ensured that every student received the guidance and encouragement they needed to grow both academically and socially.

Staff Demographics:

- Twenty-two individuals including eleven females and eleven males.
- Staff race/ethnicity included one Hispanic, thirteen Black/African American, seven White/Caucasian, and one Asian/Pacific Islander.

Staff Quality:

- Florida certified teachers provide all academic-based programming.
- Program leaders are non-teaching staff responsible for student supervision, mentoring, enrichment programming, and assisting certified teachers.
- Four staff held advanced degrees (MA, or PhD); eleven held undergraduate degrees (BA); one held an associate's degree, and seven held high school diplomas.
- All staff undergoes a level II fingerprint background check prior to working with students.

Turnover:

- Turnover was minimal, and not an issue, during the school year. One teacher worked for a portion of the school year due to commitments to coach after school student sports seasons.
- Additional Program Leader positions were hired, and Program Leader staff positions were increased during the school year to provide greater mentoring opportunities for students.

Professional Development:

- An orientation and planning session was held at the start of the school year.
- In-person trainings were also held twice during the program year. Topics were chosen to address areas of need (such as child development, CPR/First Aid, and youth mentorship).

Table 4.1 Program Staff Types by Category

Site Name: Carter G. Woodson (C19)

Type (Paid and Volunteer)	Paid	Volunteer
Administrators and Coordinators	5	0
College Students	0	0
Community Members	6	0
High School Students	0	0
Parents	0	0
School Day Teachers (including substitutes)	9	0
Non-teaching School Day Staff	2	0
Sub-contracted Staff	0	0
Other	0	0

5. Outcomes

In 1000 words 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.***
- ***strategies to eliminate the challenges the project has faced.***

The ASAS Tampa Bay 21st CCLC program maintains a data sharing agreement with Hillsborough County Public Schools (HCPS) to obtain student grades, data on student behavior referrals and in-school suspensions, school-day attendance, GPA, and State Student identification numbers (SSID). SSID numbers are reported to the 21st CCLC office and utilized to connect student annual state testing (FAST test) scores to program participants. At the end of each grading quarter, the program director requests the most recent data available from the HCPS Research and Evaluation Department, which responds with the requested data within 2-3 weeks of the end of each quarter. This information is entered into EZReports for program reporting.

Prior to the 2023-2024 school year, behavior referrals and in-school suspensions were supplied monthly, and grades were supplied quarterly (no mid-quarter grades are given for HCPS students). Due to changes in school district data systems, starting with the 2023-2024 school year, all data is now reported on a quarterly basis. In previous years, behavioral data had been supplied monthly. The change to quarterly data meant that the program had less data points throughout the year upon which to track student progress.

To comply with the Family Educational Rights and Privacy Act (FERPA), HCPS requires annual consent to release students' personal identifiable information (including grades, test scores, attendance, etc.). Each FERPA form is valid for 1 calendar year (365 days) from the date it is signed by each parent and only current data is provided, not historical data. If a student was not active with the 21st CCLC program at Carter Woodson school during the prior school year, ASAS Tampa Bay does not have access to information from prior years for comparison to current data. This presents a challenge when comparing student data with prior years. Of the 159 students who participated in the 21st CCLC program at Woodson school during the 2024-2025 school year, 58 students also participated in the prior school year, and therefore have data available for comparison. This impacts the outcomes reported for attendance, in-school suspensions, behavior referrals, and day-school student engagement. The only exception is annual FAST testing data as the 21st CCLC office can provide historical test data for comparison. As there were 58 of the 159 students active in both the 2023-2024 and 2024-2025 school years, comparisons should be considered in light of the smaller sample size available for each measure.

The goal for FAST scores in ELA and math is for 75% of students in grades 4 through 8 to maintain a score within achievement level 5 or to improve one or more achievement levels from prior year to current year scores. Students begin taking the annual FAST test in 3rd grade, meaning 3rd grade

participants are excluded from evaluation. 171 students in grades 4 through 8 participated in the 21st CCLC program; 169 have scores for ELA comparison, and 148 have math scores available for comparison:

- 45% of students (76 of 169 measured) met the outcome goals for ELA FAST test scores from 2023-2024 to 2024-2025. For comparison, the total school ELA achievement at Carter Woodson school was 32%.
- 53% of students (79 of 148 measured) met the outcome goals in math FAST scores from 2023-2024 to 2024-2025. For comparison, the total school math achievement at Carter Woodson school was 32%.

An additional academic outcome goal is for program participants to maintain an “A equivalent,” improve from a “B equivalent” to an “A equivalent,” or improve from a grade “D” or “F” equivalent to a “C: equivalent” or above. 168 students who participated in the 2024-2025 school year had quarterly ELA grades for comparison and 172 had math grades for comparison.

