After School All Stars
Tampa Bay

2016 2017 Summative Evaluation

21st Century Community Learning Centers


Florida's 21st CCLC
Soaring Beyond Expectations

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Section 1

The Need for Quality Afterschool Programming

The Universal Need for Afterschool

The National Center for Education Statistics (2017) reports that, across the United States, 53.8 million students in over 18,250 public school districts attended over 98,000 public elementary and secondary schools, with an additional 5.2 million students attending approximately 33,000 private schools. With such staggering numbers of students, it is not surprising that a growing number of children are left alone and unsupervised after the regular school day ends, with an estimated seven million "latch-key" children in the United States alone. Indeed, the substantial gap between parents' work schedules and children's school schedules has long been considered to be over 20 hours per week (Reno & Riley, 2000; Seligson, 1991). This supervision gap has continued to grow alongside increases in contemporary social issues such as divorce rates, single-parent families, and families where both parents work outside the home (Nash & Fraser, 1998; Sanacore, 2002), with the most recent "America After 3PM" survey (2014) showing 20% of children (11.5 million across America) do not have someone to care for them afterschool. This includes more than 800,000 elementary school students and 2.2 million middle school students caring for themselves.

Such supervision gaps are critical to a child's social, emotional, and academic development, as research has clearly and consistently demonstrated that inadequate or non-existent care occurring during after-school hours can lead to a vast array of negative outcomes. For instance, when compared to children and teens regularly participating in constructive, supervised activities after school, children without adequate supervision are more susceptible to negative peer pressures (such as drugs, crime, violence, and sexual activities), display increased problem behaviors, receive lower grades, and drop out of school more often (Baker & Witt, 1996; Reno & Riley, 2000). The "America After 3PM" survey (2014) found nine in ten parents (88 percent) with a child in an afterschool program agreed that the programs helped children develop social skills through interaction with their peers and 83 percent agreed that afterschool programs helped reduce the likelihood that youth engaged in risky behaviors, such as committing crime, using drugs, or engaging in sexual activities. Clearly, providing comprehensive, well-

organized, and supervised activities during the aforementioned gap is critical to ensure the safety and proper development of America's youth.

Certainly, a great need exists for after school activities that provide appropriate youth supervision and involvement. Academic literature supports that children and parents are well-served by carefully organized and supervised youth programs during after school hours. These programs can extend social, educational, and recreational activities for children, while protecting them from unhealthy environments (Posner & Vandell, 1994; Riley, 1994). Although there is no established formula for quality after-school programs, most successful programs typically combine academic, recreational, physical, and artistic elements in a curriculum designed to engage youth in a variety of structured and supervised activities. The activities can fulfill numerous needs of children, families, and communities, while also providing safe and positive environments to nurture the cognitive, social, physical, and emotional development of youth (Reno & Riley, 2000). Consensus usually exists among program administrators that these curriculum components serve the following four key program objectives: (1) scholastic development, grade improvement, and increased performance on standardized tests (e.g., disguised learning, homework assistance, academic remediation, career awareness, and technology education); (2) improve behavior and develop social skills (e.g., behavior modification, character development, social skills education, conflict resolution; and substance abuse education); (3) provide a caring and safe environment, thus reducing negative impacts of unsupervised activities and allowing parents to be less worried about their child's safety after school, more appreciative of their child's talents, and more comfortable concentrating on their vocations (Wallace, 2002); and (4) provide children with personal inspiration, thus improving feelings of self-worth, self-concept, self-confidence, overall self-esteem, and self-perceptions of ability (Davis, 2001; Sanacore, 2002; Sanderson, 2003), as well as motivation to succeed in life and school.

THE NEED FOR STEM EDUCATION AFTERSCHOOL

Throughout the Nation, educational leaders and afterschool providers are fully embracing Science, Technology, Engineering and Math (STEM) activities to help prepare students for success in future college and career opportunities. Certainly, it is well-known that America's increasingly knowledge-based economy is driven by innovation, the foundation of which lies in a dynamic and well-educated workforce equipped with STEM knowledge, skills, and abilities. Indeed, according to the U.S.

Bureau of Labor Statistics, 15 of the 20 fastest growing jobs will require substantial math or science preparation. Going forward, more jobs will require, at minimum, a basic understanding of scientific and mathematical principles, a working knowledge of computer hardware and software, and problem solving skills enhanced through afterschool STEM learning activities.

> "A new workforce of problem-solvers, innovators, and inventors who are self-reliant and able to think logically is one of the critical foundations that drive innovation capacity in a state. A key to developing these skills is strengthening science, technology, engineering, and math (MATH) competencies in every K-12 student."
>
> *— National Governors Association: Building a Science, Technology, Engineering, and Math Agenda*

Policymakers across the country continue to recognize the need to dramatically increase student STEM achievement and knowledge beginning with K-12 education, thus forming the foundation for the "talent pipeline." However, Florida data show a disparate situation when compared to national data. For instance, the most recent results of the National Assessment of Education Progress (NAEP) provided by the United States Department of Education show that only 41% of Florida 4th graders and 31% of Florida 8th graders are "at or above proficient" in mathematics – significantly lower than the national average. Similarly, the most recent NAEP data show only 28% of Florida 8th graders are "at or above proficient" in science. In addition to national exams and course enrollment, Florida's challenges in STEM education are also evidenced with the most recent (2016-2017) statewide, standards-based, Florida Standards Assessment in Mathematics (FSA) and Florida Comprehensive Achievement Test in Science (FCAT 2.0). As shown in Table 1-1, when aggregating all students across all schools with available data from the 2017 statewide testing, a clear demonstration of need emerges. Specifically, an average of only 58.4% of all Florida students are at or above "proficiency" in mathematics, while an average of only 53.1% are at or above "proficiency" in Science – both lower than proficiency rates in 2015 and 2016.

Table 1-1: Florida Student Proficiency in Math and Science (2016-2017)

	% Proficient Mathematics	% Proficient Science	% Proficient ELA	Number of Schools
Elementary School	61.1%	51.0%	54.9%	1,836
Middle School	56.3%	50.3%	52.4%	572
High School	49.6%	65.4%	53.7%	483
Combination Schools (e.g., K-8)	58.5%	53.2%	57.9%	441
OVERALL	**58.4%**	**53.1%**	**54.7%**	**3,332**

Source: Florida Department of Education, School Accountability Reports (2017).

While data across all students is troubling, data compared across student demographic groups are even more concerning. Research has shown that there often exist large achievement gaps between schools with high levels of "traditionally defined minority" students and those with high levels of poverty. For instance, the U.S. Department of Education (National Center for Education Statistics, 2017) reports that national data show the achievement gap in reading between White students and Black students (as defined by the US Department of Education) decreased from 32 points in 1992 to 26 points in 2015, while the achievement gap increased from 24 points to 30 points in the same time period for 12th grade students alone. National data for White students and Hispanic students also showed no measurable change from 1992 to 2015, holding at 26 points and 20 points respectively.

It is important to note, within the State of Florida, many communities and schools are "minority-majority" schools, wherein the "minority" student population outnumbers the traditional "majority" population. In fact, across all schools in the state of Florida, students from traditional "minority" groups compose 61.3% of the entire K-12 population of over 2.8 million students in 2017, with 61.8% of all 3,332 Florida schools having over 50% of students from these traditional "minority" groups. As shown in Table 1-2, on average, Florida schools with at least 50% "minority" rates (i.e., minority-majority schools) are significantly lower in mathematics, science, and ELA proficiency scores than low-minority schools – with all three subjects at least 15 percentage points lower in the majority-minority schools. This significant achievement gap holds true at each level of schooling (i.e., elementary, middle, and high school).

Table 1-2: Proficiency in Math and Science by School Minority Rate (2017)

	"Minority-Majority" Schools				*Low-Minority Schools*			
	Prof. in Math	Prof. in Science	Prof. in ELA	# Schools	Prof. in Math	Prof. in Science	Prof. in ELA	# Schools
Elementary	56.3%	44.5%	48.9%	1163	71.4%	65.6%	67.4%	177
Middle	50.5%	45.2%	47.6%	359	69.5%	60.9%	62.4%	55
High	45.1%	61.4%	50.1%	276	61.7%	73.9%	61.2%	54
Combination	54.2%	47.7%	53.3%	262	65.3%	62.7%	65.6%	78
OVERALL	**53.7%**	**47.2%**	**49.3%**	**2060**	**68.5%**	**65.5%**	**65.4%**	**364**

Note: "Minority-Majority" schools have at least 50% of overall student population identified from traditionally defined minority populations, while "Low Minority" schools have no more than 25% from these populations. Source: Florida Department of Education, School Accountability Reports (2017).

In addition to proportions of traditional "minority" students, research also suggests that schools with high percentages of low-income students also tend to struggle in academic subjects more than schools with higher average income levels, with a common research focus being on STEM subjects (math and science). Within Florida, an astonishing 58.1% of the entire student population qualifies for Free or Reduced Price Lunch (FRPL), a national indicator of low-income status (FLDOE, 2017). As with ethnic minority status, as shown in Table 1-3, Florida schools with predominantly low-income students (50%+ FRPL) showed significantly lower performance in all academic subject assessments (i.e., mathematics, science, and ELA) than did schools with less than 50% proportion of low-income students. Also, consistent with ethnic minority rates, students in "low income" schools had significantly lower performance across all levels of schooling (i.e., elementary, middle, and high) than those in "non-low-income" schools.

Ultimately, Florida is failing to adequately develop STEM skill sets and STEM interest among the state's K-12 student population, thus reducing the chances that Florida students will eventually work in the wide range of state industries and emerging segments of the innovation economy. In fact, as established by Florida's Ad-Hoc Sub-Committee on K-12 STEM Education (2009), Florida's business community has expressed serious concerns about looming shortages of high-quality engineers, scientists, information technology workers, and technicians of all types, as well as how such shortages will adversely impact the state's economy. Moreover, even if K-12 students do not enter the STEM field, research indicates that all K-12 students can still benefit from a relevant STEM education, both in terms of productivity in the workplace and achievement in post-secondary education.

Table 1-3: Proficiency in Math and Science by Low-Income Rate (2017)

	"Low=Income" Schools				***Non-Low-Income Schools***			
	Prof. in Math	Prof. in Science	Prof. in ELA	# Schools	Prof. in Math	Prof. in Science	Prof. in ELA	# Schools
Elementary	56.5%	45.8%	49.3%	1425	77.2%	69.3%	74.8%	411
Middle	49.1%	43.9%	45.6%	428	77.3%	68.5%	72.1%	144
High	42.9%	59.6%	46.5%	321	62.5%	76.6%	67.4%	162
Combination	50.9%	44.9%	49.0%	268	70.6%	66.5%	72.0%	173
OVERALL	**53.0%**	**47.1%**	**48.3%**	**2442**	**73.4%**	**70.0%**	**72.5%**	**890**

Note: "Low Income" schools are those having at least 50% of students on Free or Reduced Price Lunch. "Non Low Income Schools" are those with less than 50% of students qualifying for FRPL. Source: Florida Department of Education, School Accountability Reports (2017) Results are similar when using the federal cut-off for Title I School-Wide Program Schools (40% Free or Reduced Price Lunch).

The impact of such achievement gaps between Florida and other states, as well as within Florida among specific student populations, cannot be understated. Research shows that many elementary school students lose interest in and understanding of STEM subjects prior to reaching middle and high school grades. The loss of STEM interest and understanding is secondary to a wide range of intertwined circumstances, such as increased focus on higher-stakes subjects of reading and writing; use of highly formalized educational processes during the school day (e.g., pacing guides); and focus on assessments as performance evaluations for faculty. Certainly, there is great debate about the primary reasons for decreased interest and understanding of STEM among K-12 students, yet there is general consensus that afterschool programming can provide the informal, hands-on, high-engagement science education activities necessary to boost interest and understanding. Given that afterschool programs in Florida have a long-standing relationship in working directly with students from high-minority and low-income schools, structured afterschool programming can provide unique opportunities to decrease achievement gaps though building collaborations and partnerships for innovative, informal, afterschool STEM education efforts.

THE OPPORTUNITY GAP

In addition to achievement gaps across various sub-groups, there also exists a tremendous opportunity gap between white students and those of traditional 'minority' groups (e.g., African American / Black and Hispanic / Latino(a) students). Unfortunately, in Florida and across the Nation, a double-edged disadvantage is common, with African-American and Hispanic children significantly more likely to live in poverty and live in neighborhoods with low-performing schools (Hernandez, 2011). Indeed, a number of studies link living in poverty with academic struggles and increased dropout rates, largely secondary to a lack of resources available to the children and families, such as academic support, positive role models, strong mentors, financial support, and emotional support (Isaacs & Magnuson, 2011). Specific to financial support, the Urban Institute (2014) found a growing wealth disparity between white families and African-American and Hispanic families, with the average difference in wealth growing from $230,000 in 1983 to over $500,000 in 2010. This wealth gap helps explain some of the divergence in opportunities between upper-income families and lower-income families. For instance, in the last 40 years, upper-income families have increased their spending on out-of-school activities by $5,300 per year, while lower-income families increased by only $480 per year (Brooks, 2012).

To help close this opportunity gap, afterschool and summer learning programs can provide valuable services, such as low-cost (or free) safe and supervised environments, academic enrichment opportunities, and healthy snacks and meals. The Afterschool Alliance (2013) found that 84% of afterschool programs serving predominantly African-American youth and 70% of programs serving predominantly Hispanic youth reported an increase in enrollment in the past three years due to greater demand for services for children, such as provision of food or access to technology. Moreover, African-American and Hispanic parents of children not enrolled in an afterschool program were significantly more likely than the general population to say they would enroll their children in an afterschool program if one were available – with 61% (4.1 million) African-American parents saying that they would enroll their children in quality afterschool programs if programs were available and 50% (4.2 million) Hispanic parents saying they would enroll their children if programs were available. The demand for summer learning is even higher, with 75% of African-American and 70% of Hispanic families saying they would enroll their children in a summer learning program, if one were available to them.

However, the America After 3PM (2014) report shows parents in low-income and minority households were also more likely to report a lack of available afterschool programs in their community, more likely to perceive cost as a significant barrier to participating in the already limited opportunities, and more likely to cite location and transportation as an additional barrier to participation. Unfortunately, the Afterschool Alliance also revealed that the majority of afterschool providers (particularly those serving African-American and Hispanic children) have budgets insufficient to meet the needs of families and communities. Nationally, unmet demand is nearly twice as high as current participation, with approximately 19.4 million children in families where afterschool programming is desired, but not available. In Florida alone, the Afterschool Alliance (2017) reports an even more dire situation, with 627,430 students enrolled in afterschool programs, but 1,031,509 on waiting lists and/or actively searching for an affordable afterschool program within their area – meaning approximately two-thirds of Florida youth needing afterschool programs are not receiving this important opportunity. Although the cost of structured afterschool programs can cost approximately $1,000 per student per year (based on the Afterschool Alliance estimation for 21st CCLC programs), given the high demand for programming and the struggles with affordability, it is not surprising that 89% of families in Florida support the use of public funding to support afterschool programming.

SPECIFIC NEEDS

In addition to general needs, it is imperative that high-quality afterschool programs provide activities that address specific needs of the students, families, schools, and communities served by the program. The most structured and comprehensive afterschool programs require academic components to be based on scientifically based research, and all non-academic activities to be designed to reinforce and complement the regular academic program of participating students. Indeed, all activities and services provided within this 21st Century Community Learning Center (CCLC) program are based on established needs, aligned to specific objectives, and contain an established set of continuous performance measures to ensure high-quality academic and enrichment opportunities. The specific needs for this program can be found within the approved grant application, and are not restated within this report. Objectives and performance metrics are detailed in future sections of this report.

TYPES OF AFTERSCHOOL PROGRAMMING

It is important to distinguish between three major types of after school programs. Child Care and Day Care (or "after care") programs are typically the least structured programs with a primary focus on providing a supervised place for children while parents are still in work. Extracurricular programs are typically more structured, school-run programs with a primary focus in single areas (e.g., after school band, football, debate, etc.). Finally, "afterschool program" (or "Extended Learning Program") is a term typically used to describe the most structured types of programs offering a wide breadth of activities to enrich the minds and bodies of participating students. The latter are those programs generally included in research studies and are more likely to receive federal, state, and local funding. Ultimately, 21st CCLC programs, including the one at focus within this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida.

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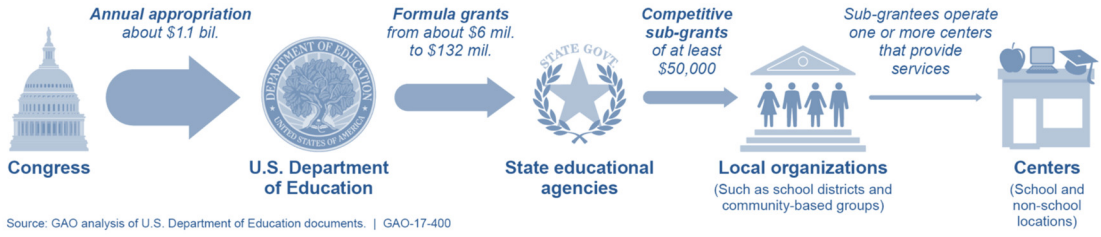
Section 2

The 21st Century Community Learning Center Initiative

The 21st CCLC Initiative

The national need for structured afterschool programming spawned the creation of the 21st Century Community Learning Centers (CCLC) initiative in 1994, when the U.S. Congress authorized the establishment of the federal afterschool programs. In 1998, the 21st CCLC program was refocused on supporting schools to provide school-based academic and recreational activities during after school hours, summer, and other times when schools were not in regular session. The development of the *No Child Left Behind Act of 2001* brought further political focus and federal funding to after school programs, which signified the beginning of federal funding aimed at directly addressing the need for after school programs in a systematic manner. Total federal funding began with $750,000 in 1995 and has grown to approximately $1.2 billion dollars in 2017 (United States Department of Education, 2017). Figure 2-1 (obtained from the United States Government Accountability Office, GAO-17-400, 2017) shows the relatively complex process by which funds are awarded to individual programs.

Figure 2-1: Overview of the 21st CCLC Grant Process (Federal to Local)



The 21st Century Community Learning Center (21st CCLC) initiative, as outlined in federal law, is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing them to learn new skills and discover new opportunities after the regular school day has ended. As described by the US Department of Education, the focus of this program "is to provide expanded academic enrichment opportunities for children attending low performing schools. Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the

Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176), the specific purposes of this federal program are to:

> *(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;*
>
> *(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and*
>
> *(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.*

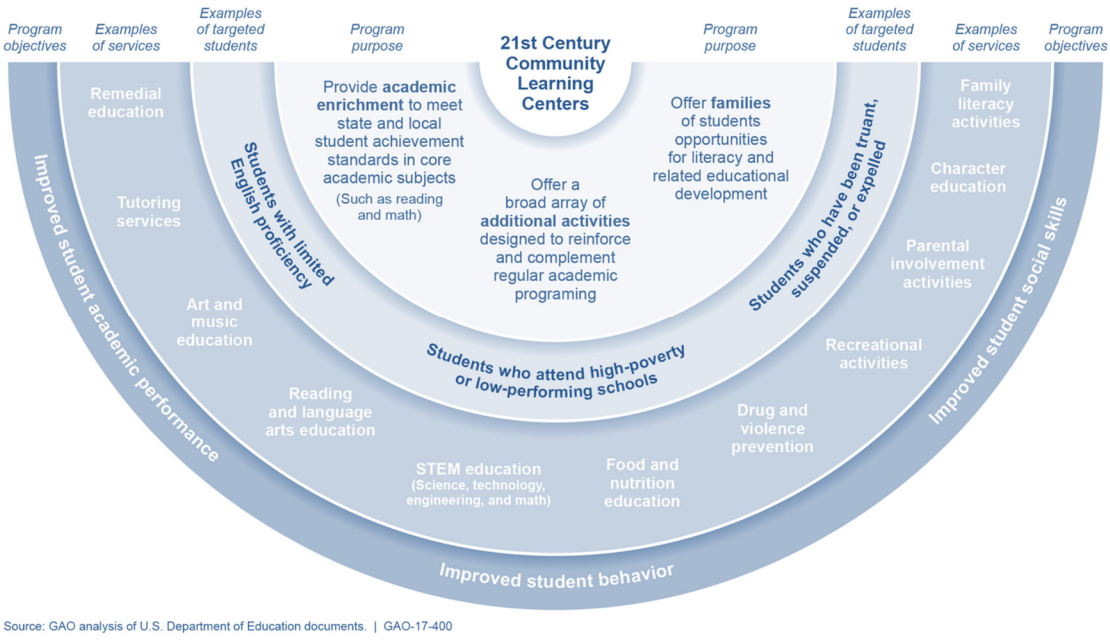
Since the inception of the federal 21st CCLC initiative, Florida's 21st CCLC programs have been among the most structured and diverse out-of-school programs for students attending Florida's low-income, Title I school-wide-program-eligible schools. All 21st CCLC programs are expected to operate for at least 36 weeks, at a minimum of four (4) days and 12 hours per week. Regardless of the age of participating students, all 21st CCLC programs are required to provide each attending student a full repertoire of wrap-around services, to include (1) academic remediation in reading, (2) academic remediation in math, (3) academic remediation in science, and (4) literacy education and/or other educational development for adult family members of participating students. Academic remediation activities must be project-based, fun, creative, engaging, and enhancing to the lessons provided during the regular school day.

In addition to these activities, 21st CCLC programs are required to provide a variety of personal enrichment activities from the following categories allowed under federal law: (1) physical education; (2) dropout prevention and character education; (3) service learning; (4) tutoring (e.g., homework help) and mentoring; (5) arts and music education; (6) entrepreneurial education; (7) programs for limited English proficient students; (8) telecommunications and technology education; (9) expanded library service hours;

and/or (10) drug and violence prevention and/or counseling. In addition to wrap-around services for each participating student, 21st CCLC programs must also assure the FLDOE that: (1) all targeted students receive services regardless of special need, (2) services are provided with safe and well-planned program facilities and transportation services, (3) there will be a high level of communication with student's schools, (4) adequate professional development will be provided for employed staff, and (5) daily snacks/meals will be provided to all participating students using other funding sources.

In essence, 21st CCLC programs provide structured, academically-focused, safe learning environments for students during non-school hours. As shown in Figure 2-2 (obtained from the United States Government Accountability Office, GAO-17-400, 2017), the 21st CCLC Program includes a wide variety of wrap-around services and activities for students and family members.

Figure 2-2: Overview of Objectives and Activities of 21st CCLC



Source: GAO analysis of U.S. Department of Education documents. | GAO-17-400

BENEFITS OF AFTERSCHOOL PROGRAMMING

Research on the benefits of afterschool programs are generally limited to highly structured programs. With this caveat, research often shows a number of positive impacts on children and families, often depending on the types of activities offered. The most common benefit, spanning all activities and programs, is that children are kept safe and out of trouble. Many studies have shown that children in afterschool programs have a

reduced incidence of juvenile delinquency, violence, and drug use. In addition, research has shown the following benefits of regular participation in a high-quality program:

- Gains in academic grades, standardized test scores, and quality of school work.
- Improved motivation and dedication to school and learning.
- Enhanced creativity and interest in school.
- Improved in-school behaviors and greater self-reported control over behaviors.
- Reduced stress for students and parents.
- Improved self-esteem, self-efficacy, and greater hope for the future.
- Improved well-being, improved physical fitness, and decrease in obesity.
- More connection to the community (particularly with service learning).

Afterschool programs can also offer many intangible benefits, such as the opportunity to engage in activities that help children realize they have something to contribute; the opportunity to work with diverse peers and adults to create projects, performances, and presentations; and the opportunity to develop a vision of life's possibilities that, with commitment and persistence, are attainable.

IMPACT OF AFTERSCHOOL IN FLORIDA

Recent research has found strong evidence that afterschool programs, in general, can provide for both the academic and personal needs of participating students. Quality afterschool programs support Florida's state and local goals in education, economic development, child development, delinquency and gang prevention by providing structured learning environments for students outside the regular school day. Florida's local citizens in major cities have repeatedly expressed overwhelming support of afterschool programs by voting for local tax to support afterschool and child development programs - with most voting for permanent taxing for these efforts.. Such investments in quality afterschool have been fueled, in part, by research demonstrating the effectiveness of such programs. Unfortunately, even with over $200M in afterschool programming in Florida, nearly 750,000 (25%) of Florida's K-12 youth are responsible for taking care of themselves after school, and over 1M would enroll in an afterschool program if one were available and affordable. These children spend an average of 15 hours per week engaged in unsupervised activities afterschool. A brief summary of some of the more recent research findings follows:

- In the America After 3 PM survey, Florida parents/guardians were asked about their children's regular participation in various afterschool care arrangements, with a special focus on afterschool program participation and satisfaction. The survey

addressed afterschool program need and availability and sought to reveal the major barriers to afterschool program participation. The survey found that: (1) almost 750,000 (25 percent) K-12 youth are responsible for taking care of themselves after school and spend an average of 15 hours per week unsupervised afterschool; (2) 841,951 (36%) children are not in afterschool programs but would likely participate in an afterschool program if it were available in their community, regardless of their current care arrangement; and (3) more than 22,000 school age children are on waiting lists for subsidized afterschool services.

- Wesley College evaluated the Jacksonville TEAM UP program (one of the largest providers in Florida) and found: (1) better attendance rates than the rest of the students in their schools who do not attend TEAM UP (12.7% better in elementary; 6.2% better in middle); (2) better promotion rates than other children in their schools who do not attend TEAM UP (1.3% better in elementary school; 3.8% better in middle school); (3) better FCAT performance with the rate of TEAM UP students who scored at Levels 3, 4 or 5 on the FCAT being 5.8% higher in elementary school and 1.5% higher in middle school than for the overall population in their schools; and (4) of the 2,400 children in the program 30 days or more, 83.4% were promoted to the next grade level on time.

- The University of Florida (Zhang & Byrd) evaluated the 21st Century Community Learning Centers and found (1) 32.9% of 21st CCLC students improved their math scores on standardized tests and 43.5% maintained their score level; (2) 35.1% improved their reading scores on standardized tests while 44.1% maintained their score level; and (3) 80.2% of the teachers surveyed believed kids in the 21st CCLC programs improved their overall academic performance. University of Florida researchers also found a protective effect of the 21st CCLC afterschool programs, wherein students may have been relatively equal to their peers at the beginning of the year, but demonstrated higher performance by the end of the academic year than the same peers with which they were compared.

- A Florida Tax Watch Study of all Boys and Girls Clubs of Florida found (1) overall achievement levels in terms of learning gains in reading and mathematics for Club members was greater than that of their peer reference group or the state student population; (2) members had lower rates of absenteeism at all grade levels; (3) the dropout rate for Club members was lower than that of both their peer reference group and the state student population; and (4) the graduation rate for Club members from all ethnic backgrounds met or exceeded the statewide K-12 population and

comparable to that of the peer reference group. The Florida Tax Watch study also found that the average annual income of members graduating from high school rises by $6,935 (2005 dollars). If the state dropout rate matched that of the Boys and Girls Clubs, the annual increased earnings would total over $78 million. Beyond high school, the average annual income rises by $13,109 for persons with some college, and $23,396 for persons graduating college. The Florida Legislative Office of Program Policy Analysis and Governmental Accountability (OPPAGA) found that elementary and middle school participants in the Boys and Girls Clubs performed better on the FCAT in reading (elementary school only) and math at grade level versus a comparison group of students who were not in quality afterschool programs.

- The Ounce of Prevention evaluation of Florida's YMCAs program inventoried 478 teachers of afterschool students and found: (1) 85% of the children's comprehension improved due to the afterschool programming; (2) 86.3% of the children's fluency improved due to afterschool programs; (3) 76.7% achieved a minimum grade level of "C"; and (4) 93% had acceptable attendance during the school year (higher than the average acceptable attendance rate of Florida).

- Other findings include the Fight Crime: Invest in Kids survey, wherein 70 percent of police chiefs surveyed said "Afterschool and child care programs are the most effective strategy for reducing juvenile crime." A 2008 Presidential Campaign poll found that 76% of voters want state and local officials to increase funding for afterschool, believe afterschool is important to curbing the dropout rate and think afterschool programs are important to preparing our future workforce. 83% believed there should be some type of organized activity or safe place for kids to go afterschool every day. The Council of Chief State School Officers and the National Governor's Association report students indicate that quality extended learning programs help them feel safe, maintain self-control, curtail fighting, avoid premarital pregnancy and shun risk-taking behaviors such as alcohol and drug use.

- A study of nearly 3,000 low-income, ethnically diverse elementary and middle school students found that those students who regularly attended high-quality programs (including 21st Century Community Learning Center programs) for more than two years gained up to 20 percentiles in standardized math test scores, as compared with peers who were routinely unsupervised during the afterschool hours. Even students with lower program attendance gained 12 percentiles compared with their non-participating peers. The study also found that regular participation in

structured afterschool programs improved student work habits and reduced behavioral problems (Vandell, et.al., 2007).

- A meta-analysis by the Collaborative for Academic, Social and Emotional Learning (CASEL) examined 75 studies of 68 afterschool programs and found that students who participated in an afterschool program exhibited improved behavior, improved school attendance, achieved higher grades, and performed better on academic achievement tests than students who did not participate in any afterschool programming (Durlak, et.al., 2010).

- The United States Government Accountability Office (GAO) recently completed a national review of the 21st Century Community Learning Centers initiative (GAO-17-400, 2017). In addition to state surveys and some site visits, the GAO reviewed 10 studies that were determined to use methodologies appropriate to exploring the effect of 21st CCLC programs on student participants. The results were not entirely surprising, though must be cautiously generalized to Florida (which did not have a state evaluation included in the review and has not had a statewide evaluation for several years). The primary impacts of 21st CCLC programs was found to be in the realm of social-emotional learning, with such outcomes as decreased school absenteeism and decreases in school discipline issues. Unfortunately, the impact on school discipline was not corroborated by other research findings. In addition, findings from the reviewed studies indicated mixed results with impacts on math and reading achievement, though the GAO acknowledges that some of the issues with showing impact can be attributed to the selection of the most at-risk and poor performing students at the targeted school.

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Section 3

Enhancing Quality Through Summative Evaluation

The Evaluation Process

Given the impacts of high quality out-of-school programs, federal, state, city, and community efforts and numerous initiatives across the U.S. have established and expanded afterschool enrichment programs in both public and private settings. However, as afterschool enrichment programs move toward greater recognition and become more institutionalized social functions, they are continuously challenged to demonstrate quality by reaching more children, strengthening programs and staff, and providing adequate facilities and equipment. Indeed, program quality has already become a public concern (Halpern, 1999) and, since the early 1990s, researchers have become more interested in identifying characteristics of quality and effective after school programs for children. In fact, poor quality educational programs have been reported to put children's development at risk for poorer language acquisition, lower cognitive scores, and lower ratings of social and emotional adjustment (Scarr & Eisenberg, 1993). Although hours of program operation, program stability, and type of activities can impact children's achievement, research has established the greatest influence to be program quality (Caspary et al., 2002). In fact, Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176), requires all 21st CCLC programs to undergo periodic evaluation to "assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success."

Evaluation of program quality is integral to maintaining high quality programs and assessing progress towards achieving the primary program objectives. Program evaluation provides information for curriculum and activity adjustment, reallocation of funding, staff development, decision-making, and accountability (McGee, 1989). However, it is critically important to carefully establish evaluation procedures to effectively and accurately monitor the quality of after school programs. Towards this end, it is impossible to determine the effectiveness of an afterschool program without an in-depth assessment of all aspects of an individual program. Methods of assessment tend

to be qualitative in nature to ensure that program goals are being met, although quantitative data can often allow for more concrete conclusions about program effectiveness. Thus, a mixed method approach is typically the most advantageous, incorporating an exploration of quantitative and qualitative data (Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003). In general, summative evaluations and data reports to the Florida Department of Education are based on quantitative data, though the program is always encouraged to explore qualitative responses and discussions from focus groups or advisory board meetings to help qualify the data presented within formal reporting processes.

Although assessing specific activities or services is often the basis for establishing program quality, it is also important to collect data from participants, parents, and program staff. For instance, recognizing that feedback from the participants is essential to assess program quality and to encourage continued participation, a number of assessments are available to measure participant perceptions and satisfaction with afterschool enrichment programs. Numerous researchers (e.g., Byrd et al., 2007; Deslandes & Potvin, 1999; Grolnick et al., 2000) have also indicated that parental involvement in the education of their children is an important aspect of effective education programs from the elementary through high school years. Indeed, children often make better transitions in educational programs and have a more positive orientation if their parents are more involved in their learning. As such, it is important for an evaluation to include assessment of parent participation in and parent perceptions about the afterschool programs. Finally, the opinions of program staff are fundamental for recognizing the importance and future directions of after school enrichment programs. Program staff members are the first-line deliverers of the program and are best able to provide immediate feedback about program operation.

Byrd, et al. (2007) and Smith et al. (2002) have suggested that evaluating the effectiveness of structured afterschool programs necessitates the assessment of a number of variables in addition to the opinions of program participants, parents, and facilitators. These variables include: (a) characteristics of program sites; (b) program operations and finance; (c) characteristics of participants and staff members; (d) program curriculum; (e) program attendance; (f) academic achievement in test performance, school attendance, and school behaviors; and (g) prevention of delinquent behaviors and fostering of good citizenship. Other researchers have suggested that fundamental evaluations of implementing quality after school programs should generally include the following 10 areas: (a) community needs assessment, (b) clarification of goals and intended outcomes, (c) program structure, (d) curriculum content, (e) program

environment, (f) program facilities and infrastructure, (g) staff competency, (h) community partnership, (i) parent involvement, and (j) linkage to regular day school (Byrd et al., 2007; Friedman, 2003; Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003). Finally, Baker and Witt (1996) and Byrd et al. (2007) suggested reporting community characteristics and assessing the effect of after school achievement programs on the enhancement of participants' self-esteem levels. Clearly, there exists a plethora of variables from which an individualized, effective and accurate evaluation of program quality can be generated.

External Evaluator - Qualifications

The 21st CCLC Program engaged The Center for Assessment, Strategic Planning, Evaluation and Research (d.b.a. CASPER) to oversee the external evaluation of this project. CASPER employees have evaluated over 500 educational programs for 18 years (with the past thirteen focused on structured afterschool programs and expanded learning opportunities). The CEO of CASPER - Charles E. Byrd, Ph.D. – was previously the executive director of the Florida 21st CCLC Statewide Administrative Project and has been engaged with the 21st CCLC project at focus in this summative report since submission to the Florida Department of Education, such that he has a tremendous foundation of knowledge about the project requirements and expectations of the Florida Department of Education. This report was prepared directly by Dr. Byrd, who also sits on the Executive Board of the Florida Afterschool Network (the developer of Florida's Gold Standards for Quality Afterschool Programs) and the Florida After School Alliance (FASA; Florida's organization to support and train afterschool professionals). Led by a professional evaluator and a licensed psychologist, CASPER is an active member of the American Evaluation Association and American Psychological Association.

Dr. Byrd also holds a faculty appointment as a Licensed Clinical Psychologist and Professor with the University of Florida, College of Medicine, Department of Community Health and Family Medicine. Dr. Byrd is also an Affiliate Professor in the Department of Psychology at the University of Florida (College of Liberal Arts and Sciences). Dr. Byrd began his career as a middle-school educator before being trained as an industrial and organizational psychologist specializing in program evaluation and statistics. Dr. Byrd further focused his expertise by receiving a doctorate in counseling psychology with a focus on culturally sensitive evaluation, assessment, and treatment of children, families, and those with severe and persistent mental illness. Primarily trained as a psychologist, Dr. Byrd is the author of several chapters within the Encyclopedia of

Counseling Psychology regarding intellectual assessment and high-stakes achievement testing, as well as the author of several journal articles and national/international peer-reviewed and invited presentations. Dr. Byrd has also received significant training and expertise in leadership theory, program evaluation, survey development, data management, statistics, and data analysis.

Since 2002, Dr. Byrd has received over $3.7 million in grants as Principal Investigator, over $7.7 million as Co-Principal Investigator, over $4.0 million as Co-Investigator, and over $215,000 in private donations and gifts to enhance his projects. As a grant writer, Dr. Byrd has also written over $120.00 million in awarded grants for external agencies, thus providing a strong understanding and foundational knowledge of grant management, financial management, personnel management, operational design, and project leadership. Sources for funding have included the National Institutes of Health, Department of Education, Department of Transportation, EdVentures, Charles Stewart Mott Foundation, and Robert Wood Johnson Foundation. As such, Dr. Byrd is uniquely able to provide feedback and recommendations specific to the operations of the 21st CCLC program, as well as the overall administration of the grant and resources.

THE SUMMATIVE EVALUATION

For the purposes of the summative evaluation, all possible variables were assessed as reported, based on the data and deliverables provided by the 21st CCLC Program. Using all available data, the primary foci of this evaluation are: (1) operational accomplishments and challenges (e.g., staffing, teacher recruitment/retention, etc.), (2) proposed versus actual operation (e.g., days, hours, attendance), (3) status of progress towards proposed objective, (4) demonstration of progress and progress towards recommendations, and (5) recommendations for enhanced program implementation. To enhance the quality and effectiveness of the 21st CCLC program, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions. As such, using a developmental model of evaluation, the Center for Assessment, Strategic Planning, Evaluation, and Research (CASPER) has worked directly with the program in identifying and implementing the recommendations provided throughout this report and/or addressed previously as 'lessons learned'.

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Section 4

Overview and History of a High-Quality 21st CCLC Program

The Tampa ASAS 21st CCLC Program History

The After-School All-Stars (Tampa Bay) 21st CCLC program has been in operations under the current grant for one years, having successfully navigated the competitive grant process for the 2016-2017 program year. Having only started this five-year grant in the 2016-2017 program year, the Tampa ASAS 21st CCLC program worked to provide all services for which it was funded in their first year and implemented activities designed to progress towards approved goals and objectives (discussed later in this report). As per the grant application:

> After-School All-Stars (ASAS) Tampa Bay is the City of Tampa's new lead agency for providing safe, free and comprehensive youth development programs to middle school age youth. ASAS operates through a unique partnership with Hillsborough County Public Schools (HCPS) and the City of Tampa (COT). Building upon this innovative framework, ASAS and its partners will operate the new 21st CCLC project at Memorial Middle School, providing targeted, structured, academic support and enrichment activities for 100 socioeconomically disadvantaged students in grades 6-8 during the 2016-17 school year and summer. The project will serve students at a chronically underperforming, high-need, high-poverty, Title I HCPS middle school. The proposed program will include before school, after school, and summer programming. It will begin on August 10, 2016, and run through the last day of summer programming on July 28, 2017. During the school year, the site will follow the 36-week district calendar, operate for 180 days. The morning program will typically run from 7am-9am Monday – Friday and then the afterschool program will run from 4:30pm to 6:15pm, with an extra hour on Monday for early release. Both school year programs will utilize a block scheduling format and incorporate academic coaching (Reading, Language Arts, STEM) and the afterschool program will also include health and fitness education and college and career exploration into its curriculum.

The summer portion will operate for 22 days beginning on June 20, 2016, and will run Monday – Thursday from 8:00am – 12:00pm. ASAS will provide a minimum of 16 hours of 21st CCLC programming per week (except for the week of July 4th) and a total of 92 hours for the summer. The summer program will provide academic enrichment through project based learning academic coaching and educational experiences. Both the school year and summer programs will provide family education services with a focus of increasing adult family member engagement with students' academic progress and resources for supporting student success. The intended outcomes for the project include improvements in: 1.) academic achievement, 2.) STEM knowledge/skills, 3.) behavior and conduct grades, 4.) school attendance, 5.) career exploration knowledge and 6.) fitness measures. The 21st CCLC grant for 2016-2017 will specifically supplement rather than supplant the existing program through the addition of before school programming (as specifically requested by the school district), the purchase of curriculum to support the project based learning components of the program, and the addition of transportation services for students that can only participate in programming if they have a means to get home in the evening.

History of Experience in Afterschool Services

ASAS provides school based youth development programs for Title-I students nationwide in 12 states. ASAS tailors programming to supplement and enhance the existing efforts of each specific school site. The organization works in conjunction with multiple municipalities and school districts to provide programs to over 80,000 students across the country. The partnering school site's administration assists ASAS to plan all aspects of student services that include core curriculum, academic focus, tutoring model, mentoring / character education services, athletic activities and additional family support services. The school administration designates a staff liaison and assists in the selection of certified teachers to work in the program. In addition, the partnership with the school district and the individual school site allows ASAS full access to all student data. ASAS has successfully demonstrated over the course of its organizational history the ability to manage, and implement state and federal grant programs. In Florida, both the ASAS chapters in South Florida and Orlando have successfully operated multiple 21st CCLC program sites over the past 9 years. During that time, ASAS met all required monthly deliverables and grant requirements in a timely and accurate manner. To illustrate, independent evaluation results from those years of service demonstrated ongoing success with 91% of students showing an increase in their reading assessment score; 84%

increasing or maintaining satisfactory levels in language arts grades and 82% achieving those levels in math; 84% of students showing an increase in their science assessment; 86% of students increasing or maintaining satisfactory levels in conduct grades.

Currently, ASAS also successfully manages and implements a multitude of federal, state, and foundation grants each year at its 15 chapters (ex. CNCS AmeriCorps, Department of Health, Department of Juvenile Justice, United Way, and Mott Foundation). For this 21st CCLC project, ASAS will create a 21st CCLC leadership team to oversee all aspects of planning and programming. The team will be made up of ASAS State Director, ASAS Tampa Bay Executive Director, ASAS Fiscal Manager, ASAS Tampa Bay Program Director, Site Coordinator, Data Specialist, and HCPS school liaisons and a certified teacher from the site. ASAS State Director, Tyler Chandler and ASAS Tampa Bay Executive Director, Michael Brown, have over 12 and 28 years respectfully, of experience in developing and managing government and grant funded non-profit youth organizations. ASAS Fiscal Manager, Sarah Gardner, has over 10 years of experience in government and non-profit fiscal management. Over the past five years, Mr. Chandler and Ms. Gardner have managed multiple state and federally funded grant projects for ASAS. In addition, the site will have an identified school liaison working with the leadership team. This individual will be a member of the school administration, typically an Assistant Principal or Dean of Students. The leadership team will meet monthly to review all project aspects to ensure proper implementation of the grant project.

PROACTIVE PLANNING: TAMPA ASAS

The focus of the After-School All-Stars (Tampa Bay) 21st CCLC Program during the initial weeks and months after learning of the tentative award of a new 21st CCLC program was to plan the successful implementation of a high-quality program prior to enrolling students. This implementation planning process helped ensure that students, when enrolled, would be afforded the most complete and comprehensive program possible without enduring significant changes that could detract from receiving the full breadth of services and/or lead to premature termination of students secondary to frustration and confusion. Unlike many other agencies initiating such a complex educational program, the outstanding ties between the Tampa ASAS 21st CCLC Program and the schools and communities where services are located, as well as relationships with the founding 21st CCLC partners, allowed for a relatively efficient and effective implementation, with services starting on August 24, 2015. Indeed the 21st

CCLC program started well within the required timeframe established by the Florida Department of Education.

As quality of state-funded educational programming becomes a public concern, it is imperative that program quality be more than just monitored and measured. Rather, it must be actively managed with a view towards continuous improvement and development. Within such active management, it is important to account for the impact of both program structure and delivery processes on the quality of the program. For instance, effective programs must match the developmental needs of their participants, and they must also fit the demands and resources of the particular settings in which they are implemented. A key to successful implementation of high-quality programming is to be proactive when planning and structuring the program to overcome or account for predetermined areas that may be problematic. Indeed, it is critical to take corrective actions during the design of the program, rather than waiting until corrective actions could have detrimental impacts. For such proactive planning to be successful, the Tampa ASAS 21st CCLC program required a program-wide commitment to continuous quality improvement and continuous process improvement. Program staff members worked collaboratively to develop a culture of critical inquiry and ensured that quality processes and outcomes were central to the vision, goals, and priorities of all staff members and within all program activities.

In cooperation with such a proactive planning process, Elias et al. (2003) proposed the following factors associated with the successful implementation of an enduring program: (a) presence of a program coordinator or committee to oversee implementation and resolve day-to-day problems, (b) involvement of individuals with highly shared morale, good communication, and a sense of ownership, (c) employment of qualified personnel, (d) ongoing processes of formal and informal training, including the involvement of knowledgeable experts, (e) high inclusiveness of all school stakeholders, (f) high visibility in the school and the community, (g) program components that explicitly foster mutual respect and support among students, (h) varied and engaging instructional approaches, (i) linkage to stated goals of schools or districts, (j) consistent support from school principals, and (k) balance of support from both new and seasoned administrators.

Each element of the proactive planning process rests upon high-quality leadership, effective staffing, and program visibility. The importance of a physical presence in the community cannot be understated for the purposes of proactive planning and to help establish a stronger, more dedicated staff. Over the course of the initial weeks and months of operation, the After-School All-Stars (Tampa Bay) 21st CCLC Program

leveraged and enhanced their strong community presence, while also focusing on hiring necessary staff to implement the highest quality program for future student participants. In addition, the Tampa ASAS 21st CCLC Program created a comprehensive student enrollment packet, student application form, parent agreement/consent form, and other critical forms for the program.

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Section 5

Program Leadership and Staff Characteristics

Regardless of the adequacy and depth of the proactive planning process, and regardless of the quantity of operations and services (discussed later in this report), implementing and maintaining high-quality out-of-school programming depends heavily upon consistently effective program management. Ultimately, program management is a process of planning, organizing, leading, and controlling program resources and the work of program staff members to achieve stated program objectives. In turn, achievement of program objectives depends upon the extent to which program activities are formulated, organized, and coordinated in terms of human, financial, and material resources. Within this process, leadership plays a vital role in establishing a new culture, developing new directions, mobilizing change, creating opportunities, and motivating staff members. The leadership model of the After-School All-Stars (Tampa Bay) 21st CCLC program includes a full time program director and ASAS leadership staff providing support to the 21st CCLC program (in-kind).

In addition to program leaders, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. The After-School All-Stars (Tampa Bay) 21st CCLC program successfully attracted experienced staff members to provide both core academic enrichment and personal growth activities to actively participating 21st CCLC students. As required by the Florida Department of Education (FLDOE), all academic-based 21st CCLC projects and services were supervised by a teacher certified by the FLDOE (note: the FLDOE does not specifically require all project-based activities to be provided by teachers, only that at least one teacher be on-site to supervise these activities – a requirement the Tampa ASAS 21st CCLC program far surpasses). Personal enrichment activities are provided by certified teachers, qualified non-certified instructions, and/or a combination of staff members.

Regardless of the activity, as shown in Table 5-1, the teachers and instructors appear to be adequately qualified to provide the specific activities. As per the program, all staff members have been trained in the federal and state 21st CCLC initiative, as well as the specific model proposed by the After-School All-Stars (Tampa Bay) 21st CCLC

Program. Table 5-1 also demonstrates that the program is well-staffed and is capable of maintaining the proposed ratio of students-to-teachers in both academic and personal enrichment activities. By applying the Florida Afterschool Network Standards, the program reports ensuring the staff-to-student ratio was at or below a 1:20 ratio, when possible. It is important to note that Table 5-1 does not necessarily suggest that these are the number of staff each day of programming, as this indicates only the total number of staff members which have worked in the Tampa ASAS 21st CCLC Program during the entire operational year (Summer 2016 and 2016-2017 Academic Year). When necessary and prudent, several staff members can share a single position and would appear as two staff within the staffing table, as required for reporting requirements. This table provide necessary staffing information that has been required in the past for reporting to the US Department of Education through the federal reporting system (21APR) and the Florida Department of Education.

Table 5-1: Staff Member Regular Responsibilities (All Sites)

Memorial Middle School	**2016 Summer**		**2016-2017 Academic Year**	
	Paid	*Volunteer*	*Paid*	*Volunteer*
Administrator	--	--	--	--
School Day Teacher	--	--	5	--
Other Non-Teaching School Day Staff	--	--	--	--
Sub-Contracted Staff Member	--	--	11	--
Other Staffing	--	--	--	--
Total Staff	0	0	16	0
Total Staff Paid by Other Funds	--	--	--	--
Total Staff Replaced within 21st CCLC	--	--	5	--

** These categories represent the regular responsibilities of program staff during the regular school day. These categories were designated by the US Department of Education for all 21st CCLC programs. Data are reported to the US Department of Education for each Site separately, rather than for the overall Program (Grantee).*

Table 5-2: Staff Gender Distribution (2016-2017)

	Memorial Middle School	
	Summer	*Academic Year*
Male Staff	--	5
Female Staff	--	11
Total Staff	--	16

** Gender data for staff members are required for the Florida Department of Education. The proportions are overall reflective of the overall teaching staff in this District and across the nation.*

In addition to staff responsibilities, the Florida Department of Education requires Florida's 21st CCLC programs to submit data on the educational levels of staff working within these state-funded out-of-school programs. Table 5-3 provides a breakdown of educational levels of staff within the After-School All-Stars (Tampa Bay) 21st CCLC program, as reported by the program. As shown, the majority of staff had an associate's degree or higher, with a limited number of staff members having less than a college education. It is important to note that the program utilizes staff members to assist teachers in the program, and some of these are reported as having only a high school degree. This does not suggest these assistants are unqualified or incapable of providing the services assigned, with all staff members receiving training on 21st CCLC and are hired to provide only those services for which they are capable of providing. Overall, the staff members appear sufficiently well-educated and capable of providing the proposed 21st CCLC activities and services for which they have been assigned (e.g., teachers have bachelor's degrees or higher).

Table 5-3: Staff Distribution by Highest Education Level

	2016 Summer		2016-2017 Academic Year	
	Paid	*Volunteer*	*Paid*	*Volunteer*
Doctorate	--	--	--	--
Professional Degree	--	--	--	--
Master's Degree	--	--	4	--
Bachelor's Degree	--	--	8	--
Associates Degree	--	--	2	--
Technical Degree	--	--	--	--
High School Diploma/GED	--	--	2	--
Middle School	--	--	--	--
Elementary School	--	--	--	--
Other/Unknown	--	--	--	--
Total Staff	0	0	16	0

** Staff members are indicated by their highest degree completed, such that a staff member with a doctorate is considered to also have the lower-level educational degrees. Education status is not necessarily an indicator of program quality, so long as the assignments to staff match their experiences and abilities. There is no indication that the staff members within this 21st CCLC program were unqualified to perform their assigned duties.*

QUICK FACTS
21st CCLC Staffing

16 AY Staff Members
5 AY Certified Teachers (31.25%)

Staff Turnover:
5 Staff Replaced during AY 2016-2017

Staff Turnover: The 21st CCLC program provided data on staff turnover during the course of the 2016-2017 program year (Summer 2016 and 2016-2017 Academic Year). As demonstrated by submitted data, the program had some turnover during the course of the program year, with 5 staff members leaving the program and being replaced by another staff member in the same position. This is not necessarily an indicator of program quality problems, as there are a number of non-performance reasons for staff members to depart the program (e.g., moving to new area, finishing their college degree, finding a new full-time job, being promoted, etc.). There are also performance-based reasons for staff turnover, such as the program firing a staff member due to poor performance or a staff member resigning under duress. However, the program did not provide specifics about why these staff left the program (as it would be inappropriate to distribute this information outside the agency) and such information was not requested of the program by the evaluator. Regardless of the reasons for the staff turnover, the Tampa ASAS 21st CCLC program is encouraged to internally explore why the limited number of staff left the program and ensure the program is being implemented in such a way as to promote satisfaction and engagement of all staff members, as well as the students.