- 41% of students measured showed improvement in ELA grades and met outcome goals.
- 42% of students measured showed improvement in math grades and met outcome goals.

The final academic goal is for students to maintain an unweighted cumulative GPA of 3.0 or better, or increase by at least 0.1 point. In HCPS, cumulative unweighted GPA is only calculated for high school level students, or for middle school students (grades 7 or 8) who take high school credit courses. No students in the 21st CCLC afterschool program took high school credit courses in 2024-2025. Therefore, there is no comparison data available for GPA.

The goal for attendance is for students to achieve or maintain a 90% attendance rate or higher or increase their attendance rate by at least 0.5 percentage points during the school day from the prior year. Of the 69 students for whom data is available for comparison (they attended the 21st CCLC program in both 2023-2024 and 2024-2025), 62 improved attendance, and 7 did not improve during the 2024-2025 school year. This is 90% of students demonstrating improved school day attendance.

The behavioral goal for the program is for 75% of students to improve their behavior annually by demonstrating 0 behavior referrals or in-school suspension days, or a decrease of either by at least 1 day compared to the prior year. Of the 69 students who participated in the 21st CCLC program in both 2023-2024 and 2024-2025, 66 reduced their in-school suspensions in 2024-2025. And 58 reduced their number of behavior referrals from the number reported in 2023-2024. This is 96% of students in the 21st CCLC program improving their in-school suspension rate and 84% improving their number of behavior referrals rate.

The final goal is for students to increase their safe and supportive relationships with peers and adults as well as increase their engagement in school annually as measured by school-day teacher surveys. To meet the goal, the school day teacher must report the student improved or did not need to improve when surveyed. 91 surveys were returned during the 2024-2025 school year with 52 reporting an increase of Safe and supportive relationships (57% improvement) and 60 teachers indicating growth in student engagement (66% improvement).

Table 5.1 Program Performance Table

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 - FAST Scores	1.A.1	188	169	90	76	45	N
English Language Arts - Report Card Grades	1.A.2	188	168	89	69	41	N
Mathematics - FAST Scores	1.B.1	188	148	79	78	53	N
Mathematics - Report Card Grades	1.B.2	188	172	91	73	42	N
Grade Point Average (Unweighted)	1.C	56	0	0	0	0	N
Attendance/Dropout Prevention	2.A	188	69	37	62	90	Y
In-School Suspensions	3.A.1	188	69	37	66	96	Y
Behavior Referrals	3.A.2	188	69	37	58	84	Y
Safe and Supportive Relationships	4.A.1	188	91	48	52	57	N
Engagement	4.A.2	188	91	48	60	66	N

5a. Stakeholder Surveys

Provide a brief narrative summary of clarifying information to complement the tables. Include any challenges encountered in data collection or reporting, as well as the strengths of your process. Also, strategies should be provided to eliminate the project's challenges.

The teacher's end-of-year stakeholder surveys collected at the end of the 2024 - 2025 school year provide great support for the ASAS Tampa Bay 21st CCLC program's effectiveness. Overall, findings indicate a high level of satisfaction among teachers regarding the impact of the afterschool program on students' academic performance and engagement during the school day. Teachers consistently report observing positive changes in students who participate in the program, noting improvements in homework completion, classroom behavior, and overall academic confidence. They highlight the program's role in providing additional academic support through the 21st CCLC program.

However, challenges have been encountered in collecting surveys from teachers due to various factors. These include busy schedules, limited time for survey completion, and competing priorities within the school environment. Additional coordination efforts between the afterschool program staff and day-school teachers were necessary to ensure timely dissemination and collection of surveys. Despite challenges, and with extra afterschool program staff effort, 48% (91 of 188 surveys sent to teachers) of surveys were completed and returned during the 2024-2025 school year. This is a significant improvement over the number of surveys received in the prior school year, when approximately 15% of surveys were returned. The percentage of teachers who reported that student engagement increased (or did not need to improve) as a result of the ASAS Tampa Bay 21st CCLC program was 66% (60 of 91 surveys received). Student engagement is the degree of attention, curiosity, and interest in classroom activities, as well as the level of motivation and participation students demonstrated while learning. The percentage of teachers who reported that students increased their level of safe and supportive relationships with peers and adults (or did not need to improve) as a result of the ASAS Tampa Bay 21st CCLC program was 57% (52 of 91 surveys received). Safe and supportive relationships for students refers to interpersonal connections, whether with peers, teachers, or other school staff, that foster a sense of security, trust, and emotional well-being.

The feedback gathered from teacher surveys is a valuable tool for program evaluation and enhancement. It allows us to evaluate our program to better align with teachers' expectations and address any concerns or areas for improvement. By fostering open communication and collaboration with school-day teachers, we can continue to strengthen the impact of our afterschool program on the academic success and overall well-being of students served by the ASAS Tampa Bay 21st CCLC program.