Student To Staff Ratio

Tampa ASAS 21st CCLC Program works to keep ratios both within the limits established by the Florida Afterschool Network Gold Standards and the approved grant application. For the purposes of project-based academic activities, the program kept the ratio at 10-15 students per staff member, using non-instructional personnel to help keep ratios as low as possible. During personal enrichment activities, the program maintains slightly higher ratios of 20 students per staff member. Overall, the program is adhering to both the approved grant applications and Florida's gold standards for out-of-school programming.

CERTIFIED TEACHERS

The Florida Department of Education required that the After-School All-Stars (Tampa Bay) 21st CCLC Program provide project-based learning activities supervised or provided directly by a certified teacher - particularly those related to core academic subjects (i.e., reading, writing, mathematics, and science). The 21st CCLC program was not required to have certified teachers provide all aspects of the project-based learning plans, only that the activities be provided while a certified teacher was on-site to supervise the activities, although best-practices for afterschool programs would have certified teachers directly provide the project-based learning activities to maximize impact and effectiveness As noted, the program utilized a total of 5 certified teachers for use primarily during the English Language Arts, mathematics, and science components of the 21st CCLC program. Overall, the After-School All-Stars (Tampa Bay) 21st CCLC program appears to have utilized certified teachers as proposed in the approved grant application and approved budget narrative. The program has not yet submitted their 2017-2018 application (as the RFA has not yet been released), though plans on including the same level of staffing with certified teachers for the next year of program operations.

STAFF DEVELOPMENT AND TRAINING

Effective leadership requires a great deal of wisdom, skill, and persistence to design and implement a quality educational program; and the leadership process is vital to ensure that stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Indeed, effective leadership will engage students, parents, teachers, counselors, and administrators, while also providing them with the necessary support to help bridge achievement gaps through program activities. Towards this end, conducting quality assessments, offering professional training, and providing technical assistance are necessary elements for an optimal education program and can have measurable effects on students' academic performance and social behaviors.

To support student services through the 21st CCLC program, the After-School All-Stars (Tampa Bay) 21st CCLC program leadership and agency administrators (in-kind) provided staff development for those hired to provide 21st CCLC services. As per the program, trainings provided to active 21st CCLC staff members included formal training on the 21st CCLC initiative, as well as training on specific activities provided under the 21st CCLC initiative. In addition to program and policy training, staff members were provided more informal in-vivo trainings from the program leadership, including

walkthroughs, demonstrations, and guided implementation of 21st CCLC projects. As reported by the program, the following provides the primary trainings provided during the course of the 2016-2017 program year:

August 8, 2016

- School Year Training: Tips for making the most of your time, What is each person's role?, 21st Century Grant, Enrichment Activities, Daily After-School Schedule, Parent/ Family Engagement Nights, Safety, School Facility, Supplies and Equipment, Student Participation, Interacting with Students, Communication with parents, Student Discipline, Procedures, Awards and Recognition, First Aid / CPR.
- Staff Present: Counselors, Teachers, Site Supervisor (11 Staff)

October 10, 2016

- Attendance, Enrichment Activities, Job Openings, Hispanic Heritage Festival, Report Card Incentive, Parent/ Family Engagement Nights, Student Incentive, School Facility.
- Staff Present: Counselors, Teachers, Site Supervisor (11 Staff)

October 27, 2017

- Professional Development/ Training Staff Meeting: Attendance, Enrichment Activities, Job Openings, Report Card Incentive, YPQI, Remind 101, Parent/ Family Engagement Nights, Student Incentive, School Facility.
- Staff Present: Counselors, Teachers, Site Supervisor (11 Staff)

December 1, 2016

- Professional Development/ Training Staff Meeting: Attendance, Enrichment Activities, Winter Holidays, Online Operational Trainings, YPQI, Starbucks.
- Staff Present: Counselors, Teachers, Site Supervisor (11 Staff)

January 5, 2017

- Staff Mid-Year Training: Program Updates; Strengths & Weaknesses, Documentations, Staff Needs & Hiring, Check In & Out Process Change, Supplies & PBL, Spring Sports Schedule, Discussion/ Questions, Conclusions.
- Staff Present: Counselors, Teachers, Site Supervisor (11 Staff)

February 3, 2017

- Staff Meeting/ Training: Daily Schedule, Memorial M.S Information, 21st CCLC Specifications, Staff Expectations, Disciplining Students.
- Staff Present: Counselors, Teachers, Site Supervisor (12 Staff)

March 3, 2017

- Staff Meeting: Teacher Check- Up, Student Check-Up, Program Issues, Suggestions/ Solutions, Positives Impacts in Program.
- Staff Present: Counselors, Teachers, Site Supervisor (10 Staff)

April 7, 2017

- Staff Meeting: Sign-In/ Out Process, Transportation, Pros-Cons, Solutions/ Suggestions, Active Engagement, Disciplining Students (Recap).
- Staff Present: Counselors, Teachers, Site Supervisor (11 Staff)

May 19 – 20, 2017

- Summer Training: Who are you? What are your Gifts?, What is After-School All-Stars?, Tips for making the most of your time, What is each person's role?, Academic & Enrichment, Enrichment, International Festival, Uniforms, Calendar, Time-Off.
- Staff Present: Counselors, Teachers, Site Supervisor (11 Staff)

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Section 6

Partnerships and Progress Towards Sustainability

One of the goals of the After-School All-Stars (Tampa Bay) 21st CCLC program is to continue activities beneficial to students and their families after the five-year project period is over. Programs receive 100% funding for each of the first two years of the program, followed by 80% funding for each of the final three years. Therefore, programs are required to demonstrate how the program will become self-sustaining both within and beyond the five years of initial funding. In addition, all programs in Florida are expected to maintain the size and scope of their programs and are forbidden from reducing the quantity or quality of services, the number of children, or the length of operation to account for the reduced funding. Moreover, Florida 21st CCLC programs are not generally permitted to charge any fees to students or parents in association with 21st CCLC programming without authorization from the Florida Department of Education (FDOE) and this program has not received such authorization.

Structured afterschool program costs vary widely, depending on the organization and other funding available to the organization. For instance, as noted, all 21st Century Community Learning Centers are federally-funded and are generally prohibited by the Florida Department of Education from charging any fees for eligible students. Other programs (such as some Children Services Councils) receive local funding from tax dollars to provide free or inexpensive services to students (generally a sliding-scale fee, if charged). Still other programs receive charitable donations (e.g., Boys and Girls Clubs) and charge minimal or no fees to students. The costs associated with structured afterschool programs that do not receive external funding are often dependent on the level of services provided, such that the programs with the most expensive activities (e.g., out-of-state field trips) will result in a higher cost to families. Nationally, the average cost of structured afterschool programs are between $1,500 and $2,500 annually. When taking into account the number of hours and days of services provided to 21st CCLC students within Florida's 21st CCLC programs, the annual funding is generally an average of $1,000 per student, which is less than half that of most other structured afterschool programs. As such, marketing and sustaining the program are critical even in the early years of 21st CCLC program operations.

Certainly, with such high costs, sustainability is an extraordinarily difficult task for 21st CCLC programs across the nation. The location of program services generally had little, if any, services prior to the implementation of the 21st CCLC program, which often gives competitive applications an edge due to higher unmet needs and gaps in achievement. However, when a community is in such dire need for afterschool programming, yet has no resources and no support for such services, it is highly unlikely that this situation will significantly change in the short period of time during which 21st CCLC programming is provided. As such, when 21st CCLC funding ends, programs often find themselves is the same situation as before funding – with families unable to afford an afterschool program, communities unable to provide resources for such programming, local businesses with limited funding to support child programming, and agency budgets wholly unable to afford the high-quality and teacher-driven activities at the same level of operations.

In fact, the United States Government Accountability Office (GAO) issued findings against the US Department of Education for failing to provide effective technical assistance to states in addressing the challenges of helping 21st CCLC sub-grantees continue operating after federal funding ends (a requirement of the federal law). The GAO noted that 35 states reported centers often faced challenges in providing the same levels of services without 21st CCLC funding, and 20 states reported that sub-grantees often reduce the level of services or cease operations when 21st CCLC funding ends. Some states indicated 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. The difficulty in sustaining programs is largely due to the lack of available state and local funding, with school district budgets already strapped in providing mandated services, and Florida has very limited state funding directly explicitly to providing out-of-school programming.

Regardless of the difficulties faced by the nation's 21st CCLC programs, federal law requires sub-grantees to have a plan for sustainability and ideally show progress towards implementing the sustainability plan throughout the funded years of 21st CCLC programming. As per the GAO, about half the states reported having 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 most prominent and strongest foundation of sustainability planning is the development and maintenance of high-quality partners that provide free or discounted services, staffing, and materials.

As such, although 21st CCLC objectives do not specifically address the importance of developing, maintaining, and enhancing partnerships and sustainability, it would be remiss for this evaluation to ignore the substantial progress of the After-School All-Stars (Tampa Bay) 21st CCLC Program in such efforts. The Tampa ASAS 21st CCLC Program engaged and received support from a number of partners that have and will continue to assist with developing, implementing, evaluating, and sustaining the 21st CCLC program. Table 6-1 provides information on partnerships developed and/or maintained during the 2016-2017 program year. It is anticipated that the program will develop new partnerships and/or further enhance the current partnerships during the 2017-2018 operational year, with a focus on strengthening and sustaining the program. The program is encouraged to track all partnerships providing any discounts and/or services to support the 21st CCLC program, which should include information about the partner, an estimated valuation of the support, and whether the partner is new or existing for the 21st CCLC program.

Table 6-1: Summary of Partners and Contractors

Agency Name	*Type of Organization	Subcontract (Yes/No)	Estimated Value ($) of Contributions	Estimated Value ($) of Subcontract	Type of Service Provided
City of Tampa, Parks & Recreation	PRD	No	$50,000	--	Facilities
Hillsborough County School District	SD	No	$75,000	--	Facilities Meals
After-School All-Stars of Tampa Bay	CBO	No	$25,000	--	Admin Staffing
TOTAL			**$150,000**	**--**	

**School District (SD), Community-Based or other Non-Profit Organization (CBO), Nationally Affiliated Nonprofit - Boys & Girls Club (BGC), Nationally Affiliated Nonprofit - YMCA/YWCA (YMCA), Nationally Affiliated Nonprofit - Other Agency (NPOO), Faith-Based Organization (FBO), Charter School (CS), Private School (PS), College or University (CU), Regional/Intermediate Education Agency (IEA), Health-Based Organization (hospital/clinic/etc.) (HBO), Library (LIB), Museum (MUS), Park/Recreation District (PRD), Other Unit of City or County Government (CNT), For-Profit Entity (FPO), Bureau of Indian Affairs School (IAS), Other (OTH)*

21ST CCLC ADVISORY BOARD

One of the most impactful methods of engaging partners and other stakeholders is through membership on the 21st CCLC Advisory Board. The Advisory Board developed by the After-School All-Stars (Tampa Bay) 21st CCLC program is comprised of a number of important stakeholders, including partners, administrators, teachers, parents, and students. While the 21st CCLC Advisory Board is a specific requirement from the

Florida Department of Education for all 21st CCLC programs, it can be a tremendous asset to enhance program quality of utilized correctly. For the Tampa ASAS 21st CCLC program, the role of the advisory board was to provide important feedback and advice to the 21st CCLC program in matters regarding programmatic refinements and improvements. The list of Advisory Board members demonstrates an outstanding mix of individuals and stakeholders, thus ensuring the Advisory Board has the experience and skills necessary to provide guidance to enhance the 21st CCLC program.

- Shana Logan, Program Manager
- Henry Lefler, Principal
- Tehia Robinson, Assistant Principal
- Cedrick Smith, Site Leader
- Shawn Wilkinson, Business Partner
- Aesha Bailey, Parent
- Robert Bailey, Parent
- Leah Robinson, Parent
- Michael Rivera, Parent
- Darius Garland, Staff
- Lena Bailey, Student
- Aesha Bailey, Student
- Anddrick Frazier, Student
- Jose Orellane, Student

The Florida Department of Education requires at least two meetings of the Advisory Board during the course of the program year, and the Tampa ASAS 21st CCLC Program has fully complied with these requirements. As shown below, the Advisory Board has met on several occasions, thus providing them ample opportunity to help enhance the 21st CCLC program. The program is encouraged to ensure both regular meetings of the Advisory Board and informal methods for the Board to provide feedback and/or advice to the program (e.g., emails, feedback surveys, etc.).

- December 6, 2016 – 6:00pm – 7:30pm
- February 14, 2017 – 6:15pm – 7:15pm

PROGRAMMATIC INFORMATION DISSEMINATION

A proactive implementation plan, including hiring quality staff and establishing a visible community presence, is further enhanced by strong information dissemination and marketing. In this regard, the After-School All-Stars (Tampa Bay) 21st CCLC Program also focused efforts on disseminating information throughout the communities and schools housing 21st CCLC student participants. The process of disseminating information to the community and schools involved the development of numerous partnerships, meeting with community leaders and the school principal, and creating 21st CCLC announcements for dissemination. Effective community outreach strategies were used to broadly disseminate program information, data-based progress, and achievements to all appropriate audiences and to expand the network of potential partners. The methods included Parent Link (recorded phone messages through the school district's platform), Peach Jar (online flyers through the school district platform), flyers, posters, banners at the school site, announcements during the school day, and site visits to the elementary feeder schools to talk with rising 6th graders. A project website was developed to showcase activities, projects, best practices, calendar of events, announcements, and program successes. The After-School All-Stars (Tampa Bay) 21st CCLC program used a contracted service to ensure the website was updated at least monthly, as per the program director. Logistical information on the website and photos were updated, as needed. The program reports the greatest success with face-to-face opportunities to disseminate information about the program, such as with open houses, sporting events, and conference nights – all of which help capture parents' attention and communicate the value of the 21st CCLC program. The program plans to continue all methods during the next year of operations, with a focus on the most effective face-to-face methods. Throughout the process of dissemination and marketing activities, the program ensured a consistent theme for all materials, included the 21st CCLC logo, and ensured the Florida Department of Education was indicated as the funding agency.

21st CCLC Website:

http://asastampabay.org/programs/21st-cclc/

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Section 7

21ST CCLC PROGRAM OPERATIONS

REQUIRED PROGRAM OPERATIONS

According to the U.S. Department of Education (USED), the majority of 21st Century Community Learning Centers previously funded directly by the USED were open at least 15 hours per week, and the Florida Department of Education has generally encouraged programs to maximize service hours, with most current 21st CCLC programs in Florida operating at least 12 hours per week afterschool. To best serve the children of working families and reduce potential confusion, centers must establish consistent and dependable hours of operation. The Every Student Succeeds Act (ESSA) revised the 21st CCLC federal law and specifically indicates that 21st CCLC services must be provided outside the regular school day or during periods when school is not in session (e.g., before school, afterschool, evenings, weekends, holidays, or summer). The 21st CCLC program may offer services to students during normal school hours only on days when school is not in session (e.g., school holidays or professional development days). However, federal law allows limited 21st CCLC activities to take place during regular school hours (e.g., those targeting adult family members or pre-kindergarten students), as these times may be the most suitable for serving these populations.

SUMMER 2016 OPERATIONS

The After-School All-Stars (Tampa Bay) 21st CCLC Program is currently in the first year of operations, such that the program did not operate under this grant during the Summer of 2016. Generally, summer operations are reported to the US Department of Education (USED) as part of the following operational year (e.g., summer 2016 is reported along with academic year 2016-2017). Unlike the state-defined budget financial period (August 2016 – July 2017), the program operational year is defined by the USED and governs the submission of data to the federal data collection system (21APR). The program, however, has been approved to operate during the Summer of 2017, during which time the program will operate for 30 days. Details on program operations and activities provided during the summer of 2017 will be submitted to the FLDOE by the Tampa ASAS 21st CCLC program, and will be evaluated during the 2017-2018 reporting period, in keeping with the USED operational year.

2016-2017 Academic Year Operations

The After-School All-Stars (Tampa Bay) 21st CCLC Program is in the first year of operations and received an official award letter from the Florida Department of Education (FLDOE) authorizing them to begin providing the out-of-school programming approved in the grant application. As such, the Tampa ASAS 21st CCLC Program began providing 21st CCLC academic-year services on August 10, 2016, within the required starting date established by the FLDOE (i.e., within 45 days of obtaining the grant award letter from the FDOE and/or a other date approved by the FLDOE). The program ended academic year operation on May 26, 2017, for a total of 176 days of academic year operation. Within the approved application, the Tampa ASAS 21st CCLC program was approved by the FLDOE to operate both a before school and afterschool component. More specifically, the afterschool component was proposed to operate for 1.22 hours per day, 5 days per week, for 176 days during the course of the school year. The before school component was proposed to operate for 1.9 hours per day, 5 days per week, for 154 total days during the course of the academic year. Due to the late award letter during this first year of operation, the FLDOE has relaxed the requirement that programs meet the proposed number of days, so long as they operate the remainder of the year as proposed. Ultimately, the ASAS (Tampa) 21st CCLC Program is operating the 21st CCLC as proposed for both before school and afterschool operations. Table 7-1 provides a summary of the overall academic year operations of the After-School All-Stars (Tampa Bay) 21st CCLC Program during the 2016-2017 academic year. As detailed in the following section of this summative evaluation, all programming is open to any eligible 21st CCLC student. Also, as mentioned previously, this 21st CCLC program was specifically developed to improve academic achievement, motivation and dedication to education, and personal growth and development.

Table 7-1: 2016-2017 Academic Year Operation

	Total number of **weeks** site was open	Total number of days site was open	Typical number of **days per week** site was open	Typical number of hours/week site was open				TOTAL number of days site operated			
				Before School	*During School*	*After School*	*Weekend/Holiday*	*Before School*	*During School*	*After School*	*Weekend/Holiday*
Memorial Middle	36	176	5	10	--	9.75	--	154	--	176	--

**The 21st CCLC statute specifically indicates that services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer). However, activities targeting prekindergarten children and adult family members may take place during regular school hours as these times may be the most suitable for serving these populations.*

SUPPLEMENTAL SNACK AND MEAL REQUIREMENT

All 21st CCLC programs in the State of Florida are required to provide food to all actively participating 21st CCLC students during program operational hours. More specifically, each 21st CCLC program must provide supplemental meals when the program is open as follows: (1) daily, nutritious snack when operating only during after-school hours; (2) daily, nutritious breakfast and snack when operating during both before-school and after-school hours; and (3) daily, nutritious breakfast, lunch, and snack when operating on non-school days (dependent on hours of operation). In Florida, as in many states, the afterschool snack is often the final meal for many children each day, such that it is imperative the snacks are large enough and nutritious enough to provide important nutrients to the children. However, Florida rules disallow the use of state funding to purchase meals and/or food items, such that funding for snacks/meals cannot be drawn from 21st CCLC funds and must come from other sources (e.g., grocery store donations, private donations, private foundations or endowments, etc.). Finally, as 21st CCLC programs serve primarily low-income students, programs in Florida are not permitted to charge students for any costs associated with supplemental snacks and meals. Ultimately, the After-School All-Stars (Tampa Bay) 21st CCLC Program uses non-grant funds to provide a free, daily, nutritious snack, as required, to each student participating in the 21st CCLC program.

SAFETY REQUIREMENTS

Safety of students participating in Florida's 21st CCLC programs is of the highest priority to the Florida Department of Education (FDOE). Within Florida, each 21st CCLC program must demonstrate that students will participate in structured activities in a safe environment, supervised by well-trained and caring staff. To this end, each program provides a safety plan that, at a minimum, describes the following: (a) how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, presence of school resource officer) and during off-site activities (if applicable), (b) how personnel hired to work at the center will meet the minimum requirements set forth by the district or agency and that the personnel will have all required and current licenses and certifications where applicable, (c) how safe transportation needs will be addressed, (d) how families will safely access the program's services, and (e) how the community learning center will assure that students participating in the program will travel safely to and from the center. The safety plan is available directly from the 21st CCLC program.

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Section 8

Student Enrollment and Student Attendance

Student Recruitment and Enrollment

The ultimate purpose of designing a high-quality, research-based, and well-rounded 21st Century Community Learning Center (CCLC) program is to recruit, retain, and serve students in low-income areas that are at-risk for lower levels of academic achievement. The focus of any program, whether it is in Florida or elsewhere in the nation, falls squarely upon the students being served. Even with outstanding activities, well-planned schedules, high-quality staff, and continuous professional development, a program will only have wide-spread and significant impact if they are able to recruit and retain the participation of eligible students and their family members. As such, to better understand the population of students and families impacted by the 21st CCLC program, this section provides information about attendance, enrollment, and demographics of those students participating in the After-School All-Stars (Tampa Bay) 21st CCLC Program activities during the operational components described in the prior section.

21st CCLC Required Target Populations

Students: Florida's 21st CCLC after school programs are designed to help students meet state and local academic achievement standards in core academic subjects, particularly those who attend low-income, low-performing schools. Across the state of Florida, the 21st CCLC program targets at-risk students from kindergarten to twelfth grade. Recipients must target only those students attending schools eligible for Title I School-Wide Program services, attending schools with at least 40% low-income families (as demonstrated by free and reduced-price lunch status), or living within the district-defined service areas of such schools.

Students with Special Needs: In accordance with State and Federal laws, Florida's children with special needs that meet enrollment criteria for the 21st CCLC program must be afforded the same opportunities as children in the general population. Eligibility for funding under Florida's 21st CCLC initiative requires all programs to demonstrate the

capacity to equitably serve students with special needs. In Florida, students with special needs include those who may be identified as Limited English Proficient (LEP), homeless, migrant, or with a physical, developmental, psychological, sensory, or learning disability that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. In Florida, no child may be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated.

Adults and Families: In addition to services for eligible students, federal law allows 21st CCLC funds to support services to family members of participating students. Within Florida, all 21st CCLC programs are required offer some level of services to support parent involvement, family literacy, and/or related educational development. As per federal law, the 21st CCLC program may only propose services to adult family members of students actively participating in the 21st CCLC program. In Florida, services for adult family members cannot extend beyond the dates of the ongoing program for students.

PROPOSED TARGET POPULATION

As per the program, the targeted students attend Hillsborough County Public Schools (HCPS), the 8th largest district in the nation and classified a high need local education agency by the U.S. Department of Education. The FLDOE reported the HCPS drop-out rate at 1.1% and the graduation rate at 82.2% for the 2013-2014 school year. However, in the specific community targeted for the after-school programs the drop-out rate rises significantly and the graduation rate drops to as low as 64.6% (Hillsborough Community Atlas, HCPS Middle School Achievement Report, 2014). Memorial is a high-need, high-poverty, underperforming Title 1 Hillsborough County school serving high-poverty, resource-poor communities. The target school serves a community characterized by high levels of poverty, unemployment, crime, and juvenile delinquency – while providing few opportunities for low income youth to access structured academic and enrichment programming with positive adult role models.

The project proposed to target students via: 1) the school's website; 2) the school newsletter; 3) take-home bulletins; 4) during homeroom and assemblies; 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) COT community centers. The project proposed to target all students at the school site, focusing on those identified as socioeconomically disadvantaged and students with disabilities who are: 1) in need of remediation (scoring below proficiency in standardized tests) in Reading and/or Math as

determined by teachers and guidance counselors; 2) at-risk of academic failure (currently scoring below proficiency); and 3) exhibiting behavioral, disciplinary and/or attendance issues (as determined by disciplinary/attendance records). Teachers and guidance counselors recommended students for participation based on standardized test results; report cards; discipline and behavioral records; and parental request. The program intended to serve a total of 100 socioeconomically disadvantaged students in grades 6-8 during each day of the 2016-17 school year and summer.

STUDENT ENROLLMENT

Any actualized impact of the 21st CCLC program requires successful implementation of the recruitment and enrollment plan, thus ensuring the highest level of student participation. Within the first month of academic year operation, and despite starting later in the year (wherein many parents had already committed their students to other available programs), the After-School All-Stars (Tampa Bay) 21st CCLC Program had already enrolled a total of 115 students (115% of the proposed daily attendance). Table 8-1 provides data on student enrollment success for each month of 21st CCLC operation during the 2016-2017 operational year (Summer of 2016 and 2016-2017 academic year).

Table 8-1: Cumulative Student Enrollment by Month of Operation

Month	Memorial Middle School	Cumulative Total
August	115	115
September	24	139
October	11	150
November	12	162
December	1	163
January	7	170
February	7	177
March	11	188
April	6	194
May	1	195
TOTAL	195	---
% Total Students	100.0%	---
% Proposed	195.0%	---

Note: The 21st CCLC program began operations in August, which is the first month shown in this table. It is possible that students were actually enrolled prior to this month (on paper), but those students are grouped into the first month of operations to reduce confusion (as that is the first month during which they attended).

As shown, the 21st CCLC program continued to recruit student participants throughout the operating year as slots for students opened up in the program. While the enrollment numbers may exceed the proposed daily attendance, this is an important characteristic of successful 21st CCLC programs, as students may have other options afterschool (sometimes even going home alone) and not all enrolled students come each day. The program has been encouraged to keep track of the daily attendance to avoid exceeding the approved student-to-staff ratios. Ultimately, across all sites, the program did not enroll a sufficient number of students to allow for the proposed average daily attendance to be met by the end of the program year. The After-School All-Stars (Tampa Bay) 21st CCLC Program provided a total of 22,178 student service hours during the 2016-2017 operational year.

Regular Student Attendance

In addition to student enrollment (representing the number of students attending the 21st CCLC program for at least one day of activities), it is important to explore daily student attendance. Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. The After-School All-Stars (Tampa Bay) 21st CCLC Program collects data on both (1) the total number of students who participated in 21st CCLC programming over the course of the year, and (2) the number of these students meeting the United States Department of Education (USED) definition of "regular attendee" by participating in 21st CCLC activities for 30-days or more during the program year. The first indicator (total participants) can be utilized as a measure of the breadth of the Tampa ASAS 21st CCLC Program's reach, whereas the second indicator (regular participants) can be construed as a partial measure of how successful the program was in retaining students in 21st CCLC services and activities across the program year.

The US Department of Education has determined the minimum dosage for afterschool programs to be impactful is 30 days of student attendance. As such, the US Department of Education requires data to be reported separately for students that attended at least one day (i.e., enrolled) and those attending at least 30 days of 21st CCLC activities (i.e., regularly participating students). While this "dosage" has not been clearly supported by research, data is presented consistent with this threshold in order to match data reported to the US Department of Education.

As defined by the US Department of Education, it is reasonable to assume that regular attendees are more likely to represent those students who have received a sufficient 'dose'

of the 21st CCLC programming for it to have a positive impact on academic and/or behavioral outcomes. In order to show progress towards this federal metric, Table 8-2 provides a breakdown of total enrollment versus regular attendance (i.e., those who attended at least 30 days). As shown, the After-School All-Stars (Tampa Bay) 21st CCLC Program was somewhat successful in retaining student participants – achieving a 58.5% rate of regular attendees compared to total enrollment. This is higher than many 21st CCLC programs across the country, and particularly impressive for a middle school program serving a population with large proportions of low-income, at-risk, tweenage students. In general, any proportion over 50% suggests successful retention and student engagement. The program is encouraged to explore the reasons why the large proportion of students left the program and, if necessary, consider procedures or programmatic changes that could increase the overall rate of regular participation. It is likely that increased and more regular attendance will result in more positive academic and behavioral outcomes.

Table 8-2: Student Enrollment: Total vs. Regular (2016-2017)

	Total Enrollment *(Attending at least one day)*				Regularly Participating Enrollment *(Attending at least 30 days)*			
	Summer 2016 Only	Academic Year 2016-17 Only	Both Summer/ Academic Year	Total	Summer 2016 Only	Academic Year 2016-17 Only	Both Summer/ Academic Year	Total
Memorial Middle School	0	195	0	195	0	114	0	114

Note: The program did not operate in Summer 2016.

AVERAGE DAILY ATTENDANCE

For the purposes of this evaluation, in addition to assessing progress towards regular student attendance, it is also important to explore whether the program is making progress towards meeting the proposed average daily attendance of student participants. This statistic serves several purposes for 21st CCLC programs. First, the level of funding provided by the Florida Department of Education is based on the number of students served by the program on a daily basis, rather than the number of students simply enrolled in the program (or even the percentage of regularly participating students). The logic for using average daily attendance as the funding metric is that programs may have 100 students enrolled, but only 50 students attending each day, such that they do not need staffing and other costs to support 100 students every day. As such, average daily attendance provides a better estimation of the required resources on an average day of operation. The second purpose for this statistic relates to program impact and quality -

with high average daily attendance suggesting that the program is more likely to provide students with adequate dosage to impact academic achievement and program objectives. Finally, when average daily attendance is compared to site enrollment, conclusions can be cautiously drawn about student retention and engagement – with approximately equal numbers indicating that the program has not had significant "turnover" of students. Data on the average daily attendance for the After-School All-Stars (Tampa Bay) 21st CCLC Program are provided in Table 8-3.

Table 8-3: Average Daily Student Attendance

	Summer 2016	Academic Year 2016-2017			
		After School	Before School	Weekend/ Holidays	Overall
Memorial Middle School	--	67 (100) 67%	27 (40) 67.5%	--	67.3%

** Numbers in parentheses indicate PROPOSED average daily attendance. The percentage afterwards represents the percent of proposed daily attendance for that site and/or the total of all sites for that component.*
*** "Average Daily Attendance" for each component rounded up to next whole number.*
**** The US Dept. of Ed. collects data on "During School" operation, which is not provided by this program.*

As part of the application approved by the Florida Department of Education, the After-School All-Stars (Tampa Bay) 21st CCLC Program proposed to serve an average of 100 students per day of afterschool operation and 40 students per day before school during the 2016-2017 operational year. As shown in Table 8-3, the program achieved an overall average of 67.3% of their proposed average daily attendance across all program components. More specifically, the program achieved 67% of the proposed average daily attendance (ADA) during the afterschool component and 67.5% of the proposed ADA during the before school component. Overall, as demonstrated by submitted data and outlined in Table 8-3, the Florida Department of Education may consider the program at 'high-risk' of not meeting the proposed and funded level of services in terms of student attendance within the afterschool and before school components. The program is encouraged to work towards increasing enrollment, while also developing a plan to increase the daily attendance of those students already enrolled. It may be necessary for the program to consider new projects, new staffing plans, or new strategies to help encourage enrolled students to attend the program more regularly. The program may face funding reductions and/or other punitive ramifications from the Florida Department of Education due to the lower-than-expected attendance of 21st CCLC students. Table 8-3 provides the average daily attendance for each component by site to assist the program in identifying areas of issue and begin the process of developing plans to increase and/or maintain attendance in the 21st CCLC program.

STUDENT SERVICE HOURS

While enrollment and attendance help provide some information about the success of the program at reaching the targeted student population, and while these figures are utilized by the Florida Department of Education for compliance monitoring, such information and data are limited to program-specific and site-specific analyses. In order for the After-School All-Stars (Tampa Bay) 21st CCLC Program to be compared to other programs in the state and/or the nation, it is important that a common statistic is used that controls for variations in days and hours of operation. For instance, a program operating only 2 hours per day afterschool would have provided half the actual services than a program operating 4 hours per day afterschool. As such, the total number of 'student service hours' is calculated (a product of the number of students per day, the number of days per year, and the number of hours of daily operation). As shown in Table 8-4, the program provided a total of 22,179 student service hours during the 2016-2017 project operational year. Based on the approved annual budget amount, this equates to approximately $9.04 per student service hour, higher than the average program in Florida funded at approximately $4.50 per hour.

Table 8-4: Monthly Attendance and 'Student Hours' (Program Total)

	Avg. Days / Month (Avg. Hrs / Day)				Students/Day				Total Student Hours
Month	*Summer 2016*	*After School*	*Before School*	*Wknd / Hol*	*Summer 2016*	*After School*	*Before School*	*Wknd / Hol*	
August	--	15 (1.2)	3 (1.9)	--	--	70	73	--	1,698
September	--	19 (1.2)	19 (1.9)	--	--	82	35	--	3,122
October	--	19 (1.2)	19 (1.9)	--	--	81	29	--	2,900
November	--	16 (1.2)	16 (1.9)	--	--	72	25	--	2,161
December	--	12 (1.2)	12 (1.9)	--	--	66	25	--	1,520
January	--	20 (1.2)	15 (1.9)	--	--	63	27	--	2,301
February	--	18 (1.2)	18 (1.9)	--	--	67	34	--	2,596
March	--	18 (1.2)	18 (1.9)	--	--	62	21	--	2,057
April	--	19 (1.2)	19 (1.9)	--	--	56	24	--	2,136
May	--	20 (1.2)	15 (1.9)	--	--	51	16	--	1,692
TOTAL	--	176 (1.2)	154 (1.9)	--	--	670	309	--	22,179

Note: Hours per day are as proposed in the grant application.

Section 9

Student and Family Demographics

When educators, administrators, and policymakers look at the academic and developmental impacts of out-of-school programming, it is imperative that they attend to the issues of access and equity by addressing two important questions: who is being served and how equitable is the quality of services across centers. To better understand the types of students being served in 21st CLCC programming, the After-School All-Stars (Tampa Bay) 21st CCLC Program submitted data on characteristics of all student participants served during the 2016-2017 program operational year.

School Grade Levels of Student Attendees

Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the characteristics of students served by the After-School All-Stars (Tampa Bay) 21st CCLC Program, the program provided data on the school grade levels of those students served during the 2016-2017 program year. Of the 195 students enrolled in the 21st CCLC program, school grade levels were reported for all students. The distribution of all participating students on whom grade in school was reported is shown in Table 9-1. Similar to the distribution of all student participants, the distribution of regular student participants (those attending at least 30 days of programming) is presented in Table 9-2. As shown, of the 114 students regularly participating in the 21st CCLC program, school grade levels were reported for all regular students. Figure 9-1 provides a comparison of the total student participants with the regular student participants. As shown, there is no significant difference between the distributions, such that it appears the program was equally successful in both recruiting and retaining students from all grade levels proposed.

Table 9-1: Student Grade Levels: All Student Participants (1+ Days)

	6	7	8	Unk
Memorial MS	73	73	49	--
% Total	37.4%	37.4%	25.1%	--

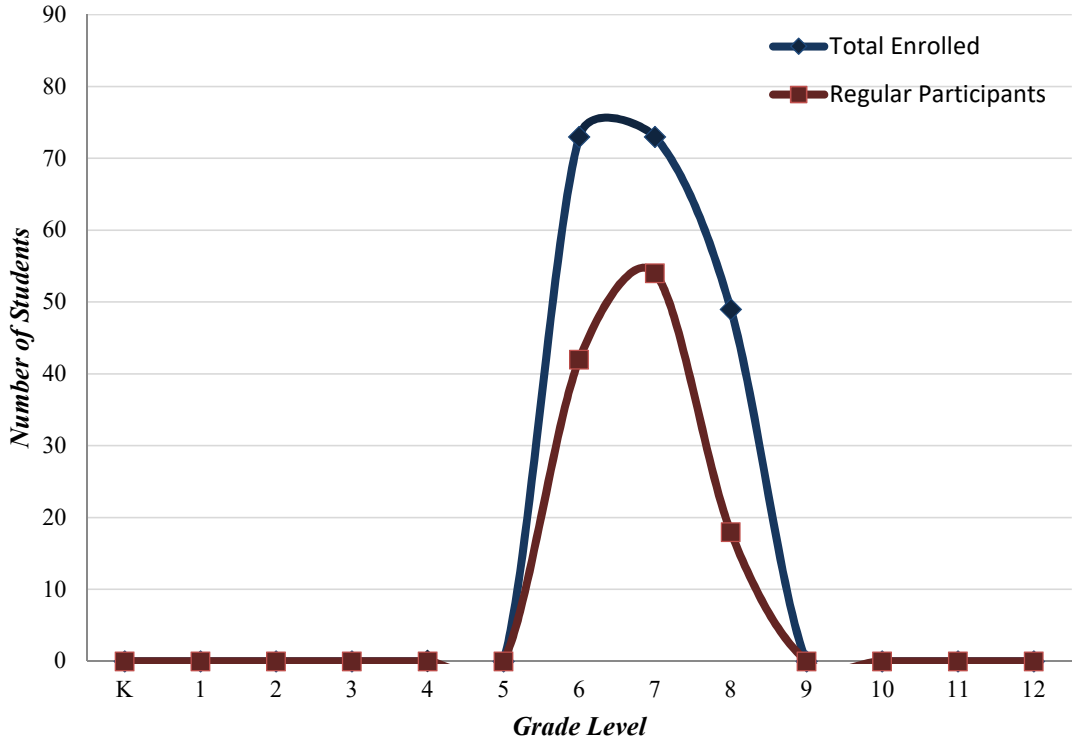
Note: Grade levels are exclusive, as students can only be recorded in one grade level. % is shown as percent of total number of students with grade level data reported.

Table 9-2: Student Grade Levels: Regular Student Participants (30+ Days)

	6	7	8	Unk
Memorial MS	42	54	18	--
% Total	36.8%	47.4%	15.8%	--

Note: Grade levels are exclusive, as students can only be recorded in one grade level. % is shown as percent of total number of students with grade level data reported.

Figure 9-1: Distribution of Student Participants by School Grade Level



Race and Ethnicity of Student Attendees

To better understand the types of students being served and to examine access to 21st CCLC services, the After-School All-Stars (Tampa Bay) 21st CCLC Program also submitted racial and ethnic data about those students participating in the program. Of the 195 students enrolled in the 21st CCLC program thus far in the program year, ethnicity and race was reported for all students. Looking at those students on whom race/ethnicity was reported, as shown in Table 9-3, 72 21st CCLC student participants (36.9%) were identified by their parents or self-identified as 'Black' or 'African American'; 89 (45.6%) were identified as 'Hispanic American' or 'Latina(o)'; and 20 (10.3%) were identified as 'white' or 'Caucasian American.' Regularly participating students (i.e., those attending at

least 30 days of 21st CCLC programing) had a similar distribution when looking at the 114 regularly participating students on whom such data was submitted (100% of the 114 regular participants in this program). Indeed, as shown in Table 9-4, regularly participating 21st CCLC students consisted of 47.4% of students identified by their parents or self-identified as 'Black' or 'African American'; 31.6% were identified as 'Hispanic American' or 'Latina(o)'; and 15.8% were identified as 'white' or 'Caucasian American'. As such, it appears that the After-School All-Stars (Tampa Bay) 21st CCLC Program was successful in retaining students across all racial and ethnic groups. The ability of the Tampa ASAS to attract and retain students from all races is a testament to both the programming provided and the commitment of the students and families enrolled in the program.

Table 9-3: Student Race and Ethnicity: All Participants (1+ Days)

		Total Student Participants						
Site Name	N	American Indian / Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American	Multi-Ethnic	UNK
Memorial MS	195	--	9 (4.6%)	72 (36.9%)	89 (45.6%)	20 (10.3%)	5 (2.6%)	0

** Ethnicity categories are exclusive - students can be identified under only one ethnicity per federal reporting rules.*

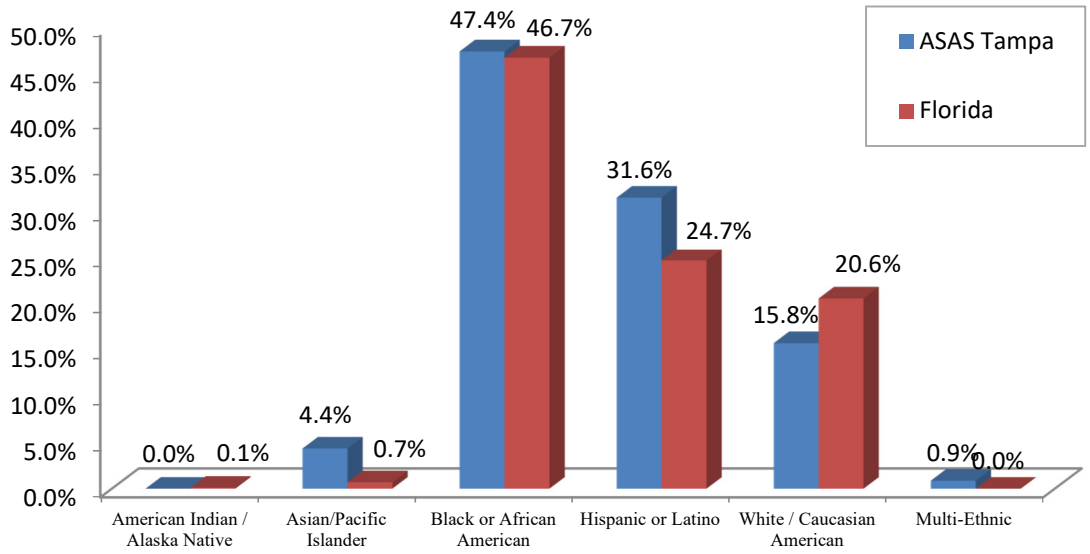
Table 9-4: Student Race and Ethnicity: Regular Participants (30+ Days)

		Total Student Participants						
Site Name	N	American Indian / Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White / Caucasian American	Multi-Ethnic	UNK
Memorial MS	114	--	5 (4.4%)	54 (47.4%)	36 (31.6%)	18 (15.8%)	1 (0.9%)	0

** Ethnicity categories are exclusive - students can be identified under only one ethnicity per federal reporting rules.*

When looking at the 62,302 students served in Florida's 21st CCLC centers during the most recent prior program year with federal data, as shown in Figure 9-2 below, the majority of student participants across Florida are from traditionally-defined "minority groups" (72.1%), with 46.67% identified as Black/African American (n=28,143) and 24.65% identified as Hispanic/Latino(a) (n=14,866). The traditionally-defined "majority group" (i.e., White/Caucasian American) represented 20.63% of the student participants served by Florida's 21st CCLC funding (n=12,440). The ASAS (Tampa Bay) 21st CCLC Program, as shown in Figure 9-2, is similar to the state of Florida in terms of distribution of student participants by race and ethnicity, and the programmatic distribution is proportional to the overall race/ethnicity distribution in the targeted schools.

Figure 9-2: Distribution of Racial/Ethnic Classification: Florida vs. Program



STUDENT GENDER DISTRIBUTION

In addition to ethnicity, it is also important to understand the degree to which the 21st CCLC program achieved gender equity in their enrollment. Of the 195 students served during the 2016-2017 program year, gender was reported for 195 students (100%). Looking at those students on whom gender was reported, as shown in Table 9-5, 60.5% of student attendees were identified as male, while 39.5% were identified as female. Of the 114 regularly participating students (i.e., attending at least 30 days of programming), gender data were reported on 114 students (100%). Similar to the gender distribution of all student participants, as shown in Table 9-5, the regularly participating student population was reported to be composed of 57.9% male students and 42.1% female students. Overall, the program achieved relative gender equity and appears to be providing services that are equally attractive to students of both genders. Moreover, it does not appear that activities are overly gender-biased, as the distribution of regular students is approximately equal to that of all students.

Table 9-5: Student Gender Distribution: Total vs. Regular Participants

	Total Student Population				Regular Student Participants			
Site Name	N	Male	Female	Unk	N	Male	Female	Unk
Memorial MS	195	118 (60.5%)	77 (39.5%)	0	114	66 (57.9%)	48 (42.1%)	0

'Note: Percent shown is the proportion of students on whom gender was reported. Those with unknown genders are not included in the displayed proportions.

STUDENT SPECIAL SERVICES DISTRIBUTION

In addition to the above characteristics, another way of examining the equity and reach of the 21st CCLC program is to examine the participation of students with different special needs and backgrounds. As such, the After-School All-Stars (Tampa Bay) 21st CCLC Program reported data on the number of students eligible for three primary special services: Limited English Proficiency, Free or Reduced Price Lunch, and services for students with a Special Need or Disability. Of the 195 students served during the 2016-2017 program year, data on special services were reported for 195 students (100% of all enrolled students). Distributions of these students based on these demographic descriptors are shown in Table 9-6. In addition to total participants, it is important to report data on regularly participating students (i.e., students attending at least 30 days of program operations). As shown in Table 9-7, the distribution of regularly participating students in the Tampa ASAS 21st CCLC Program within the identified special services were approximately equal to the distributions for all students. Overall, data show that the Tampa ASAS 21st CCLC Program is providing 21st CCLC services to students that demonstrate the identified needs and target population proposed in the original grant application submitted to the FLDOE. For instance, the vast majority (100%) of regularly participating students on whom data were provided qualify for free or reduced lunch (one of the primary indicators for 21st CCLC programs in Florida).

Table 9-6: Student Special Needs: All Student Participants (1+ Day)

	Limited English Proficient			Identified with Disability			Free/Reduced Price Lunch		
	Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
Memorial MS	69 (36.1%)	122 (63.9%)	4	--	195 (100%)	0	195 (100%)	--	0

Note: The figures associated with this data provide percentages based on only those students with data for the specified 'special category'.

Table 9-7: Student Special Needs: Regular Student Participants (30+ Days)

	Limited English Proficient			Identified with Disability			Free/Reduced Price Lunch		
	Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
Memorial MS	22 (19.5%)	91 (80.5%)	1	--	114 (100%)	0	114 (100%)	--	0

Note: The figures associated with this data provide percentages based on only those students with data for the specified 'special category'.

AGE OF STUDENTS

The Florida Department of Education requested all 21st CCLC programs to provide information on the age of students enrolled in the 21st CCLC program – both total enrollment and those attending at least 30 days of operation (i.e., regular attendees). Exploring the ages of students in the 21st CCLC program is not independently useful for the After-School All-Stars (Tampa Bay) 21st CLCC program from a program quality perspective, but does become useful at the state level when all program data are combined. In terms of the Tampa ASAS 21st CCLC Program, data on student ages are provided in Table 9-8 (all student attendees) and Table 9-9 (regular attendees). The overall distribution is expected, given the population served by the Tampa ASAS 21st CCLC program and the general ages of students served in the targeted schools. Ages reported are the ages of students as of September 1, 2016 (the beginning of the school year and the date used in Florida regarding eligibility for kindergarten).

Table 9-8: Distribution of Student Ages: All Participants (1+ Days)

		Age of Students (in Years)						
Site Name	N	10	11	12	13	14	15	16
Memorial MS	195	0	20	61	64	42	8	0
	--	0.0%	10.3%	31.3%	32.8%	21.5%	4.1%	0.0%

Note: Ages are for students at the end of the academic year.

Table 9-9: Distribution of Student Ages: Regular Participants (30+ Days)

		Age of Students (in Years)						
Site Name	N	10	11	12	13	14	15	16
Memorial MS	114	0	11	33	40	25	5	0
	--	0.0%	9.6%	28.9%	35.1%	21.9%	4.4%	0.0%

Note: Ages are for students at the end of the academic year.

STUDENT FAMILIES AND HOUSEHOLDS

The Florida Department of Education has previously requested all 21st CCLC programs to provide information on the family composition of students enrolled in the 21st CCLC program – both total enrollment and those attending at least 30 days of operation (i.e., regular attendees). More specifically, the FLDOE has previoulsy requested programs to indicate whether students in the 21st CCLC program resided in single-parent families or 'traditional' families with both parents. For those students in single parent households, the programs were asked to indicate whether the students were female or male headed.

As shown in Table 9-10 and Table 9-11, the program was able to obtain this voluntary information from many participating students, with 195 enrolled students (100% of all 195 enrolled students) and 114 regularly participating students (100% of all 114 regularly participating students) having such data provided. As shown, 38.5% of all students and 58.8% of regularly participating students were reported to be from single-parent households. Only 41.2% of the students on whom data were provided were from the 'traditional' dual-parent households. Such data further supports that the After-School All-Stars (Tampa Bay) 21st CCLC program was successful in targeting those students with the greatest needs.

Table 9-10: Distribution of Family Scenarios: All Students (1+ Days)

Site Name	N	No (Traditional Family)	Yes (Female Headed)	Yes (Male Headed)	Unk.
Memorial MS	195	120 (61.5%)	75 (38.5%)	--	0

Note: Family categories are exclusive - students can be identified under only one family scenario.

Table 9-11: Distribution of Family Scenarios: Regular Students (30+ Days)

Site Name	N	No (Traditional Family)	Yes (Female Headed)	Yes (Male Headed)	Unk.
Memorial MS	114	47 (41.2%)	67 (58.8%)	--	0

Note: Family categories are exclusive - students can be identified under only one family scenario.

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Section 10

OBJECTIVES AND OUTCOMES: STUDENT AND ADULT IMPACTS

FEDERAL AND STATE PERFORMANCE INDICATORS

The Government Performance and Results Act (GPRA) of 1993, was passed to help increase accountability of federal programs and ensure the highest performing and successful programs are continued while lower performing programs are discontinued. The specific purposes of the GRPA are as follows (Section 2 (b)):

1. improve the confidence of the American people in the capability of the Federal Government, by systematically holding Federal agencies accountable for achieving program results;
2. initiate program performance reform with a series of pilot projects in setting program goals, measuring program performance against those goals, and reporting publicly on their progress;
3. improve Federal program effectiveness and public accountability by promoting a new focus on results, service quality, and customer satisfaction;
4. help Federal managers improve service delivery, by requiring that they plan for meeting program objectives and by providing them with information about program results and service quality;
5. improve congressional decision making by providing more objective information on achieving statutory objectives, and on the relative effectiveness and efficiency of Federal programs and spending; and
6. improve internal management of the Federal Government.

Given the requirement to develop uniform performance measures for each federal program, the US Department of Education identified a series of specific indicators for the 21st CCLC program.