Table 5.2 Stakeholder Survey Responses

Survey Question	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
<p>Q1. Student engagement is the degree of attention, curiosity, and interest in classroom activities as well as the level of motivation and participation of students demonstrate while learning. How would you describe this student's level of engagement for the 2024-2025 School Year?</p>	48	66
<p>Q2. Safe and supportive relationships for students refer to interpersonal connections -whether with peers, teachers, or other school staff- that foster a sense of security, trust, and emotional well-being. How would you describe this student's level of safe and supportive relationships with peers and adults for the 2024-2025 School Year?</p>	48	57

6. Progress Toward Sustainability

In 1000 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.*

One of the goals of the ASAS Tampa Bay 21st CCLC program at Carter Woodson School is to continue activities beneficial to students and their families after the end of grant funding. However, sustainability is an extraordinarily difficult task for 21st CCLC programs across the nation – with the United States Government Accountability Office (GAO, 2017 - <https://www.gao.gov/assets/690/684314.pdf>) indicating that as few as 10 percent of 21st CCLC sites are able to maintain any level of services following the end of 21st CCLC funding. Per the GAO, only about half of all states reported having 21st CCLC programs with some success towards sustainability - with the primary methods of sustainability being charging student fees, obtaining private foundation funding, and obtaining public and non-profit funding (e.g., from universities). As with most 21st CCLC programs, the strongest foundation of sustainability planning is the development and maintenance of high-quality partners that provide free or discounted services, staffing, facilities, and materials. ASAS Tampa Bay is committed to not charging any fees for any programs or services provided to families or schools. Fundraising, special events, foundation and corporate gifts, and government grants are vital to our sustainability.

Total Estimated Value of Contributions: Based on data provided by the program regarding partnerships and contractors tracked throughout the 2024-2025 program year, the 21st CCLC program received an estimated total of \$324,160 in contributions to support 21st CCLC activities and services. This is equivalent to 69% of the project award. Most of this amount is the value of the in-kind facility usage, data collection, and janitorial services provided to the program by Hillsborough County Public Schools. The school district also provides approximately \$12,000 in free daily afternoon snacks for every student participating in the afterschool program. During the summer, a free breakfast, lunch and snack are provided. Approximately \$81,725 was raised by ASAS Tampa Bay through corporate and individual donors, as well as sponsors of the ASAS Tampa Bay annual fundraising event. A new grant to ASAS Tampa Bay, from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), enabled the 21st CCLC program to add adult mentors to programming for 2 hours each week. The estimated value of the time the mentors spent with students was \$5,435.

Annual Budget Amount to Fund Program: In order to fully operate the program as it was implemented during the 2024-2025 program year, the 21st CCLC program would require the full amount of the grant award. However, not all aspects of the grant would necessarily need to be maintained (e.g., reducing program supplies, staffing, administrative costs, etc.) and other aspects

could be scaled back with a reduction in program services (e.g., some certified teachers could be replaced with non-certified staff, materials and supplies could be more limited).

Addressing Gaps in Contributions: In order to address gaps in funding and help maximize the potential for continuing the out-of-school services after the end of the 21st CCLC grant funding, ASAS Tampa Bay continues to identify partnerships through connections established through members of the Regional Advisory Board and involvement in local non-profit networks. Additionally, ASAS Tampa Bay continuously seeks out and applies for new local and state grants to support the program and maintain programming at the end of 21st CCLC grant funding. ASAS Tampa Bay hired a development director in 2023, increasing capacity to seek support for programs through new foundation and corporate grants.

Advisory Board: During the 2024-2025 school year, an advisory board was formed and able to meet on two occasions. The board was comprised of school-day teachers, school administration, students, parents, community members, and ASAS Tampa Bay staff. At this time, no additional programming partners nor funding opportunities have been identified by the advisory board, but meetings have enabled the 21st CCLC program to better provide parents with a voice for their needs which can be addressed during afterschool time.

Table 6.1 Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Think Big for Kids	Programming/Activity-Related Services		Partner
After-School All-Stars Tampa Bay	Funding/Fundraising, In kind administrative overhead not covered by 21st CCLC. Paid through individual and corporate contributions and annual fundraising event.	81725.00	Partner
Hillsborough County Public Schools	Programming/Activity-Related Services, Facilities and cleaning services.	225000.00	Partner
Hillsborough County Public Schools Food Services	Programming/Activity-Related Services, Goods/Materials, Food and	12000.00	Partner
Ofc of Juvenile Justice and Delinquency Prevention	Programming/Activity-Related Services, Provides staff to provide adult mentorship and SEL activities for middle school youth.	5435.00	Partner

7. Program Reflection

In 1000 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***

Afterschool programs play a vital role as an extension of the school day, offering students opportunities to explore new interests, reinforce academic skills, and build meaningful relationships. Studies have shown that youth involvement in out-of-school time programs is a protective factor that has been associated with academic achievement, recovery from low academic performance, an interest in furthering their education, a stronger self-image, positive social development, reductions in risk taking behaviors, better school behavior, and fewer absences.