FEDERAL GRPA INDICATORS

The United States Department of Education (USED) established two objectives and 14 performance measures for all 21st CCLC sub-grants funded under the federal 21st CCLC initiative. States and individual sub-grants are responsible to ensure funded centers

provide services and activities that will help ensure progress towards achieving high levels of achievement in the indicated performance measures. Most individual 21st CCLC programs have developed their own objectives based on an assessment of student and community needs. The specific objectives for the present 21st CCLC program will be discussed in the next section. The following chart indicates the two federal objectives and associated performance indicators:

Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

	Performance Measures
1.1	The percentage of Elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.
1.2	The percentage of middle or High school 21st Century regular program participants whose mathematics grades improved from fall to spring.
1.3	The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.
1.4	The percentage of Elementary 21st Century regular program participants whose English grades improved from fall to spring.
1.5	The percentage of middle or High school 21st Century regular program participants whose English grades improved from fall to spring.
1.6	The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.
1.7	The percentage of Elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
1.8	The percentage of middle and High school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
1.9	The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
1.10	The percentage of Elementary 21st Century regular program participants with teacher-reported improvements in student behavior.
1.11	The percentage of middle and High school 21st Century regular program participants with teacher-reported improvements in student behavior.
1.12	The percentage of all 21st Century regular program participants with teacher-reported improvements in student behavior.

Objective 2: 21st Century Community Learning Centers will offer High-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

	Performance Measures
2.1	The percentage of 21st Century Centers reporting emphasis in at least one core academic area.
2.2	The percentage of 21st Century Centers offering enrichment and support activities in other areas.

PROGRAM-SPECIFIC OBJECTIVES

In addition to the objectives and outcomes developed and required by the United States Department of Education, Florida programs are provided the opportunity to develop their own individual objectives based on an assessment of student, parent, family, and community needs. In order to help ensure appropriate and challenging objectives were developed by each 21st CCLC program, the Florida Department of Education (FDOE) provided programs guidance in developing strong goals and objectives. In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served with these funds. All goals and objectives in Florida are generally program-wide, though center-specific objectives are created when needs differ by center.

21ST CCLC PROGRAM PURPOSE AND FOCUS

Within the state of Florida, every 21st CCLC program is required to provide a strong academic component in each of three areas: (1) reading and language arts, (2) mathematics, and (3) science. Each of these academic components must be supervised by teachers certified by the Florida Department of Education. Programs are encouraged to make each of these academic components creative, fun, and designed to foster a love of reading, math, and science – in addition to focusing all such activities on project-based learning plans approved by the Florida Department of Education. As such, the After-School All-Stars (Tampa Bay) 21st CCLC Program has written lesson plans and project-based learning plans for all academic activities, ensuring that the activities provided during the 21st CCLC program do not mirror the regular school day. Instead, the federal

law encourages programs to design activities that reinforce topics taught during the regular day school. Florida programs are given some level of flexibility in the dosage of academic, project-based activities to provide during any specific week of operation, with each student encouraged to receive at least one hour of project-based, academic-focused, teacher-supervised activities per day of out-of-school programming. Activities must be provided in such a dosage that the program is able to meet the proposed objectives included in the grant application. Programs are not permitted to reduce the level of academic services provided to students throughout the five-year term of the grant.

In addition to academic remediation and enrichment, a second specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the educational process. As per rules established by the Florida Department of Education, personal enrichment must include a variety of structured activities, as well as encourage active participation regardless of individual student skill levels. All personal enrichment activities must directly or indirectly support the academic achievement of participating students. According to Section 4205(A) of ESEA, as amended, 21st CCLC programs are limited to providing additional services within the following categories: Physical Education and recreation activities; Dropout Prevention and Character Education activities; Tutoring and mentoring services; Educational arts and music activities; Entrepreneurial education programs; Programs for limited English proficient students; Telecommunications and technology education programs; Expanded library service hours; and/or Drug and violence prevention and/or counseling activities. The ASAS (Tampa Bay) 21st CCLC Program proposed activities in several of the personal enrichment categories focused on helping targeted 21st CCLC students meet the Florida Standards and Florida's Next Generation Sunshine State Standards.

The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs are required to provide services designed to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning (e.g., GED preparation, computer literacy, financial literacy, parenting literacy, etc.). While programs are provided some flexibility with regards to the level of adult family member services they provide, the program must provide at least six (6) annual activities and/or services, and must provide

enough outreach to progress towards the proposed family-based objectives. Many programs in Florida limit adult family member activities to special events (e.g., student plays) and general meetings. Secondary to the difficulty in recruiting adult family member participation in these services, it is rare for Florida programs to serve a substantial percentage of adult family members. 21st CCLC programs may only provide services to adult family members of students participating in 21st CCLC services.

NEED-BASED STUDENT OBJECTIVES

The After-School All-Stars (Tampa Bay) 21st CCLC Program developed individual objectives based on an assessment of student, parent, family, and community needs. Each of the annual objectives, as approved by the Florida Department of Education, was designed to be measurable, quantitative, challenging (yet achievable), and assessed throughout the project year (continuous assessment). In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served. All objectives are program-wide, though center-specific objectives may be created in the future if warranted. It is noted that these objectives are as worded by the Florida Department of Education (FLDOE) using the Objective Assessment and Data Collection Tool (OADCT), with the exception of minor grammatical corrections.

1. 55% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
2. 55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
3. 55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
4. 85% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.
5. 75% of regularly participating students will increase their physical activity as measured by curriculum-based assessment.
6. 75% of regularly participating students will increase their engagement in career exploration as measured by perceptual survey (student).
7. 40% of regularly participating family members will increase their involvement in student education as measured by perceptual survey (parent).

ACADEMIC ACTIVITIES

With established need-based objectives, the After-School All-Stars (Tampa Bay) 21st CCLC program developed and implemented project-based learning activities aligned to the approved 21st CCLC academic objectives. It is important to note that the Florida Department of Education does not require each activity to have a separate objective, such that multiple activities can be provided under a single objective and/or one activity can be provided to support multiple objectives (e.g., an objective for science might include robotics, technology, and rocketry activities; while a robotics activity can support reading, math, and science). As per federal law and state rules, programs are only permitted to provide activities that will help meet the stated objectives approved by the Florida Department of Education (i.e., objective-driven activities). The proposed activities are detailed in the approved grant application and project plans submitted by the 21st CCLC program. It is important to note that the program reported uploading all project plans for informational purposes and approval by the Florida Department of Education and review by stakeholders.

PERSONAL ENRICHMENT ACTIVITIES

The After-School All-Stars (Tampa Bay) 21st CCLC Program also developed and implemented a broad array of activities aligned to at least one of the personal enrichment objectives and designed to support the academic achievement of participating students. Specific proposed enrichment activities are outlined in the approved grant application, and the program strived to adhere to those specified activities, with the addition of some project-based and problem-based learning activities that support the approved personal enrichment objectives. However, some activities were different than those proposed, as project-based and problem-based activities tend to be "living" and can significantly change as the project progresses and students' interest peaks about various topics. All personal enrichment lesson plans and activities have been detailed, submitted to, and approved by the FLDOE through the online deliverable system.

OBJECTIVE PROGRESS: STATE STANDARDIZED ASSESSMENTS

As one of the primary GPRA indicators for 21st CCLC programs across the nation, it is important to explore data related to the progress of the After-School All-Stars (Tampa Bay) 21st CCLC Program in terms of student improvement on standardized assessments in English Language Arts (Reading), Mathematics, and Science. Within Florida, most

students take the Florida Standards Assessment (FSA) in reading and mathematics towards the end of each academic year beginning in third grade, as well as the Florida Comprehensive Achievement Test (FCAT 2.0) in science at the end of the fifth and eighth grades. Overall, national data indicate that, among the 32 states submitting state assessment results for a prior school year, almost half of the regular attendees served by 21st CCLC centers scored below proficient on the mathematics and/or reading/language arts portions of their state's assessment: with 49 percent scoring below proficient in mathematics and 45 percent scoring below proficient in reading/language arts. Within the state of Florida, a "Level 3" is considered to be at proficiency (regardless of the assessment), while levels two and one are considered 'below proficiency' and levels four and five are 'above proficiency.'

As shown by federal data submitted by Florida 21st CCLC programs from the most recent year available, 52.0% of 21st CCLC students across Florida on whom standardized assessment scores in Reading/Language Arts were provided scored below the proficiency level set by the Florida Dept. of Education. In addition, 49.8% of students on whom mathematics scores were indicated scored below the proficiency level. These results are similar to that reported by the United States Department of Education for all 21st CCLC programs across the nation, and suggest that students with the highest level of academic need are being served by 21st CCLC programs throughout the country. It is important to note that, while some students scored at the higher proficiency levels, this does not suggest they do not need the services of such a structured afterschool program. Rather, they may require less attention in certain academic subjects, but may still require the other services provided by the 21st CCLC program. As per the federal law under which this program was funded, there is no requirement that students served be the lowest performing students, only that they exhibit specific needs where the 21st CCLC program can be impactful on their academic achievement.

Specific to students attending the After-School All-Stars (Tampa Bay) 21st CCLC Program, only the students regularly attending the 21st CCLC program (N=114) are explored regarding student impact data (as per the US Department of Education). "Regularly participating" students are the only participants considered by the United States Department of Education as having received a sufficient dosage of afterschool programming for meaningful impact analysis. Students who did not attend at least 30 days of programming, as instructed by the United States Department of Education, are not considered when reporting any impact statistics for 21st CCLC. Moreover, regularly participating students that did not attend at least one day of 21st CCLC programming

during the course of the academic year are excluded when exploring all academic impacts (e.g., FSA and FCAT outcomes).

Prior Year State Assessments (2015-2016)

As shown in Table 10-1, the After-School All-Stars (Tampa Bay) 21st CCLC Program successfully targeted and enrolled students with the highest educational needs based on prior year standardized assessment levels. It is important to note that not all students took the state assessments in 2015-2016. For instance, students that were not in Florida the prior year and students under third grade in 2016 would not have had the opportunity to take any version of the state assessments, students with significant disabilities precluding such testing are provided the Florida Alternative Assessment, and some students in higher grades are excused from the state assessment administration due to a variety of precipitating factors. The program was unable to obtain prior year FCAT Science levels on any of the secondary school student participants. This is not considered an issue within the evaluation, as the Science FCAT assessment is only provided in specific grade levels in Florida (end of 5th grade and end of 8th grade), such that very few (if any) students taking these FCAT in 2016 would also take the test in 2017 (i.e., only retained 5th or 8th graders). Without comparable scores across multiple years, it is less important for the program to collect prior year FCAT Science levels on the middle school students.

Of the 114 regularly participating students in the After-School All-Stars (Tampa Bay) 21st CCLC Program during the 2016-2017 program year, 50 (43.9%) received FSA reading scores and 47 (41.2%) received FSA mathematics scores. The program did not provide prior year results from FCAT 2.0 Science.

As shown in Table 10-1, the vast majority of the regularly participating 21st CCLC students with prior year state assessment levels were below the proficiency level established by the FLDOE – a common target population for 21st CCLC programs across the country. More specifically, 94.0% of the regularly participating students were below proficiency in reading/ELA (N=47 of 50) and 80.9% were below proficiency in mathematics (N=38 of 47). These proportions exceed Florida's proportions, demonstrating that the After-School All-Stars (Tampa Bay) 21st CCLC Program was more successful than most Florida programs in attracting and serving those students with the highest educational needs. These state assessment scores are important to establish a baseline of student achievement towards the end of the prior year and, with some level of accuracy, their baseline level for the present academic year. The program utilized such data to guide placement of students, selection of remedial activities, and implementation

of the greatest level of differentiated instruction allowable within the highly structured 21st CCLC project-based learning model.

Table 10-1: Distribution of Regular Students by Proficiency Level (Prior Year)

	N	Level 1	Level 2	Level 3	Level 4	Level 5
Reading / ELA Florida Standards Assessment	50	28 (56%)	19 (38%)	2 (4%)	1 (2%)	0 (0%)
Mathematics Florida Standards Assessment	47	24 (51.1%)	14 (29.8%)	8 (17%)	1 (2.1%)	0 (0%)

Note: Not all students take the various state standardizes assessments, particularly those not in Florida and those with significant limitations precluding them from taking such a structured assessment.

Current Year State Assessments (2016-2017)

In terms of current year assessment scores, the After-School All-Stars (Tampa Bay) 21st CCLC project worked to collect and provide 2016 FSA proficiency levels on all regularly participating students in tested grade levels, as well as FCAT 2.0 Science scores on any students taking such assessments (i.e., 5th and/or 8th grade students). It is noted that not all students have all standardizes test scores, particularly those students that took an alternative assessment, those that were not in the country long enough to qualify for the assessment, those attending private schools, and those that were not enrolled in the school long enough to have their scores considered for the 2016 assessment year. Overall, as shown in Table 10-2, of the 114 regularly participating students in the After-School All-Stars (Tampa Bay) 21st CCLC program, 114 students were eligible to take the standardized assessments in reading and mathematics (3rd grade or higher), while 18 were in grade levels eligible to take the FCAT 2.0 in Science (5th or 8th grades). Of these students, the program reported FSA reading levels on 85 regularly participating students (74.6% of eligible students) and FSA mathematics levels on 95 regularly participating students (83.3%). Moreover, the program submitted FCAT 2.0 Science scores on a total of 14 regularly participating students - 77.8% of all 5th and 8th grade students participating in the program.

Of those regularly participating students served by the 21st CCLC program with FSA and/or FCAT 2.0 scores from the current 2016-2017 academic year, 76.5% were below proficient in Reading/ELA (N=65 of 85 regularly participating students with reading scores), 74.7% were below proficient in mathematics (N=71 of 95 with math scores), and 71.4% were below proficient in science (N=10 of 14 with science FCAT 2.0 scores). Moreover, 84 regularly participating students with any levels reported (83.2%) were below proficient in at least one of the core academic subjects. This demonstrates that the After-School All-Stars (Tampa Bay) 21st CCLC program was successful in targeting

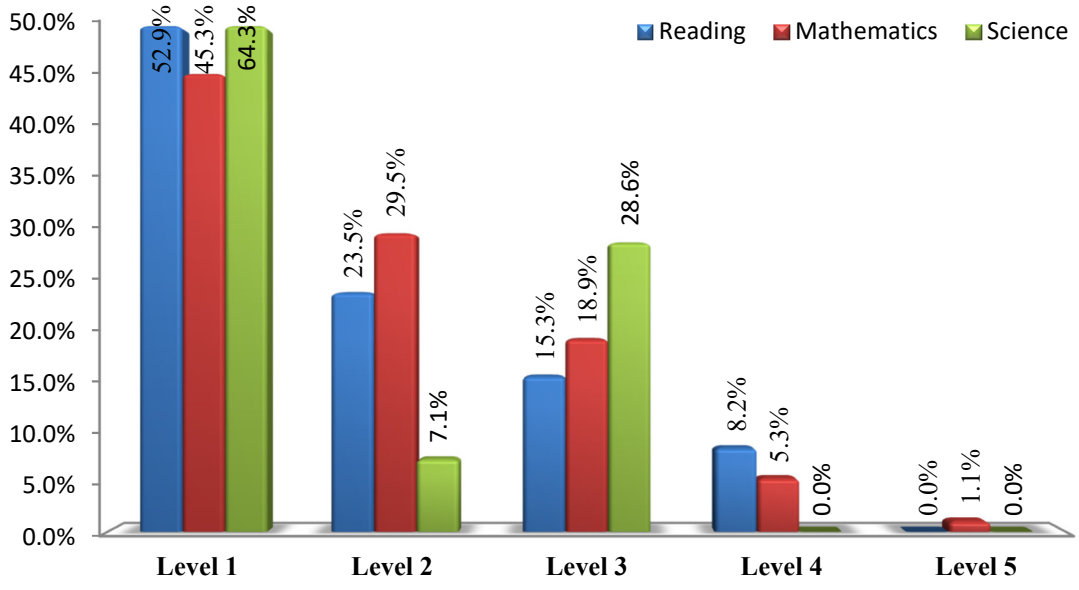
students with the highest educational needs. It is important to note that the After-School All-Stars (Tampa Bay) 21st CCLC program was required by the FLDOE to include FSA/FCAT performance as a progress indicator in the grant application. Unfortunately, while the 21st CCLC program is likely to have a lasting impact on the lives of the students who regularly participated, the lasting impact is not going to be demonstrated through a short-term impact evaluation on such single-administration assessments of expert-defined 'achievement' in these core academic subjects. The lasting impacts will be immeasurable, as the students learned how to ask and answer questions through the project-based learning process, how to be active learners, and how they can achieve their goals through education. As such, while these state standardized assessment scores seem low, it should not be interpreted that the After-School All-Stars (Tampa Bay) 21st CCLC program had little impact on these students.

Table 10-2: Regular Students by Proficiency Level (Current Year)

	N	Level 1	Level 2	Level 3	Level 4	Level 5
Reading / ELA Florida Standards Assessment	85	45 (52.9%)	20 (23.5%)	13 (15.3%)	7 (8.2%)	0 (0%)
Mathematics Florida Standards Assessment	95	43 (45.3%)	28 (29.5%)	18 (18.9%)	5 (5.3%)	1 (1.1%)
Science FCAT 2.0	14	9 (64.3%)	1 (7.1%)	4 (28.6%)	--	--

Note: Not all students take the various state standardizes assessments, particularly those not in Florida and those with significant limitations precluding them from taking such a structured assessment.

Figure 10-1: Distribution of Students by 2017 Proficiency Levels



Student Growth Metric Assessment: While the distribution of standardized test proficiency levels provides some indication of the potential impact of the After-School All-Stars (Tampa Bay) 21st CCLC Program on students, the ultimate goal of the evaluation process was to explore whether there was an impact of the 21st CCLC and growth of regularly participating students. In line with the objective metric required of the majority of Florida's 21st CCLC programs, it is important to understand how the statewide metric is calculated for the evaluation process (particularly in light of the aforementioned questions regarding the comparability of proficiency levels from the prior year and the current year). In essence, the FLDOE required most 21st CCLC programs to indicate the number of students that either improved from the prior year or maintained 'proficiency' or better from the 2015-2016 to 2016-2017 program year.

The distribution of scores from the current year standardized tests (2016-2017) already indicates the number of students meeting proficiency (i.e., those at Level 3 or higher), but the distribution does not indicate the number of students that improved in their proficiency level from the prior year. Comparisons between FCAT and FSA scores must be done carefully and consistent with Florida Department of Education guidance on such comparisons. It is important to note that improving in proficiency level requires greater than one year of gains, as a student maintaining any level would be considered to have made at least one year of gains. Regardless, as it is a required method of assessing performance on the state assessments, this secondary method is included within the report. Overall, of the 85 regularly participating students in the program with current year FSA reading levels, 25 (29.4%) improved their performance level from the prior year, maintained proficiency from the prior year, or earned 'proficient' or better during the current year (if no prior year scores). Similarly, of the 95 regular students with current year FSA math levels, 28 (29.5%) improved their performance level from the prior year, maintained proficiency from the prior year, or earned 'proficient' or better during the current year (if no prior year scores).

OBJECTIVE PROGRESS: ACADEMIC COURSE GRADES

The Government Performance and Results Act (GPRA) of 1993 was passed to help increase accountability of federal programs and ensure the highest performing and successful programs are continued, while lower performing programs are discontinued or provided substantial technical assistance from the state education agency. Given the requirement to develop uniform performance measures for each federal program, the US

Dept. of Education (USED) identified a series of specific indicators for the 21st CCLC program. In addition to performance on standardized tests among 21st CCLC students, the USED chose improvement in grades in core academic subjects as one of the primary GPRA indicators for 21st CCLC.

The US Department of Education (through an online data submission system - known as 21APR) requires all 21st CCLC programs to report any substantial changes in reading/language arts and mathematics grades for regularly participating 21st CCLC students (those attending the program for at least 30 days). To report on changes in grade performance for regular attendees, programs are instructed to compare the students' first set of fall reading/language arts and math grades with the students' last set of spring grades for those participants who were regular attendees during the reporting period. If the grades for a given student did not span the course of the entire school year (e.g., the student was only enrolled in math or reading/language arts for one semester), programs are instructed to not report grade results for the student in question. There are often some instances where programs have either reading/language arts or math grades for comparison, but not both. In such a case, the programs are instructed to report the change in student performance only for the grades available. The only exception to when a regular student should be reported is if the student only attended during the summer, and thus did not receive a dosage of the 21st CCLC program during academic periods. For regularly participating students that attended the summer only, the USED requests that they not be included in the submission of academic course grades to the online system.

In determining which regularly participating 21st CCLC students changed in terms of course grades, the US Department of Education requires the threshold for change to be one-half letter grade (e.g., B- to B, B to B+, etc.). For each of the subject areas, programs reported the number of students that stayed the same (i.e., did not increase or decrease), the number that improved by half a grade or more, and the number that decreased by half a grade or more between Fall and Spring. For those students that did not change, programs have traditionally been provided the ability to indicate the number of such students that were already at the highest grade (e.g., "A") and, therefore, unable to improve. If using a 100-point scale, programs were instructed that a half-grade change is a decrease or increase of 5 points. If using an A-F scale, a half-grade change was described as any decrease or increase in the letter grade (e.g., for example, A to A- is a decrease and C+ to B- is an increase). If using an E-S-U (Excellent-Satisfactory-Unsatisfactory) or similar non-A-F letter-grade scale, a half-grade change is defined as a decrease or increase from one letter grade to another.

However, there is a negative bias within the method used by the USED in determining student improvement in academic achievement. Namely, 'average' or 'above average' grade maintenance should not be considered a negative indicator for student achievement, as a student performing at an "A" level at the beginning of the year and achieving a "B" level at the end of the year suggests the student has actually learned substantial information to remain at the "above average" level of performance (rather than decreasing in performance over the course of the year). Certainly, one could argue that moving from an "A" to a "D" suggests a decrease in overall performance and an apparent lack of growth in knowledge and skills. However, because the expectations of each grading period are built upon knowledge in the prior grading periods, maintenance of an 'average' or 'above average' grade suggests improvement in both knowledge and skills over the course of the year.

The purpose of the objectives proposed by the After-School All-Stars (Tampa Bay) 21st CCLC program is to demonstrate improvement in knowledge, not simple improvement in grades. Therefore, for the purposes of this summative evaluation, it is most appropriate to compare grading periods to determine whether there was knowledge and skill growth among students participating in the 21st CCLC program. The process for evaluating objectives included the identification of each student's earliest available Fall grade for each course and their latest Spring course grade for the same course. For some students, the second grading period is a more accurate assessment of their baseline performance prior to the mid-year, but the summative evaluation data are analyzed in keeping with the general expectations of the USED, which explores the first Fall grade with the final Spring grade.

For each subject analyzed within the summative evaluation, two comparisons are presented: (1) a grade-only comparison consistent with USED guidelines; and (2) an adjusted knowledge-based comparison. The first comparison is that suggested by the FLDOE and USED for 21st CCLC programs, which requires a student to demonstrate changes in course grades from Fall to Spring by either: (1) maintaining an 'above average' grade; (2) improve from an 'average' grade to an 'above average' grade; or (3) improve from a 'below average' grade to an 'average' or 'above average' grade. Within the first comparison method, students maintaining an 'average' grade are considered to have failed to meet the expectations of the FLDOE for the purposes of the 21st CCLC program. However, this maintains the unfair bias noted above (where students increasing knowledge but maintaining an 'average' grade are excluded from being considered successful), such that an adjusted method is warranted to better describe the impact of the 21st CCLC program. More specifically, for the adjusted method, student growth and

academic development were categorized into three categories: (1) Improved: this includes those students who increased at least ½ letter grade and those who maintained an "above average" grade from the Fall to the Spring (including moving from an A to B, remaining above average, etc.); (2) Maintained: this includes those students who maintained their grade across the Fall and Spring comparison grades (e.g., C to C, B to C, A to C, proficient to proficient, etc.); and (3) Declined: this includes those students whose course grade dropped during the course of the semesters graded (A to D, C to F, proficient to not proficient, meeting standard to not meeting standard, etc.). While the summative evaluation utilizes the terminology of the US Department of Education, it is noted that the "declined" category includes students that maintained below average grades - though it can be supposed that these students actually did decline in their academic achievement over the course of the year, and that the 21st CCLC program failed to make a significant impact on their academic performance.

For the purposes of the summative evaluation process, the After-School All-Stars (Tampa Bay) 21st CCLC Program collected and submitted academic course grades on all regularly participating students where grades were accessible. It is important to note that not all students had accessible grades, such as students that left the district, students taking special courses that do not receive traditional grades, and students that were not enrolled in the district schools prior to attending the program. In some cases, the withdrawal of a student from the After-School All-Stars (Tampa Bay) 21st CCLC program also withdraws their permission for the program to access and report their grade-based and performance data. For grades to be compared, it is important that students have marks from at least two grading periods - generally, the first grading period and the last grading period (some students did not have the first grading period, such that the second grading period was utilized as their baseline). It is also noted that some students had grades submitted, but there were insufficient grading periods necessary for comparison to demonstrate growth across the academic year.

Reading / English Language Arts Course Grades

Across Florida, as shown in Table 10-3 and using the most recent statewide data available (as reported to the US Department of Education), 35.3% of regularly participating students on whom reading/ELA grades were reported to have improved their academic performance by a half-letter grade or more, whereas 42.3% maintained their grades in reading and English Language Arts. Maintenance is not considered a negative indicator, as a student performing at a 'B' level at the beginning of the year and maintaining that 'B' level at the end of the year suggests that the student has actually

learned enough information throughout the year to remain at the 'average' level of performance (rather than decreasing in performance over the course of the year). As shown in Table 10-3, the proportions of students increasing, decreasing, and maintaining reading / ELA grades are relatively consistent between Florida and the Nation.

Table 10-3: Reading / ELA Grade Changes (Florida vs. Nation)

	Florida		***Nation***	
Change in Grade Status	# Regular Attendees	% Regular Attendees	# Regular Attendees	% Regular Attendees
Improved	10,210	35.33%	32,085	39.18%
Maintained	12,234	42.34%	34,292	41.87%
Declined	6,451	22.33%	15,523	18.95%
Total	37,346	---	425,498	---

After-School All-Stars (Tampa Bay) Reading Progress: As shown in Table 10-4, the program reported reading grades on a total of 108 regularly participating students - 94.7% of the 114 regularly participating students attending the program at least 30 days total and at least one day during the 2016-2017 academic year. Data submitted by the program included 6 students with missing reading grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students with no reading grades reported. Assessment of reading grades compared each student's earliest reading grade of the first half of the academic year and the latest reading grade of the second half of the academic year. Overall, using the comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 68 out of 108 regularly participating students with comparison grades (63%) demonstrated success based on their reading grade performance from the first half to the second half of the 2016-2017 academic year (e.g., from quarter 1 to quarter 4). However, the FLDOE method does not consider students who maintained 'average' grades as successful on this metric, though many education experts and statisticians believe maintaining an 'average' grade should still be considered a success and demonstrative of improved knowledge. If including 'maintenance' of average grades as meeting this metric, then a total of 74 regularly participating students demonstrated improved knowledge and skills in reading (68.5% of the regularly participating students with comparison grades), as demonstrated by those who maintained or improved to an average or above average course grade from the first half to the second half of the academic year. Based on data provided, this appears a true and accurate indicator of impacts in overall reading skills and knowledge among students in the After-School All-Stars (Tampa Bay) 21st CCLC program.

Table 10-4: Impacts on Academic ELA Grades (Regular Students)

	ELA Grades *Grade-Change Only FLDOE Method*		ELA Grades *Knowledge-Based Adjusted Method*	
Change Status	# Students	% Students	# Students	% Students
Met Metric	68	63.0%	74	68.5%
Did Not Meet	40	37.0%	34	31.5%
Total	108	--	108	--

Note: The 'grade-change" method does not allow for students maintaining an average grade to be considered to have met the metric for change – those meeting the "grade change" metric must maintain an above average grade or increase their grade from below average to average or average to above average. The adjusted method allows for maintenance of an average grade or better to also be considered successful for the individual student.

Mathematics Course Grades

Across the Nation, 21st CCLC programs also reported data as to improvement in mathematics grades. As shown in Table 10-5, 34.1% of regularly participating 21st CCLC students across Florida on whom mathematics grades were reported improved their academic performance by a half-letter grade or more, whereas 41.9% maintained their grades. As with reading grades, maintenance is not considered a negative indicator, as a student performing at a 'C' level at the beginning of the year and maintaining that 'C' level at the end of the year suggests that the student has learned enough information throughout the year to remain at the 'average' level of performance (rather than decreasing in performance over the year). Table 10-5 also compares mathematics changes between Florida students and students throughout the Nation. As shown, the percentage of students increasing, decreasing, and maintaining grades in mathematics are relatively consistent between Florida and the nation.

Table 10-5: Mathematics Grade Changes (Florida vs. Nation)

	Florida		Nation	
Change in Grade Status	**# Regular Attendees**	**% Regular Attendees**	**# Regular Attendees**	**% Regular Attendees**
Improved	9,736	34.10%	30,764	37.99%
Maintained	11,951	41.86%	33,617	41.51%
Declined	6,862	24.04%	16,595	20.49%
Total	37,346	---	425,498	---

After-School All-Stars (Tampa Bay) Mathematics Progress: As shown in Table 10-6, the program reported mathematics grades on a total of 107 regularly participating students -

93.9% of the 114 regularly participating students attending the program at least 30 days total and at least one day during the 2016-2017 academic year. Data submitted by the program included 7 students with missing mathematics grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students with no mathematics grades reported. Assessment of mathematics grades compared each student's earliest mathematics grade of the first half of the academic year and the latest mathematics grade of the second half of the academic year. Overall, using the comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 67 out of 107 regularly participating students with comparison grades (62.6%) demonstrated success based on their mathematics grade performance from the first half to the second half of the 2016-2017 academic year (e.g., from quarter 1 to quarter 4). However, the FLDOE method does not consider students who maintained 'average' grades as successful on this metric, though many education experts and statisticians believe maintaining an 'average' grade should still be considered a success and demonstrative of improved knowledge. If including 'maintenance' of average grades as meeting this metric, then a total of 76 regularly participating students demonstrated improved knowledge and skills in mathematics (71% of the regularly participating students with comparison grades), as demonstrated by those who maintained or improved to an average or above average course grade from the first half to the second half of the academic year. Based on data provided, this appears a true and accurate indicator of impacts in overall mathematics skills and knowledge among students in the After-School All-Stars (Tampa Bay) 21st CCLC program.

Table 10-6: Impacts on Academic Mathematics Grades (Regular Students)

	Math Grades *Grade-Change Only FLDOE Method*		**Math Grades** *Knowledge-Based Adjusted Method*	
Change Status	# Students	% Students	# Students	% Students
Met Metric	67	62.6%	76	71.0%
Did Not Meet	40	37.4%	31	29.0%
Total	107	--	107	--

Note: The 'grade-change" method does not allow for students maintaining an average grade to be considered to have met the metric for change – those meeting the "grade change" metric must maintain an above average grade or increase their grade from below average to average or average to above average. The adjusted method allows for maintenance of an average grade or better to also be considered successful for the individual student.

Science Course Grades

Science Progress: The US Department of Education does not collect performance indicators on Science, though the Florida Department of Education requires science to

be provided by all Florida 21st CCLC programs. As such, science grade data must be considered by Florida programs within the evaluation process. Using the same methods as for ELA and Mathematics, the After-School All-Stars (Tampa Bay) 21st CCLC program reported science grades on a total of 109 regularly participating students - 95.6% of the 114 regularly participating students attending the program at least 30 days total and at least one day during the 2016-2017 academic year. As shown in Table 10-7, data submitted by the program included 5 students with missing science grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students with no science grades reported. Assessment of science grades compared each student's earliest science grade of the first half of the academic year and the latest science grade of the second half of the academic year. Overall, using the comparison method for grades developed by the FLDOE for newer 21st CCLC programs, a total of 61 out of 109 regularly participating students with comparison grades (56%) demonstrated success based on their science grade performance from the first half to the second half of the 2016-2017 academic year (e.g., from quarter 1 to quarter 4). However, the FLDOE method does not consider students who maintained 'average' grades as successful on this metric, though many education experts and statisticians believe maintaining an 'average' grade should still be considered a success and demonstrative of improved knowledge. If including 'maintenance' of average grades as meeting this metric, then a total of 69 regularly participating students demonstrated improved knowledge and skills in science (63.3% of the regularly participating students with comparison grades), as demonstrated by those who maintained or improved to an average or above average course grade from the first half to the second half of the academic year. Based on data provided, this appears a true and accurate indicator of impacts in overall science skills and knowledge among students in the After-School All-Stars (Tampa Bay) 21st CCLC program.

Table 10-7: Impacts on Academic Science Grades (Regular Students)

	Science Grades *Grade-Change Only FLDOE Method*		**Science Grades** *Knowledge-Based Adjusted Method*	
Change Status	# Students	% Students	# Students	% Students
Met Metric	61	56.0%	69	63.3%
Did Not Meet	48	44.0%	40	36.7%
Total	109	--	109	--

Note: The 'grade-change" method does not allow for students maintaining an average grade to be considered to have met the metric for change – those meeting the "grade change" metric must maintain an above average grade or increase their grade from below average to average or average to above average. The adjusted method allows for maintenance of an average grade or better to also be considered successful for the individual student.

OBJECTIVE PROGRESS: PRE-POST ASSESSMENTS

Several activities within the After-School All-Stars (Tampa Bay) 21st CCLC Program proposed to include pre-post assessments and/or pre-mid-post assessments of knowledge gained and skills learned within the 21st CCLC program. While the activities provided by the 21st CCLC program appear to be of high quality and have a high level of potential to build student knowledge, skills, abilities, and interests, the use of specific interim assessments help provide a quantitative and objective analysis of the impact of these activities on regularly participating 21st CCLC students. Pre-post assessments help "showcase" the program accomplishments and strengths with specific impact and outcome data, rather than relying on generalized data that could be impacted by a wider variety of confounding influences (e.g., grades are impacted by the 21st CCLC program and many unmeasured interventions from school day teachers). While pre-post assessments can certainly be impacted by other variables from the school day and at home, they will provide a 'cleaner' view of programmatic impacts. In addition, pre-post assessments are generally more powerful than grades and standardized test scores in determining the impact of specific components of the After-School All-Stars (Tampa Bay) 21st CLCC program, as they are provided specific to the activities and lessons being provided within the program and tend to have more variability in scores. Hence, the assessments are less confounded with other extraneous variables (e.g., other school interventions, etc.) and often provide more interesting data and results.

It is important to note that individual students may not have received all pre-post assessments provided by the ASAS (Tampa Bay) 21st CCLC Program, as students may have entered the program too late to receive the pre-test or left the program too early to receive the post-test. The general rule of thumb (explained to the 21st CCLC program by the external evaluator), is that students should receive approximately one month of service between a pre-test and post-test (or complete the entire unit if the pre-post was designed for shorter units). While it may seem pre-post assessments would reduce the ability of the program to impact students, it is important to note this was considered by the program and the evaluator, and the program designed and/or adopted assessments to be both short and integrated with the chosen project-based learning plan, associated curriculum, or personal enrichment activity. As such, the 21st CCLC students and teachers do not generally view the pre-post assessment process as a significant burden on their time and, in some cases, enjoyed the pre-post assessments as they introduced new materials and/or allowed the students to show-off their knowledge and skills.

For the purposes of the summative evaluation report, the After-School All-Stars (Tampa Bay) 21st CCLC Program provided assessments for review of student progress towards

states objectives. As with other metrics, the FLDOE requires that only those students with at least 30 days of attendance in the 21st CCLC program be included in any analysis of metrics. As such, while the ASAS (Tampa Bay) 21st CCLC program may have had 'non-regular' students with assessments, only the 114 regularly participating students are included in these analyses. Assessments can be assessed in two methods, depending on how the assessments were given. For pre-post assessments, most programs give two to three pre-post assessment pairings over the course of the operational year (e.g., Summer, Fall, Spring). In this type of assessment system, the individual pre-post assessments are compared separately. Any student with at least one pre-post assessment showing improvement or maintenance (within 5% of the baseline score) under the stated metric are considered to have met the objective for evaluation purposes.

The second method is a pre-mid-post assessment, where the program provides a pre-test in the fall, a mid-test in the winter, and a post-test in the spring. Technically, the process is largely the same, but students have fewer assessments to take because the mid-test provides both a follow-up to the earlier pre-test and a new baseline (pseudo-pre-test) for the second half of the year. This is most commonly used with physical education objectives, but can be used with any continuous skills-based assessment or when the single assessment can be repeated multiple times without confusion or practice effects impacting the results. This process also allows for additional comparisons between the three assessment periods. Essentially, three comparisons are made for each of the subjects wherein the program provided pre-mid-post assessments: (1) pre-mid comparison demonstrating program progress towards the associated metric at the middle of the year; (2) mid-post comparison demonstrating program progress in only the second half of the academic year; and (3) pre-post comparison demonstrating program progress on the associated metric over the entire academic year. A student is considered to have met the metric under the pre-mid-post comparison if they improve under one or more comparison. Table 10-8 provides a summary of pre-post and pre-mid-post analyses based on data submitted for review at the end of the 2016-2017 program year.

From the results displayed in Table 10-8, the program appears to have made progress towards meetings each of the stated objectives using pre-post and/or pre-mid-post assessment procedures. Should the program use these procedures in the future, the program is reminded as to the timeline that best conforms to such metrics under the 21st CCLC model. In essence, pre-post assessments should be administered approximately three times per year: (1) Summer (if in operations); (2) Fall (Pre-Test in August; Post-Test in December); and (3) Spring (Pre-Test in January; Post-Test in May). Pre-mid-post assessments should be provided using the same assessment up to five times per year (1)

Summer Pre-Test; (2) Summer Post-Test; (3) Fall Pre-Test (August); (4) Winter Mid-Test (January); and (5) Spring Post-Test (May).

Table 10-8: Pre-Post Assessment Analysis Summary

	Type of Assessment	Improved / Maintained	Declined	Total
Career Exploration Performance	Pre-Post	75 (100%)	--	75
Healthy Behaviors Knowledge	Pre-Mid-Post	80 (100%)	--	80
Behavioral Ratings Performance	Pre-Mid-Post	99 (89.2%)	12 (10.8%)	111

Note: This table provides overall results of pre-post and pre-mid-post assessments. This analysis is used consistent with the Objective Assessment and Data Collection Tool (OADCT) submitted to FLDOE. For each assessment using pre-mid-post assessment strategies, students meeting the metric must either improve or maintain their assessment from (1) pre-test to mid-test; (2) mid-test to post-test; or (3) pre-test to post-test. For each analysis using pre-post assessment strategies, the student must have improved or maintained with at least one pre-post assessment pairing.

Regardless of the timeline, the following provide the most salient information from the multi-point assessment results:

- ***Career Exploration Performance***: The After-School All-Stars (Tampa Bay) 21st CCLC Program collected multi-point, performance-based, pre-mid-post comparative assessments in career exploration from a total of 75 out of 114 regularly participating middle school students (65.8%) during the course of the 2016-2017 program year (Summer 2016 and 2016-2017 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 75 students, a total of 75 regularly participating middle school students (100%) demonstrated achievement of this performance-based objective on at least one of the career exploration pre-mid-post assessments provided during the course of the program year.
- ***Healthy Behaviors Knowledge***: The After-School All-Stars (Tampa Bay) 21st CCLC Program collected multi-point, knowledge-based, pre-mid-post comparative assessments in healthy behaviors from a total of 80 out of 114 regularly participating middle school students (70.2%) during the course of the 2016-2017 program year (Summer 2016 and 2016-2017 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same

measure. Of these 80 students, a total of 80 regularly participating middle school students (100%) demonstrated achievement of this knowledge-based objective on at least one of the healthy behaviors pre-mid-post assessments provided during the course of the program year.

- ***Behavioral Rankings Performance***: The After-School All-Stars (Tampa Bay) 21st CCLC Program collected multi-point, performance-based, pre-mid-post comparative assessments in behavioral rankings from a total of 111 out of 114 regularly participating middle school students (97.4%) during the course of the 2016-2017 program year (Summer 2016 and 2016-2017 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 111 students, a total of 99 regularly participating middle school students (89.2%) demonstrated achievement of this performance-based objective on at least one of the behavioral rankings pre-mid-post assessments provided during the course of the program year.

Stakeholder Surveys: Internal Parent Survey

The After School All Stars (Tampa Bay) 21st CCLC program collected adult literacy assessments following each adult literacy event provided to students' adult family members. The surveys were created by the After-School All-Stars and designed to be provided at the end of the event and prior to the parents leaving, though some surveys were also given to parents in the days following the adult literacy events. The program had relatively strong participation in adult literacy events, based on the number of surveys completed and returned, with 97 regularly participating students having their adult family members attend and/or complete a survey for at least one event (85.1% of the 114 regularly participating students in the program). Many students had an adult family member complete the adult literacy assessment for more than one event, with 96 regularly participating students having their adult family members attend and/or complete a survey for more than one event (84.2% of all regularly participating students). Ultimately, with the survey responses scored from 1 to 5, where a score of 3 or higher is considered success, a total of 92 students had parents indicating improved literacy or knowledge following at least one event (94.9% of the 97 students represented with at least one survey). Many students were represented at multiple events, though success on this metric only requires a successful score on at least one of the multiple surveys completed by adult family members for each student.

STAKEHOLDER SURVEYS: PARENT SURVEY

The After-School All-Stars (Tampa Bay) 21st CCLC program was successful in obtaining responses to the state-mandated end-of-year parent satisfaction inventory administered in April, 2017. The satisfaction survey assessed parental opinions on several aspects of the After-School All-Stars (Tampa Bay) 21st CCLC program and perceived impacts on the participating students. The survey was originally designed by the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) and modified by the Florida Department of Education as a statewide assessment of parent satisfaction. The survey is focused on more general aspects of satisfaction, with some specific items regarding expected outcomes of all 21st CCLC programs. Overall, an estimated 114 surveys were distributed (representing the total number of regular student participants) and only 13 were returned partially or fully completed – representing a 11.4% response rate (with a 25.0% response rate generally considered the minimum acceptable rate for reliability).

Responding parents represented a small proportion of the student population, with multiple children in many families. While it can be assumed that at least 11.4% of the regular student population was represented by these parents, this percentage somewhat underrepresents the actual proportion of students represented secondary to an inability to consider siblings and children living under the same household, as the surveys were anonymous. Overall, 100.0% of parents responding to the survey reported general satisfaction with the 21st CCLC program, with none of the parents reporting a lack of satisfaction. Specific questions on the parent survey are provided in Table 10-9. Although the state parent surveys were used at the end of the year in lieu of a program-generated short survey, the program may wish to consider a short survey that is more tailored to the activities and services provided by the 21st CCLC program. Such a process could help the program make changes based on the survey results, thus helping to improve satisfaction and overall participation in the program. The following provides a synopsis of the most significant findings for the purposes of the summative evaluation.

While the After-School All-Stars (Tampa Bay) 21st CCLC program worked to address any areas that did not achieve 100% satisfaction, the program is specifically encouraged to work towards improving all parent satisfaction survey responses into the 90%+ range. Any survey items below the 90% satisfaction level should elicit significantly more attention, either through educating parents or actively changing the program. In addition, the program is encouraged to read and explore the open-ended responses from parents about what they would like to see changed in the program. While the comments are

occasionally difficult to understand, they can be tremendously helpful in providing a richer understanding of the desires and needs of program families. It is important to note that 100.0% of respondents indicated they would sign up their child(ren) again next year if the program is offered, and 100.0% indicated they found the adult family member events helpful to their needs as adult family members.

Table 10-9: Parent Satisfaction Inventory: Perception of Program Impact

Satisfaction Item	Satisfied	Neutral	Unsatisfied
Overall Satisfaction with Program As Whole	100.0%	0.0%	0.0%
Staff Warmth and Friendliness	100.0%	0.0%	0.0%
Staff Ability to Relate to my Child	100.0%	0.0%	0.0%
Staff Ability to Relate and Reach out to Parents	100.0%	0.0%	0.0%
Variety of Activities Offered to my Child	100.0%	0.0%	0.0%
Child(ren)'s Happiness with Program	100.0%	0.0%	0.0%
Child Improved in Completing Homework	100.0%	0.0%	0.0%
Child Improved in Academic Performance	100.0%	0.0%	0.0%
Child Improved in Getting Along with Others	100.0%	0.0%	0.0%
Child: Improved Staying out of Trouble	100.0%	0.0%	0.0%
Confidence that Child is in Safe Environment	100.0%	0.0%	0.0%
Helped Parent be More Involved in Child's Education	91.7%	8.3%	0.0%
	Yes	Maybe	No
Participated in the Adult Family Member Events?	41.7%	--	58.3%
Have Adult Family Member Events been beneficial?	100.0%	--	0.0%
Would you sign your child up for this program again?	100.0%	0.0%	0.0%

Overall, the parents appeared to be overwhelmingly satisfied with the After-School All-Stars (Tampa Bay) 21st CCLC program, and appeared honest in their feedback given the distribution of scores. The following are the most salient aspects of the overall parent satisfaction survey, as well as results from those variables most commonly reported by Florida's 21st CCLC programs.

Overall Satisfaction Variables

- 100.0% of parents reported being satisfied with the 21st CCLC program as a whole, with 100.0% of parents being 'very satisfied' or 'satisfied' with the warmth and friendliness of the 21st CCLC staff members.

- 100.0% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate to their child(ren).
- 100.0% of parents reported satisfaction with the variety of 21st CCLC activities provided to their child(ren); 100.0% reported satisfaction with their child(ren)'s happiness with the overall 21st CCLC program; and 100.0% reported satisfaction with the 21st CCLC program providing a safe environment for activities.
- 100.0% of parents reported they would again sign up their child(ren) for this 21st CCLC program, and only 9.1% stated their children would be in another afterschool program if the 21st CCCL program was not available.

Parent Involvement in Student Education

- 100.0% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate and reach out to them as parents.
- 91.7% of parents reported satisfaction with the 21st CCLC program helping them become more involved with their child(ren)'s education. Of all adults responding to the survey, 41.7% reported engaging in at least one of the adult family member events with the program, with 100.0% of these adults indicating they found the family member services to be beneficial.

Parent-Perceived Student Impacts

- 100.0% of parents reported satisfaction with their child(ren)'s improvement in their overall academic performance, and 100.0% were satisfied with their child(ren)'s improvement in completing their homework.
- 100.0% of parents reported satisfaction with their child(ren)'s improvement in getting along with others, and 100.0% reported satisfaction with their child(ren)'s improvements in staying out of trouble.

STAKEHOLDER SURVEYS: STUDENT SATISFACTION SURVEY

In addition to the parent survey, the After-School All-Stars (Tampa Bay) 21st CCLC program collected data using the statewide student satisfaction and feedback survey. The survey was originally designed by the University of Florida (Zhang & Byrd, 2004) to help determine student beliefs about the impact of 21st CCLC programming on several primary aspects of their academic life (e.g., schooling, citizenship, friendships, etc.). The original student survey was designed to assess, at some level, student-reported impact

on reading skills, mathematics skills, science, skills, visual and performing arts skills, technology skills, and physical fitness skills. However, the FLDOE modified the validated student survey and removed several important questions, which limits the ability of 21st CCLC programs to assess progress on the same self-reported variables from prior years. Regardless, a total of 57 students (50.0% of the 114 regularly participating 21st CCLC students) completed the required statewide student satisfaction inventory, as altered and provided by the FLDOE. Of these students, as shown in Table 10-11, 98.2% enjoyed the activities in the program and 94.7% felt safe in the program.

Table 10-11: Student Satisfaction Inventory: Perception of Program Impact

		Definitely	Somewhat	Not At All
Overall	Did you enjoy the activities in the afterschool program?	73.7%	24.6%	1.8%
	Did the program have adults who care about you?	75.4%	19.3%	5.3%
	Did you feel safe at your afterschool program?	70.2%	24.6%	5.3%
Academics	Did the program help you with your homework?	62.5%	28.6%	8.9%
	Did the program help you improve your grades?	68.4%	21.1%	10.5%
Behavior	Did the program help you get along well with others?	50.9%	36.8%	12.3%
	Did the program help you solve problems in a positive way?	57.9%	33.3%	8.8%
	Did the program help you understand that following rules is important?	63.2%	33.3%	3.5%
	Did the program help you understand that violence is wrong?	71.2%	21.2%	7.7%
	Did the program help you understand that doing drugs is wrong?	75.0%	17.3%	7.7%
Career	Did the program help you understand that setting goals is important?	74.5%	23.5%	2.0%
	Did the program help you understand how to make career choices?	63.3%	30.6%	6.1%

Overall, as shown in Table 10-11, the program was relatively successful in producing satisfaction among regularly participating students based on the questions within the statewide student survey. However, the program is encouraged to explore why some students were not "definitely" satisfied with the 21st CCLC program and only "somewhat" or "not at all" satisfied. It is important to note that this survey was developed as a statewide survey and, as such, was not tailored to specific activities and services provided by the After-School All-Stars (Tampa Bay) 21st CCLC program. It is possible

that a more tailored satisfaction survey and/or a survey immediately following major activities might provide a better indication as to whether students are satisfied with specific components or activities within the 21st CCLC program. The program may wish to develop a program-specific survey to assess all self-reported student indicators related to the 21st CCLC program. If a tailored survey is created, the program is reminded that not all objectives can use a student survey, as it is not necessarily valid to ask students whether they have improved in specific academic skills or knowledge. The program should also not lose sight of the purpose of such a student survey – continuous improvement and demonstration of student growth. The following provides the available findings from the modified student satisfaction survey provided by the FLDOE at the end of the 2016-2017 academic year.

Academics

- 91.1% of students reported the 21st CCLC program definitely or somewhat helped them with their homework.
- 89.5% of students reported the 21st CCLC program definitely or somewhat helped them improve their course grades.

Behavior

- 87.7% of students reported the 21st CCLC program definitely or somewhat helped them get along better with others.
- 91.2% of students reported the 21st CCLC program definitely or somewhat helped them learn to solve problems in positive ways.
- 96.5% of students reported the 21st CCLC program definitely or somewhat helped them understand that following rules is important.
- 92.3% of students reported the 21st CCLC program definitely or somewhat helped them understand violence is wrong.
- 92.3% of students reported the 21st CCLC program definitely or somewhat helped them understand doing drugs is wrong.

Citizenship / Career

- 98.0% of students reported the 21st CCLC program definitely or somewhat helped them understand that setting goals is important.
- 93.9% of students reported the 21st CCLC program definitely or somewhat helped them understand how to make career choices.

Overall

- 98.2% of students reported the 21st CCLC program definitely or somewhat provided enjoyable activities.
- 94.7% of students reported the 21st CCLC program definitely or somewhat had adults who cared about them.
- 94.7% of students reported the 21st CCLC program definitely or somewhat helped give them a safe place to learn.