There is also evidence that the more youth attend quality afterschool programs, the greater the impact and benefits are from participation. However, the maximum benefits cannot be achieved if youth do not attend on a regular basis and remain engaged in the activities being offered. While attendance is the first step in ensuring student participation, engagement is the deeper source of success. True engagement means that students are not only present but also actively involved, motivated, and connected to the activities being offered. The 21st CCLC program at Carter Woodson school achieved fair results in average daily attendance, as a measure of student engagement - achieving a 68% rate of regular attendees (108 of 159 students attended 30 days or more during the school year). However, the program must explore the reasons why a large proportion of students left the program from the prior school year (only 57 of 159 students participated in both the 2023-2024 and 2024-2025 school years) and, if necessary, consider changes that could increase the overall rate of regular participation.

Many after school programs have developed ways to maximize enrollment, enhance frequency of participation, and ensure retention and engagement. Overall, three areas of program quality are important to success in recruitment and retention of youth: a sense of safety and community; committed program staff; and challenging, age-appropriate, and fun activities. A review of out-of-school programs that have achieved high engagement reveals promising strategies to boost participation: 1) matching the program to participants' needs, 2) demonstrating the importance of participation to young people and their families, 3) reaching out directly to youth and their families, 4) recruiting in peer circles, 5) making a special effort to recruit at-risk youth, 6) communicating that regular attendance is important, 7) finding a balance among academic and other activities, 8) using incentives, and 9) providing opportunities for leadership. Although most of these strategies are already a part of structure of the 21st CCLC program at Carter Woodson school to some extent, an intentional refocus on the following strategies should result in a higher rate of student engagement:

Focus on Student Voice and Choice. Engagement flourishes when students feel empowered. The program should actively involve young people in planning, decision making, and feedback processes. Offering choices, whether in selecting activities, shaping group projects, or setting individual goals, fosters ownership in programs. Regular feedback sessions also signal to students that their opinions matter and directly influence the program planning.

Provide Hands-On, Experiential Learning. Students engage most when they can learn by doing. Activities that are interacting, project-based, and connected to real-world applications keep students invested. Examples can include science, cooking lessons, community service projects and performance-based arts. When students create something tangible or contribute to their community, they see the value of their efforts.

Foster Strong Relationships. Engagement is relational as much as it is activity-based. Students are more likely to engage when they feel seen, supported, and respected by staff. The afterschool program can prioritize relationships further by providing consistent encouragement, increasing a focus on mentoring, and continuing to ensure positive reinforcement for student efforts. When youth know they are a part of a caring community, their sense of belonging ensures greater engagement.

Incorporate Culturally Relevant Practices. Programming that reflects diverse backgrounds and experiences are more engaging and inclusive. This can include integrating culturally relevant literature, music, or art, celebrating diverse holidays, or inviting community members to share their expertise. When students see their cultures affirmed, they are more likely to feel respected and motivated to participate fully.

Balance Structure with Flexibility. Engagement requires both predictability and adaptability. While clear routines provide stability, flexibility ensures that activities remain fresh and responsive to student needs. The program can strike a balance by maintaining consistent routines while allowing room for innovation. For example, the schedule might always include homework help and enrichment, but the enrichment options can rotate based upon student interests.

Recognize and Celebrate Achievement. Public recognition is a great motivator. Celebrating milestones, whether academic progress, attendance, positive behaviors, or demonstrating leadership reinforces student engagement. Recognition can take many forms, from certificates and public shoutouts to showcasing student work to their parents. These celebrations can validate student efforts and encourage continued participation.

Build Family Partnerships. Engagement is strengthened when families are involved. Regular communication with parents, parent engagement events, newsletters, emails, and opportunities for students to showcase their learning fosters a sense of pride and accountability. Calls or texts to parents when students are absent from the program signal to students that they are missed, valued, and wanted back in the program. Student engagement grows when they feel recognized and valued.

Regular attendance in afterschool programs is a critical factor in achieving meaningful outcomes for students. Research consistently demonstrates that young people who attend afterschool programs with greater frequency demonstrate greater improvements in academic performance,

social-emotional development, and school-day behavior. Consistent participation, and engagement, provides continuity that allows youth to fully benefit from enrichment opportunities, develop lasting peer and mentor relationships, and engage in long-term projects that build confidence and persistence. From an operational standpoint, stable attendance also supports program planning, effective resource utilization, and staff retention, ultimately enhancing overall quality and sustainability. The 21st CCLC program at Carter Woodson school will be prioritizing increasing student engagement in the 2025-2026 school year. It is likely that more regular attendance and increased engagement will result in even more positive academic and behavioral outcomes.