STAKEHOLDER SURVEYS: TEACHER SURVEY OF PROGRESS

Given the unique position of out-of-school programs, teacher surveys are used to collect information about changes in each individual student's behavior during the program year, and are considered more robust and more specific to the After-School All-Stars (Tampa Bay) 21st CCLC program than are school grades and standardized achievement tests. The teacher survey used by After-School All-Stars (Tampa Bay) for the 2016-2017 program year was provided by the FLDOE and was based on the questionnaire developed by the US Department of Education and required in prior years for the federal data collection system. Surveys were distributed to school-day teachers for each student attending the After-School All-Stars (Tampa Bay) 21st CCLC program, wherein teachers were asked to indicate the extent to which student behaviors improved or did not improve during the academic year. The 21st CCLC program distributed the online link provided by the FLDOE to complete the surveys to school-day teachers who have regular contact with the participating students, preferably a mathematics or English Language Arts teacher. Although it was permissible to survey teachers who also served as 21st CCLC program staff members, the program strived to survey teachers who were not serving the program in this capacity.

Table 10-12 presents the results of the end-of-year teacher survey for the After-School All-Stars (Tampa Bay) 21st CCLC program. Results are presented in terms of the percentage of students that improved, did not improve, or declined on the specified indicators. It should be noted that the category of 'did not need to improve' accounts for the potential 'ceiling effect' of students already doing well in the specified behavior and, thus, not able to improve beyond their initial performance when entering the program (e.g., a student that always turns in their homework could not improve in that behavior). Those that are already doing well are not included in the percentages under the 'Need to Improve' columns. The behavioral categories are as follows:

Behavior Code	Category of Behavioral Change
THW	Turning in homework on time
CHW	Completing homework to your satisfaction
PIC	Paying Attention and Participating in class
VOL	Volunteering (e.g. for extra credit or more responsibilities)
ATT	Attending class regularly
BAC	Being attentive in class
BEH	Behaving in class
ACP	Academic performance
MOT	Coming to school motivated to learn
ALN	Getting along well with other students
SEF	Improved Self-Efficacy (belief they can do well in school)
INV	Parents more interested and/or involved in child's education

Table 10-12: Parent Satisfaction Inventory: Perception of Program Impact

Code	*Did NOT Need to Improve*	*Needed to Improve*			
		N	Improved	No Change	Declined
THW	7.5%	98	98.0%	2.0%	0.0%
CHW	5.6%	101	97.0%	2.0%	1.0%
PIC	11.2%	95	94.7%	5.3%	0.0%
VOL	8.4%	98	80.6%	19.4%	0.0%
ATT	14.0%	92	94.6%	4.3%	1.1%
BAC	12.1%	94	92.6%	7.4%	0.0%
BEH	14.0%	92	91.3%	8.7%	0.0%
ACP	5.6%	101	94.1%	5.9%	0.0%
MOT	12.1%	94	83.0%	17.0%	0.0%
ALN	18.7%	87	82.8%	17.2%	0.0%
SEF	13.1%	93	79.6%	20.4%	0.0%
INV	12.1%	94	54.3%	45.7%	0.0%

Note: Percentage of "Did not need to improve" is based on all teacher surveys returned on regularly participating students. Percentages for "improved", "no change" and "declined" are based on the total number of students needing to improve and does not consider those students that did not need to improve. Table 10-12 provides data from an online data collection system implemented by the FLDOE. The survey and survey questions were adapted and/or adopted by the FLDOE from the federal teacher survey.

The After-School All-Stars (Tampa Bay) 21st CCLC program was successful in obtaining an outstanding number of completed 21st CCLC end-of-year teacher surveys. More specifically, the program was able to obtain 107 completed teacher surveys, which is equivalent to 93.9% of the 114 students regularly participating in the 21st CCLC program (attending at least 30 days of programming). It is noted that an additional 68 surveys were collected from students who had not met the 30-day requirement for 21st CCLC participation, and these students are not included in any of the analyses of these survey data (even if they met the 30-day requirement later in the program year, the survey was completed before they met the federal threshold). In general, a 25% response rate is acceptable for drawing conclusions as to whether the surveys demonstrate change in students and/or families, and the After-School All-Stars (Tampa Bay) 21st CCLC Program surpassed this threshold, such that results can be considered valid for interpretation. Results from the administration of the end-of-year teacher survey for After School All Stars (Tampa Bay) are presented in Table 10-12. As shown, the regular day teachers of 21st CCLC students reported a high percentage of After-School All-Stars (Tampa Bay) 21st CCLC students as improving in most of the behavioral categories. Overall, results suggest the 21st CCLC program had a very positive and significant impact on the majority of 21st CCLC students. The following represent some of the most notable findings from the 21st CCLC Teacher Survey:

- Of students needing to improve, teachers reported that 98.0% of 21st CCLC students demonstrated improvement in their effort towards completing assigned work; and 94.1% of regularly participating students demonstrated improvement in their overall academic performance.
- Teachers reported 97.0% of students in need of improvement demonstrated improvement in completing their homework to the teacher's satisfaction.
- Of students needing to improve, 94.7% of students paid more attention and participated more in class; 80.6% volunteered more in class; and 94.6% attended class more regularly - all indicators of increased motivation and dedication to the overall educational process.
- While in the classroom environment, teachers reported that 92.6% of students needing to improve were more attentive in class and 83.0% came to school more motivated to learn.
- Of students needing to improve behaviors, teachers reported that 91.3% improved their in-class behavior and 82.8% improved in getting along with other students (i.e., positive interactions).

- 79.6% of participating students in need of improvement demonstrated teacher-rated improvement in self-efficacy (i.e., belief they can do well in school).
- Of those families where teachers felt improvement was needed, regular-day teachers reported 54.3% of 21st CCLC student's parents were more interested and involved in their child's education.

ACADEMIC OBJECTIVE PROGRESS: STUDENT SNAPSHOT

The 21st CCLC program prides itself on providing the most comprehensive and structured programming to students. While the program could identify many students that have demonstrated success in the After-School All-Stars (Tampa Bay) 21st CCLC program, the Florida Department of Education (FLDOE) asked for a 'student snapshot' to be provided on a single student that the program leaders felt demonstrated success on one or more program objectives (e.g., reading, math, science, etc.). This narrative is provided for the purposes of the FLDOE and does not suggest that this is the only student that demonstrated progress and success in the program (note the prior sections showing outstanding success of students in general). Rather, this 'student snapshot' provides a single example of an individual student. For the purposes of this snapshot, the student will be referred to as "Scotty" a name chosen by the student's teacher. "Scotty" was chosen for this student because of his unwavering interest in technology and Star Trek (the Original Series, of course).

Scotty was in 7th grade during the 2016-2017 program year. Scotty was a wonderful 13-year-old boy who could fool adults into thinking he was timid and shy, when he was actually very outgoing and personable. Scotty was one of those students that would absolutely drive his teachers crazy, while developing such a strong relationship that you could not help but love him. Scotty's behavior problems, disruptiveness, uncooperativeness, and skipping class could be easily attributed to his difficult home life, impoverished living conditions, and keeping company with the wrong crowd of boys. Fortunately, Scotty found the 21st CCLC program (his mother actually forced him to attend, but he grew to love the entire program) and found a better outlet for his energy and focus.

Scotty attended the 21st CCLC program for over 90% of the days of operation and his attendance at school went from frequent absences to being the top 10 in his school. Scotty particularly enjoyed the coding aspect of the program (and snack, he loved eating snack). When coding was on the schedule, Scotty was sure to be the first in the room and the last

to leave. On coding days, Scotty never wanted to leave and would often offer to help the teacher so that he could spend more time with the computer. Through 21st CCLC, Scotty found his passion in coding and now tells anyone who will listen that he will be going into computers in college. Coding and the 21st CCLC program introduced Scotty to something new, something he never knew existed, and something where he can succeed. If nothing else, seeing Scotty focused and engaged in something productive and future-focused would have been enough. However, Scotty also realized additional outcomes, with all his academic scores improving, particularly mathematics. English went from a "D" to a "B", Mathematics FSA went from a Level 1 to a Level 3, and he was no longer on the truancy list. It took a tremendous amount of patience to get Scotty to where he was at the end of the year.

According to the program director: "It is my belief that 21st CCLC provided this student with the opportunity to participate in Coding and Robotics class which has helped him to understand disciple, accountability structure and order. He is more out spoken and confident after being in our program. He has morphed into a good kid who is very dependable. He volunteers to do anything that you ask of him, willingly and with integrity." His dad encouraged him to join After School All Stars specifically because he saw that Scotty was making bad choices. It's nice to know the program has lived up to his expectations and provided the structure Scotty needed. Since then, Scotty's father has noticed increased leadership skills in Scotty and keeps him involved in activities like 4-H and Junior Mason's, but makes sure that After School All Stars is a priority because he has seen the greatest impact with the 21st CCLC program. Scotty recognized that he started the program as a 'hot head' and was headed down the wrong path. Finding his passion has motivated him to learn and had helped him identify a career path. The opportunities and positive environment provided by the 21st CCLC helped Scotty gain confidence and provided motivation to break from the 'trouble makers'. He had positive adult role models that connected with him while also having high expectations of him. His teacher stated he would tell Scotty's dad "You should be very proud. Scotty turned around a bad attitude and has become an ambassador for the school and the program"

Data Analysis and Student Inclusion

All performance-based, comparative program objectives are based on simple "improvement" measurements, such that each student is compared to their own baseline data for most of the associated metrics. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in each of the

metrics (as detailed in the respective 'success criterion' listed under each metric below) and then calculating the percent of all students with data that demonstrated improvement and maintenance (depending on success criterion). It is important to note that the objectives were not proposed to have a "significant increase" in student performance, such that traditional statistical methods are not necessary nor warranted. In addition, there is little control over extraneous variables with regards to the metrics used under these objectives (e.g., regular day interventions), such that a significant amount of Type I Error and potential violations to statistical assumptions limit the usefulness of 'traditional statistical methods' in the analysis of these objectives. Only students with more than 30 days of attendance are included in the calculations, as the US Department of Education has determined these students receive the necessary dosage of the 21st CCLC program to show impacts. No students meeting the definition of 'regular participant' with necessary comparison data were excluded from the analyses. There were no overall data quality issues with the data submitted for review, with any metric-specific issues or issues with completeness of data detailed previously in this section of the summative report and/or under each individual metric below.

Continuous Assessment

The agency has demonstrated a commitment to creating and supporting the highest quality of educational programs. As part of this commitment, the program used a process of continuous improvement for all operations, services, and outcomes associated with 21st CCLC. The cornerstone of continuous improvement is a logical process of planning, data collection, analysis, reporting, and refining. Ongoing evaluation followed the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups (an unfortunate fact impacting the targeted schools and students). The model focused upon individualized student, staffing, and operational assessment - using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt or adapt ways to improve and measure outcomes, discontinue or adapt activities that have limited value, and increase emphasis on program objectives and outcomes. With the support of the evaluator, the 21st CCLC program collected and analyzed most data at least twice per year and compared the obtained data using within-subjects comparison methods to determine individual changes within students, classrooms, and/or sites. The process for sharing and distributing information is an integral part of the Continuous Improvement Model. Distribution occurred at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of continuous

improvement, at least monthly meetings and/or teleconferences were held within the program (through professional development processes described earlier in this report), wherein data trends and operations were reviewed with a focus on program improvement and immediate refinement of the 21st CCLC program. Data were also utilized by the program director and teachers during regular meetings to help tailor program offerings to the needs and progress of individual students.

PROGRESS TOWARDS OBJECTIVES: DETERMINATION

The Florida Department of Education (FLDOE) and the United States Department of Education (USED) requires all 21st CCLC programs to indicate progress towards attaining each of the individualized objectives and associated metrics. In order to assess objective progress, the FLDOE established a "star system" that provides an indication of whether the program met the stated objectives. Programs that meet or exceed an established benchmark is provided "5 Stars" for that metric, with lower performance receiving lower numbers of stars depending on overall performance. Ratings for each metric and objective are provided in the overview and analysis below.

Program Objective 1: 55% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.

- ***Content Area:*** Academic - English Language Arts/Writing
- ***Objective Grade Level:*** Middle School
- ***Benchmark:*** 55%
- ***Measure and Data Collected:*** Report Card Grades
- ***Data Collection Timeline:*** Academic grades for quarters 1, 2, and 4
- ***Success Criteria:*** Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)
- ***Number of Participants Measured:*** 108
- ***Number of Participants Meeting Success Criteria:*** 74 (68.5%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale:*** No Changes Needed.

- ***Rationale:*** The program is meeting this metric and additional emphasis on this subject area is not warranted. The program should not decrease the focus currently provided to this subject, as it could negatively impact the program's ability to meet this metric in the next year of operations. Should the program determine a need to increase focus on this subject, it should be done in such a way that other subject areas are not negatively impacted. Striking a balance in afterschool programs can be difficult, but the program seems to be doing well, based on data submitted for evaluation.
- ***Data Collection and Evaluation Recommendations and Rationale:*** No Changes Needed. Continue collecting all student-level academic data, as required by the FLDOE and the United States Department of Education.
- ***Rationale:*** All student data are provided directly to the program evaluator under a formal data sharing agreement. The program was successful in providing student academic data on the vast majority of students, such that no changes are needed for the next year of operations. The program is reminded as to the importance of these data and to ensure all four quarters of grades, all prior-year FSA and FCAT scores, and all current year FSA and FCAT scores are collected for analysis and submission to the FLDOE and US Department of Education (in aggregate).
- ***Analysis:*** The program reported reading grades on a total of 108 regularly participating middle school students - 94.7% of the 114 regularly participating middle school students attending the program from Summer 2016 through the end of the 2016-2017 academic year. Data submitted by the program included 6 students with missing reading grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students without any reading grades reported. Assessment of reading grades compared first or second quarter reading grades (using second quarter only if student did not have first quarter grades) and third or fourth quarter reading grades (using third quarter only if the student did not have fourth quarter grades). Overall, using the comparison method for grades allowed by the FLDOE for older 21st CCLC programs, a total of 74 out of 108 regularly participating middle school students with comparison grades (68.5%) demonstrated improved knowledge based on their reading grade performance from the first half to the second half of the 2016-2017 academic year (e.g., from quarter 1 to quarter 4). The comparison includes 'maintenance' of average grades as meeting the objective (which many consider acceptable to demonstrate knowledge gain over the course of an academic year).

Program Objective 2: 55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.

- ***Content Area:*** Academic - Mathematics
- ***Objective Grade Level:*** Middle School
- ***Benchmark:*** 55%
- ***Measure and Data Collected:*** Report Card Grades
- ***Data Collection Timeline:*** Academic grades for quarters 1, 2, and 4
- ***Success Criteria:*** Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)
- ***Number of Participants Measured:*** 107
- ***Number of Participants Meeting Success Criteria:*** 76 (71.0%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale:*** The 21st CCLC program is encouraged to continue focusing on the mathematics objective for all students in the program.
- ***Rationale:*** The current math activities are entirely integrated into the curriculum developed and/or adopted by the 21st CCLC program and aligned with the project-based theme. It is possible that additional focus on mathematics will have an enhanced impact on the math 'grades' of participating students (e.g., increasing performance or maintaining proficiency for those showing higher performance), such that the program may consider additional time on focused math activities for those students at the lowest performance levels (i.e., those students with the lowest achievement rankings in their 'grades' and those not making progress from the first trimester). Any additional focus on ELA must be done with caution, as increasing focus in one area means decreasing focus in another.
- ***Data Collection and Evaluation Recommendations and Rationale:*** No Changes Needed. Continue collecting all student-level academic data, as required by the FLDOE and the United States Department of Education.

- ***Rationale:*** All student data are provided directly to the program evaluator under a formal data sharing agreement. The program was successful in providing student academic data on the vast majority of students, such that no changes are needed for the next year of operations. The program is reminded as to the importance of these data and to ensure all four quarters of grades, all prior-year FSA and FCAT scores, and all current year FSA and FCAT scores are collected for analysis and submission to the FLDOE and US Department of Education (in aggregate).
- ***Analysis:*** The program reported mathematics grades on a total of 107 regularly participating middle school students - 93.9% of the 114 regularly participating middle school students attending the program from Summer 2016 through the end of the 2016-2017 academic year. Data submitted by the program included 7 students with missing mathematics grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students without any mathematics grades reported. Assessment of mathematics grades compared first or second quarter mathematics grades (using second quarter only if student did not have first quarter grades) and third or fourth quarter mathematics grades (using third quarter only if the student did not have fourth quarter grades). Overall, using the comparison method for grades allowed by the FLDOE for older 21st CCLC programs, a total of 76 out of 107 regularly participating middle school students with comparison grades (71%) demonstrated improved knowledge based on their mathematics grade performance from the first half to the second half of the 2016-2017 academic year (e.g., from quarter 1 to quarter 4). The comparison includes 'maintenance' of average grades as meeting the objective (which many consider acceptable to demonstrate knowledge gain over the course of an academic year).

Program Objective 3: 55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.

- ***Content Area:*** Academic - Science
- ***Objective Grade Level:*** Middle School
- ***Benchmark:*** 55%
- ***Measure and Data Collected:*** Report Card Grades

- ***Data Collection Timeline:*** Academic grades for quarters 1, 2, and 4
- ***Success Criteria:*** Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)
- ***Number of Participants Measured:*** 109
- ***Number of Participants Meeting Success Criteria:*** 69 (63.3%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale:*** The 21st CCLC program is encouraged to continue focusing on the science objective and providing hands-on science activities for all students in the program.
- ***Rationale:*** The current science activities form the foundation for most of the project-based learning plans and curriculum developed and/or adopted by the 21st CCLC program, with science concepts often serving as the main theme or the guiding force behind the chosen theme. It is possible that additional focus on science will have an impact on the 'grades' of participating students (e.g., increasing performance or maintaining proficiency for those showing higher performance), such that the program may consider additional time on more focused and instructional science activities (in addition to hands-on activities) for those students at the lowest performance levels (i.e., those students with the lowest achievement rankings in their 'grades' and those not making progress from the first trimester). Because of the quality and comprehensiveness of the science component provided, it is unlikely that changing the curriculum or specific activities would impact science performance or achievement. However, the program may wish to change the dosage (e.g., time) of science activities without changing the specific interventions. This may not be necessary for all students, but can be tailored to provide those students needing the most attention with additional focused science remediation (e.g., incorporating science instruction on specific topics with the hands-on and engaging activities under the project-based learning model).
- ***Data Collection and Evaluation Recommendations and Rationale:*** No Changes Needed. Continue collecting all student-level academic data, as required by the FLDOE and the United States Department of Education.
- ***Rationale:*** All student data are provided directly to the program evaluator under a formal data sharing agreement. The program was successful in providing student academic data on the vast majority of students, such that no changes are

needed for the next year of operations. The program is reminded as to the importance of these data and to ensure all four quarters of grades, all prior-year FSA and FCAT scores, and all current year FSA and FCAT scores are collected for analysis and submission to the FLDOE and US Department of Education (in aggregate).

- ***Analysis:*** The program reported science grades on a total of 109 regularly participating middle school students - 95.6% of the 114 regularly participating middle school students attending the program from Summer 2016 through the end of the 2016-2017 academic year. Data submitted by the program included 5 students with missing science grades (i.e., having grades from only one of two comparison grading periods) and no regularly participating students without any science grades reported. Assessment of science grades compared first or second quarter science grades (using second quarter only if student did not have first quarter grades) and third or fourth quarter science grades (using third quarter only if the student did not have fourth quarter grades). Overall, using the comparison method for grades allowed by the FLDOE for older 21st CCLC programs, a total of 69 out of 109 regularly participating middle school students with comparison grades (63.3%) demonstrated improved knowledge based on their science grade performance from the first half to the second half of the 2016-2017 academic year (e.g., from quarter 1 to quarter 4). The comparison includes 'maintenance' of average grades as meeting the objective (which many consider acceptable to demonstrate knowledge gain over the course of an academic year).

Program Objective 4: 85% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.

- ***Content Area:*** Academic Benchmarks - Algebra I End-Of-Course Exam
- ***Objective Grade Level:*** Middle School
- ***Benchmark:*** 85%
- ***Measure and Data Collected:*** Algebra I EOC Score
- ***Data Collection Timeline:*** December, End of school year
- ***Success Criteria:*** Students achieve an Algebra I EOC score sufficient to pass this requirement.
- ***Number of Participants Measured:*** 0 (No Students in Algebra I)

- ***Number of Participants Meeting Success Criteria:*** 0
- ***Objective Progress Rating: Not Assessed (No Students in Algebra I)***
- ***Programmatic Recommendations and Rationale:*** The 21st CCLC program is encouraged to continue focusing on the mathematics objective for all students in the program.
- ***Rationale:*** The current math activities are entirely integrated into the curriculum developed and/or adopted by the 21st CCLC program and aligned with the project-based theme. It is possible that additional focus on mathematics will have an enhanced impact on the math 'grades' of participating students (e.g., increasing performance or maintaining proficiency for those showing higher performance), such that the program may consider additional time on focused math activities for those students at the lowest performance levels (i.e., those students with the lowest achievement rankings in their 'grades' and those not making progress from the first trimester). Any additional focus on ELA must be done with caution, as increasing focus in one area means decreasing focus in another.
- ***Data Collection and Evaluation Recommendations and Rationale:*** No Changes Needed. Continue collecting all student-level academic data, as required by the FLDOE and the United States Department of Education.
- ***Rationale:*** All student data are provided directly to the program evaluator under a formal data sharing agreement. The program was successful in providing student academic data on the vast majority of students, such that no changes are needed for the next year of operations. The program is reminded as to the importance of these data and to ensure all four quarters of grades, all prior-year FSA and FCAT scores, and all current year FSA and FCAT scores are collected for analysis and submission to the FLDOE and US Department of Education (in aggregate).
- ***Analysis:*** The program collected data on Algebra I EOC scores for all students in the program, with only one student taking Algebra I during the 2016-2017 academic year. This student was not a regular participant (having attended only 29 days), such that there were no regularly participating students that took the Algebra I EOC.

Program Objective 5: 75% of regularly participating students will increase their physical activity as measured by curriculum-based assessment.

- ***Content Area:*** Personal Enrichment - Health & Nutrition
- ***Objective Grade Level:*** Middle School
- ***Benchmark:*** 75%
- ***Measure and Data Collected:*** Curriculum-Based Assessment
- ***Data Collection Timeline:*** Pre, Mid, Post Assessments
- ***Success Criteria:*** Students meeting this objective will either (1) maintain their level of performance/knowledge from pre-test to post-test (within 5% of their baseline comparison score); (2) maintain a score of at least 80% or better from pre-test to post-test (only for those students that achieved a score of 80% or higher in pre-testing - 4/5 or 8/10 - helping control for ceiling effects); or (3) improve their level of performance/knowledge (at least 5% increase in comparison score). Students who decrease their performance by more 5% are considered to have not met this objective.
- ***Number of Participants Measured:*** 80
- ***Number of Participants Meeting Success Criteria:*** 80 (100.0%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale:*** No Changes Needed. Continue providing the health and wellness activities to all participating 21st CCLC students.
- ***Rationale:*** The program provided fitness and health/wellness activities throughout the past year of operations, generally on a daily basis for all participating students. Overall, the students have responded well to these activities, with most students listing fitness as their favorite part of the afterschool program. The program is encouraged to continue providing the associated fitness and health curriculum in the next year of operations.
- ***Data Collection and Evaluation Recommendations and Rationale:*** The program should develop a timeline and plan for the collection of pre-mid-post assessment data. The plan should include the entry of pre-mid-post data into the master student database.

- ***Rationale:*** While some students did not have sufficient data for comparison at the end-of-the year, the available data provide for a valid assessment of the overall program progress towards this objective. The program is reminded as to the importance of such multi-point assessment data. Careful collection, recording, and storage of this data are critical and the program's revised methods must be designed to allow for a more complete picture of student progress. These data were permanently stored on the student master database for analysis and future reference. The program should ensure a pre-mid-post assessment is provided during the Summer (if in operation), Fall, Winter, and Spring - for a total of one pre-post (summer) and one pre-mid-post assessment. Students attending from August to November should receive the Fall Pre-Test, December through March for the Winter Mid-Test, and April to May for the Spring Post-Test. Students not enrolled during these periods should have ""Not Enrolled"" entered into the master student database. Program absence is not a sufficient excuse for not testing a student, as per FLDOE rules for 21st CCLC programs. Pre-mid-post assessment is only advisable for continuous measures (such as oral reading fluency, physical fitness, etc.).
- ***Analysis:*** The program collected knowledge-based pre-mid-post assessments in healthy behaviors from a total of 80 out of 114 regularly participating middle school students (70.2%) during the course of the 2016-2017 program year (Summer 2016 and 2016-2017 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least one complete pre-mid-post comparison set of scores. Of these 80 students, a total of 80 regularly participating middle school students demonstrated achievement of this knowledge-based objective on at least one of the healthy behaviors pre-mid-post assessments provided during the course of the program year. Achievement of this objective required an individual student to either maintain within 5% or improve their knowledge by at least 5% from pre-to-post, pre-to-mid, and/or mid-to-post assessments for at least one pairing with which they were assessed (e.g., if the student improved in one pre-mid-post pairing and declined in a second, they would still be considered to have improved for the purposes of this metric assessment). Summer pre-post assessments were included if the program was in operation and provided such assessments. The program reported data on 3 pre-mid-post assessment pairings as of the end of the 2016-2017 Academic Year.

Program Objective 6: 75% of regularly participating students will increase their engagement in career exploration as measured by perceptual survey (student).

- ***Content Area:*** Dropout Prevention & College/Career Readiness
- ***Objective Grade Level:*** Middle School
- ***Benchmark:*** 75%
- ***Measure and Data Collected:*** Perceptual Survey (Student)
- ***Data Collection Timeline:*** Pre, Mid, Post Assessments
- ***Success Criteria:*** Students meeting this objective will either (1) maintain their level of performance/knowledge from pre-test to post-test (e.g., D to D, C to C, B to B, A to A); (2) maintain a score of at least C or better from pre-test to post-test (only for those students that achieved a score of C or higher in pre-testing - helping control for ceiling effects); or (3) improve their level of performance/knowledge (e.g., F to D, D to C, C to B, B to A). Students who decrease their performance by a letter grade are considered to have not met this objective.
- ***Number of Participants Measured:*** 75
- ***Number of Participants Meeting Success Criteria:*** 75 (100.0%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale:*** The program is encouraged to consider being more focused with the career exploration activities and incorporating this into more of the project-based learning plans.
- ***Rationale:*** This objective and metric are focused on the impact of the 21st CCLC program on student's core academic skills and engagement in career exploration. Based on the assessment data submitted, the program is encouraged to consider being more outright with the career exploration activities and incorporating these into more of the project-based learning plans. This can take the form of having a 'Career Explorer"" section of every project - where students discuss and learn about careers associated with the project topic (e.g., different engineers, programmers, doctors, etc.). Naming the section and focusing on careers will help students realize they are actually exploring careers in the program. This was already worked upon with the program through on-site trainings led by the evaluator for teachers and program administrators.

- ***Data Collection and Evaluation Recommendations and Rationale:*** No Changes Needed. Continue collecting the multi-point assessments, as proposed and approved within the grant application.
- ***Rationale:*** The program implemented data collection efforts according to the timeline established for pre-post and/or pre-mid-post data collection during the 2016-2017 program year. The program is encouraged to continue providing pre-post and pre-mid-post assessments on a written and pre-planned timeline. Such multi-point assessments help demonstrate the impact of the afterschool program, while also allowing for continuous improvement and modifications to maximize the impact on students, families, schools, and communities. The program should ensure ALL students receive pre-post assessments if they are enrolled during the identified testing window.
- ***Analysis:*** The After-School All-Stars (Tampa Bay) 21st CCLC Program collected multi-point, performance-based, pre-mid-post comparative assessments in career exploration from a total of 75 out of 114 regularly participating middle school students (65.8%) during the course of the 2016-2017 program year (Summer 2016 and 2016-2017 Academic Year). While additional students may have had some assessment scores, this analysis only considers those students with at least two comparable scores on the same measure. Of these 75 students, a total of 75 regularly participating middle school students demonstrated achievement of this performance-based objective on at least one of the career exploration pre-mid-post assessments provided during the course of the program year.

Program Objective 7: 40% of regularly participating family members will increase their involvement in student education as measured by perceptual survey (parent).

- ***Content Area:*** Adult Family Services - Parental Involvement
- ***Objective Grade Level:*** Middle School
- ***Benchmark:*** 40%
- ***Measure and Data Collected:*** Perceptual Survey (Parent)
- ***Data Collection Timeline:*** Pre, Mid, Post Assessments

- ***Success Criteria:*** Demonstrate improvement from baseline and/or maintain a current score of 60% or above on the Adult Literacy Survey (score of 3/5 or higher on the assessment).
- ***Number of Participants Measured:*** 97
- ***Number of Participants Meeting Success Criteria:*** 92 (94.8%)
- ***Objective Progress Rating: 5 Stars (Meets or Exceeds Benchmark)***
- ***Programmatic Recommendations and Rationale:*** No Changes Needed. The program is encouraged to continue providing adult literacy events with the current literacy topics and foci. The program may wish to develop a written plan and timeline for the next year of operations, to include adult family member events and strategies for increasing participation of these adults.
- ***Rationale:*** The program is providing adult literacy events as required by the approved grant application. The program is reminded to provide at least six (6) literacy-based events to all parents at all sites - meaning that each site would need to provide at least six events. The program may wish to implement a parental agreement that requires a certain level of participation, while also increasing the number of events at each site to enhance parent participation.
- ***Data Collection and Evaluation Recommendations and Rationale:*** The program should develop a written method for collecting and entering both adult family member attendance (by student and by event) into the master student database, as well as collecting and entering the Adult Literacy Performance Survey (ALPS) for the next program year. All adult family events and all adults in attendance should complete the ALPS (one per adult, per event).
- ***Rationale:*** The program only collected a limited amount of data to support this objective. The number of surveys is less than the actual number of adult family members that were involved in program activities, suggesting the program did not collect these surveys from all adults attending the literacy events. Regardless, the program should consider using the adult literacy performance survey and a detailed plan for how such surveys will be administered to increase response rates. The program is also reminded as to the importance of collecting all necessary data from adult family members, as inclusion of participation data by student is helpful to demonstrate the reach and impact of the program. The program is encouraged to make full use of the master student database to collect and score these data on adult participation (by student and by event). The

program should ensure appropriate methods are in place for the next program year to ensure these data are fully collected and entered.

- ***Analysis:*** The After School All Stars (Tampa Bay) 21st CCLC program collected adult literacy assessments following each adult literacy event provided to students' adult family members. The surveys were created by the After-School All-Stars and designed to be provided at the end of the event and prior to the parents leaving, though some surveys were also given to parents in the days following the adult literacy events. A total of 97 regularly participating students had their family members attend and/or complete a survey for at least one event (85.1% of the 114 regularly participating students in the program). Ultimately, with the survey responses scored from 1 to 5, where a score of 3 or higher is considered success, a total of 92 students had parents indicating improved literacy or knowledge following at least one event (94.9% of the 97 students represented with at least one survey). Many students were represented at multiple events, though success on this metric only requires a successful score on at least one of the multiple surveys completed by adult family members for each student.

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Section 11

Lessons Learned and Recommendations

Overall, the After-School All-Stars (Tampa Bay) 21st CCLC Program has fully implemented the project-based learning plans, academic enrichment, and personal enrichment activities, as proposed in the approved grant application. After School All Stars progressed towards all program objectives that could be assessed during the program year, as based on the objective rating system developed by the Florida Department of Education. More specifically, the After-School All-Stars (Tampa Bay) 21st CCLC program met or exceeded the proposed benchmarks in all six out of six objectives (100.0%). Because of the unique challenges associated with developing a strong and diverse 21st CCLC program, results presented in this summative report should be viewed as reflecting a "work in progress" for the current program year, rather than a final outcome. It is believed that the findings and recommendations within this report will help guide the future efforts of After School All Stars toward enhancing the program and furthering progress towards stated goals and objectives. Within the model of continuous program improvement, several recommendations for further enhancing the After-School All-Stars (Tampa Bay) 21st CCLC program are provided. These are not considered "weaknesses," as the program is already focused on addressing many of these challenges and/or implementing these recommendations. Rather, this section serves to document 'growth edges,' or those areas where the program is planning or should plan to focus additional attention during the next operational year.

It is important that After School All Stars review the entire report, as some recommendations are made within individual sections, but are not repeated under this section. Unlike the recommendations made in the prior sections, the following recommendations are more critical and/or require more guidance than was possible in the prior sections. All recommendations are carefully considered and are only included if they will either help the program make greater impact on students and/or will bring the program into compliance with the rules, regulations, and/or requirements of the Florida Department of Education and/or the US Department of Education.

LESSONS LEARNED

The After-School All-Stars (Tampa Bay) 21st CCLC program was led by a team of dedicated and experienced individuals at the program and site levels. After School All Stars worked to develop and implement a strong program – staffed by motivated teachers and staff members who engaged the students and piqued student interest in the topics being taught. The following provides the program's most salient 'lessons learned', as evidenced by program interviews and evaluation site visits.

Lesson Learned: Establish Tradition and Presence

The After-School All-Stars (Tampa Bay) 21st CCLC program learned that one of the most effective methods for gaining community support is to have a strong community presence and a proven tradition of services focused on the children and their families. The program focused on what students needed and built upon relationships with the families. This provided After School All Stars with the community presence needed to build a strong staff to support the 21st CCLC program.

Lesson Learned: Develop Relationships for School Level Data

The After-School All-Stars (Tampa Bay) 21st CCLC program learned the importance of formal partnerships and agreements with the school district to obtain necessary data on 21st CCLC student participants. The data included more than just grades and state standardized test scores, with the district providing a bulk of the demographic, outcome, and metric data needed by the program. This not only significantly reduced the burden on the sites to collect such information from alternative sources (e.g., directly from report cards or from individual schools), but also significantly reduced any potential for errors in the transcription of the outcome data. This partnership has also provided an outstanding resource to help ensure students receive services that are more tailored to their individual needs.

Lesson Learned: Develop Strong Project-Based Learning Plans

The After-School All-Stars (Tampa Bay) 21st CCLC project has learned the importance of providing highly engaging, informal, and hands-on projects to support the academic achievement of students. The program learned that students who regularly engaged in such activities provided through the 21st CCLC program were also more engaged in school, were more receptive to academic learning, and generally were more satisfied and engaged in the learning process during program hours. Several projects have been

viewed during several visits with the program - all of which were outstanding and well-developed. All the projects viewed were supported with strong lesson plans, plenty of manipulatives and reading items, and all necessary materials needed for the teachers to implement the projects. The projects are all designed by or adapted by the program to ensure ease of use and alignment with the Florida standards covered at each grade level and meet the objectives of the 21st CCLC program.

Standardized Program Expectations

The After-School All-Stars (Tampa Bay) 21st CCLC program has learned that establishing an outstanding set of expectations for the program helps to provide for consistency across all staff members, students, and parents in all program activities. Having clearly written rules and expectations were best provided in separate 'manuals' for program staff, parents, and students. Through such manuals, parents are well-educated that the program is federally funded and that there are strict expectations for their children to remain as participants, students are education as to appropriate behavior and expectations in the program, and staff members are aware of the goals and objectives of the 21st CCLC program.

RECOMMENDATIONS FOR IMPROVEMENT

Maximize Use of Afterschool Resources

As a standard recommendation for all 21st CCLC programs in Florida, the After-School All-Stars (Tampa Bay) 21st CCLC Program is encouraged to read and utilize the variety of resources provided by the Florida Department of Education at http://www.fldoe.org/curriculum/21century/ and the 21st CCLC State Administrative Project (FLDOE/USF). Resources provided by these entities are specifically tailored to help Florida's 21st CCLC programs and include such topics as curricula, activities, funding opportunities, staff trainings, and assistance with evaluation and data requirements. The website also provides links to a number of additional resources for out-of-school programs, such as http://free.ed.gov/ (a free curriculum resource provided by the United States Department of Education). Additional resources are located at the CASPER resources website (Center for Assessment, Strategic Planning, Evaluation and Research; www.casperfl.com). The program is also encouraged to continue exploring additional opportunities for professional development directly related to afterschool programming, curriculum, and instruction. For instance, staff members could attend the Florida Afterschool Conference and share knowledge with other staff. In addition, free

online professional development resources are readily available, such as the SEDL National Center for Quality Afterschool (http://www.sedl.org/afterschool/), the Florida After School Alliance (FASA) (http://www.floridaafterschool.org/), and the Florida Afterschool Network (FAN) (http://www.myfan.org/).

Improve Average Daily Attendance

The After-School All-Stars (Tampa Bay) 21st CCLC program experienced some difficulty with achieving the proposed level of student services, as indicated by the average daily attendance reported to the Florida Department of Education and the External Evaluator. The 21st CCLC Program proposed to serve a specific number of students per day of operation, and the program should increase focus on ensuring this level of student services is achieved throughout the program year. After School All Stars is encouraged to first work towards increasing enrollment well above the number of students needed to meet daily attendance numbers, then developing a plan to increase the retention and daily attendance of those students already enrolled. It may be necessary for the program to consider new projects, new staffing plans, or new strategies to help encourage enrolled students to attend the program more regularly (or attract new students into the program). After School All Stars may face funding reductions and/or other punitive ramifications from the Florida Department of Education due to the lower-than-expected attendance of 21st CCLC students – and the program is encouraged to review the daily attendance requirements for the 2017-2018 program year, wherein the FLDOE requires the program to have 95% attendance by the middle of the year to avoid mid-year budget reductions. It is likely necessary to over-enroll the program, and it may be necessary to create an emergency staffing plan for instances when more students attend than staffing allows, which can include substitutes and/or the site coordinator overseeing a group of students for the day. As per the FLDOE, having some days where the program is minimally understaffed is not considered an issue of compliance (e.g,, a program with 1:20 ratios might have 1:21 on a day when more students attend than expected), though the program should be careful to ensure such understaffing is not a regular occurrence. After School All Stars should also ensure all agency policies, local regulations, and state laws are consulted and followed in terms of staffing and student ratios. If the program cannot accommodate more students, then the program should consult with their assigned Program Development Specialist at the FLDOE for options.

Improve Regular Student Attendance

As defined by the US Department of Education, it is reasonable to assume that regular attendees are more likely to represent those students who have received a sufficient

"dose" of the 21st CCLC programming for it to have a positive impact on academic and/or behavioral outcomes. The US Department of Education defines 'regular attendees' as those attending at least 30 days of programming. As of the end of the 2016-2017 program year, the 21st CCLC Program found some challenges in retaining student participants – achieving a lower-than-desired rate of regular attendees compared to total enrollment. In general, any proportion over 50% suggests successful retention and student engagement. The program is encouraged to explore the reasons why such a large percentage of students have either left the program or have not attended on a regular basis (e.g., they may only attend on Mondays). If necessary, the program should consider procedural or programmatic changes to increase the overall rate of regular participation. It is likely that increased and regular attendance results in more positive academic and behavioral outcomes.

Enhance Career Exploration Integration

The After-School All-Stars (Tampa Bay) 21st CCLC program is encouraged to consider being more focused with the career exploration activities and incorporating this into more of the project-based learning plans. The approved objective related to this metric is focused on the impact of the 21st CCLC program on student's core academic skills and engagement in career exploration. Based on the assessment data submitted, the program is encouraged to consider being more outright with the career exploration activities and incorporating these into more of the project-based learning plans. This can take the form of having a 'Career Explorer' section of every project - where students discuss and learn about careers associated with the project topic (e.g., different engineers, programmers, doctors, etc.). Naming the section and focusing on careers will help students realize they are actually exploring careers in the program (thus, help demonstrate engagement). This has been discussed with After School All Stars through on-site visits and debriefings led by the evaluator, and the program is already working to implement these recommendations.

Ensure Literacy-Based Adult Family Member Services

The After-School All-Stars (Tampa Bay) 21st CCLC program should carefully review the requirements of the FLDOE to ensure all parent events in the 2017-2018 program year meet FLDOE expectations. The program should not provide simple 'parent events' and less structured activities (e.g., showcases, music events, student plays, etc.) as part of the required adult family member programming. These activities may be allowable as part of culminating project events (e.g., art showcase, demonstration of anti-bullying play, etc.), but they generally would not count as the required adult family member

services and usually cannot be funded as parent events. After School All Stars should check with their assigned Program Development Specialist to ensure any questionable activity is allowable before implementation. Instead of simple parent engagement and involvement events, the program must provide the proposed number of adult family literacy trainings (or other meaningful educational activity) - where parents and adult family members can learn new skills and/or build their literacy on specific topics. It is important to note that 'literacy' is not limited to reading, and can encompass any type of knowledge and skills (e.g., computer literacy, financial literacy, parenting literacy, etc.).

Improve Adult Family Member Participation

Although After-School All-Stars (Tampa Bay) 21st CCLC program strived to provide adult family member activities that would attract most of the adult family members of actively participating 21st CCLC students, the number of students with adult family members engaged in 21st CCLC activities was lower than expected. While the desire may be 100% engagement, this is generally an unrealistic goal for any program, particularly those serving low-income populations where many parents work long hours or multiple jobs. Regardless, the After-School All-Stars (Tampa Bay) 21st CCLC program is encouraged to strive towards as high of a rate as possible, and is encouraged to develop a plan for increased parent and adult family member participation in literacy events and adult activities. This should be a written plan and/or list of ideas for engaging adult family members and increasing involvement. These ideas could potentially include outreach efforts (e.g., flyers, newsletter, phone calls), parent interest survey completed when they pick up their children (e.g., survey for them to check off what they would be interested in attending and when), and adult literacy event enhancements (e.g., food, high-interest speakers, etc.). It is noted family member involvement is very challenging in this population, and becomes even more difficult as children become more independent.

Implement the Adult Literacy Performance Survey

In addition to the statewide parent survey, the After-School All-Stars (Tampa Bay) 21st CCLC program is highly encouraged to adopt the free-use Adult Literacy Performance Survey (ALPS) for all parent literacy events. The ALPS provides for better and deeper data for adult performance impact. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. As per the instructions on the ALPS: 'Literacy is more than reading – it is competence or knowledge in any specific area. Today's training was focused on providing you information about specific topics to help your family and your student(s) succeed. We are interested in

whether the training was helpful and whether your knowledge was improved. Please answer the following questions to the best of your ability. It is okay to leave questions blank if you do not know how to answer.' The data collected by the ALPS are anonymous, and they are not connected to student or adult family member names or demographics. Anonymous data are most likely to provide realistic and more accurate responses and feedback. Data are then provided to the evaluator for analysis and feedback to the program. Note that surveys are provided after the adult literacy events, such that there can be more surveys returned than students in the program. In addition, the program should ensure all parents complete the end-of-year survey provided by the FLDOE.

Enhance Administration of Multi-Point Assessments

The After-School All-Stars (Tampa Bay) 21st CCLC program did not fully collect the multi-point assessment data originally proposed from all participating students. The program should develop a comprehensive plan and detailed timeline for collecting multi-point assessment data from the vast majority of students, which may include use of paper-pencil assessments, group-based assessment administration, or online data collection systems. There are two primary types of multi-point assessments used by 21st CCLC program across Florida: (1) pre-post assessments and (2) pre-mid-post assessments. For pre-post assessments, the program is encouraged to implement this assessment on the following timeline: (1) Summer Pre-Test (June); (2) Summer Post-Test (July); (3) Fall Baseline (August-September); (4) Fall Post-Test (December-January); (5) Spring Pre-Test (December-January); and (6) Spring Year-End Post-Test (April-May). For pre-mid-post assessments, the program is encouraged to consider the following timeline: (1) Summer Pre-Test (June); (2) Summer Post-Test (July); (3) Fall Pre-Test (August-September); (4) Winter Mid-Test (December-January); and (5) Spring Year-End Post-Test (April-May). This timeline would result in a sufficient number of multi-point assessment pairs during the course of the year on most students (students that enter the program late in the season should not be given the pre-test, unless they will receive the majority of the programming designed to impact the tested knowledge – generally considered to be 4 weeks). The pre-mid-post assessment method is not considered to be the best method for knowledge-based objectives, but can be implemented for skills-based and continuous assessments (e.g., engagement inventories, fitness measures, oral reading fluency skills, etc.). The use of pre-mid-post assessments for knowledge-based objectives is strongly discouraged, as it can be difficulty to demonstrate impact of the program and students may have a harder time remembering information from across the entire year. It is important for all multi-point assessments to

be focused on information specific to the academic and/or personal enrichment lessons. The multi-point assessments must be sensitive to prevent floor and ceiling effects (not too hard and not too easy). Without multi-point assessment data on all students and all objectives, the program is unable to accurately determine the effectiveness of the After-School All-Stars (Tampa Bay) 21st CCLC program on student knowledge and skills. It is also important that the multi-point assessments are collected often enough to allow for a progress assessment at mid-year and the end-of-year, as required by the Florida Department of Education. While other metrics, such as grades, provide some insight into program impact, they are often confounded with other variables and are less reliable to show the impact specifically related to the After-School All-Stars (Tampa Bay) 21st CCLC program.

Enhance Collection of Stakeholder Surveys

The After-School All-Stars (Tampa Bay) 21st CCLC program is required to administer statewide stakeholder surveys distributed by the Florida Department of Education. While these surveys include more questions than necessary to evaluate the specific objectives for this program, the additional questions are used by the FLDOE to help evaluate the overall state of Florida. As such, these surveys are critical for the program to collect – both to support the evaluation of this program and the evaluation of the state. The program is reminded that failure to collect state-mandated surveys and/or provide requested data becomes an issue of non-compliance with the federal law governing 21st CCLC programs and, as such, the FLDOE is provided the authority to terminate the entire program due to such nun-compliance with state evaluation efforts. As such, the After-School All-Stars (Tampa Bay) 21st CCLC program is encouraged to develop and implement a comprehensive plan for collecting the three statewide surveys at the end of the academic year (i.e., teacher survey, student survey, and parent survey). The FLDOE expects close to 100% response rate for both the student and teacher survey, with a lower expectation for parent surveys due to the additional complexities of collecting such data from parents in the targeted populations. Again, the program should be aware that the FLDOE can significantly reduce the program budget or terminate the program as a punitive ramification if these data are not collected as instructed. It is likely the FLDOE will require After School All Stars to submit a corrective action detailing how these surveys will be fully collected for the 2017-2018 program year, such that developing the plan before being required by the FLDOE could be seen as a proactive effort by the agency and mitigate ramifications of failing to collect these surveys from an adequate number of stakeholders in the 2016-2017 program year.

Ensure Accurate Reporting of Data

The After-School All-Stars (Tampa Bay) 21st CCLC program provided a master database of students, which supposedly included all students who had attended the program during reporting year (Summer 2016 and 2016-2017 Academic Year). However, there are concerns with the data provided by the program in terms of programmatic attendance. The data provided by the program does not match the data submitted to the FLDOE using the online deliverables system, with significant discrepancies in monthly attendance averages. This means that either the data reported to the FLDOE is erroneous or the data reported to the evaluator is erroneous. The assumption is that the data reported to the evaluator is in error. It is imperative that the program develop a comprehensive system and plan for ensuring the master database or internal tracking system contains ALL students that are being counted as 21st CLCC students and reported to the FLDOE on the deliverables system. There should be no discrepancies between attendance data submitted in the various databases, as the master database should inform the online submission. Because of the discrepancies, the data reported on student enrollment, student attendance, and average daily attendance must be interpreted with caution, as they likely underreport the actual services provided by the After-School All-Stars (Tampa Bay) 21st CCLC program.

Enhance Selection of Professional Development Topics

Selecting the best trainings for staff can be difficult, and programs often use a variety of methods for selecting the trainings provided under the grant. The program does not currently utilize any formal method for determining which trainings might be best received and most beneficial for the 21st CCLC program staff. A formal process would provide valuable guidance and information to the program, while also providing helpful documentation to demonstrate how the program is addressing the needs of staff members. Therefore, the program is encouraged to consider implementing a formal staff interest inventory and/or needs assessment to help guide professional development trainings and topics. The program should document when the survey was provided, how many staff members completed the survey, and how the survey was utilized to guide topics for trainings and/or resources. It is noted that the program can provide professional development and training though a variety of means, including computer-based trainings and manualized trainings. The program should explore the resources provided by the Florida After School Alliance for free online training courses (and the ability for the program to create and post their own internal trainings for free).

Enhance Documentation of Program Partnerships

One of the goals of the 21st CCLC program is to continue activities beneficial to students and their families after the five-year project period. The 21st CCLC Program has engaged several partners to support the 21st CCLC program, including the District and individual schools. While the program provided a list of partners supporting 21st CCLC, the list seemed incomplete and the program may not have accurately estimated the value of the contributions throughout the year. It is important that the program maintain documentation as to which partners are supporting the 21st CCLC program directly or indirectly and how the support is utilized. Of most importance is the estimated valuation of the partnership and any services or support provided. This should be a reasonable estimate, but does not need to be exact. Ideally, when possible, the program should obtain a partnership letter or partnership form from each partner where they indicate the estimated value of services provided in support of the 21st CCLC Program. Every partner directly or indirectly supporting the 21st CCLC program and activities should be included and added as they become engaged with the program and/or school. The program is encouraged to ensure accuracy of the partnership documentation process and ensure partners are added to a database throughout the year, such that none are forgotten when needing to submit to the federal reporting system. Each individual volunteer should be considered a partner, as well as any vendor providing a discount on necessary services. The program reports having some success attracting new partners through agency board member connections. These are reported to have included a Globetrotters performance, a Rays baseball game, a career exploration visit to Metro PCS, and a visit to the site by Fox Sports. Students also reportedly benefitted from a partnership with USF and AmeriCorps that allowed the program to schedule additional tutors during programming. However, tracking information and documentation of these partnerships was not provided to the evaluator, such that they could not be included in the summative evaluation or reported to the federal government. It is important that all partnerships are tracked and reported to the evaluator in the system requested for 21st CCLC programming. The partnership spreadsheet helps ensure all necessary information is available for reporting to the state and federal governments.

Keep Online System Updated

It is important that all elements of the online system are maintained with accurate information. The program did not enter accurate information during the 2016-2017 academic year when compared with the student-level data provided to the evaluator for review. If the site is closed for the day, the program must report this to the FLDOE to

prevent these 'zero' attendance days from counting against the average daily attendance. It is noted that, should the program not make up the days missed, the FLDOE may reduce the award accordingly. However, failure to inform the FLDOE that the program site was closed could result in a termination of the grant due to a breach of the proposed level of funded operations.

When possible, the program should strive to keep deliverables separated (e.g., having sign-in sheets from only one training in each upload). The program can upload multiple documents to the system under one deliverable without issue, such that this will help to keep the program organized and assist in review of program deliverables. Other items appear incomplete on the online system (e.g., parent events do not always include agendas, etc.). Overall, the program is encouraged to develop a system that will keep the required uploads both organized and complete. The program is also encouraged to develop a firm procedure for the entry and submission of daily attendance data, as there were several inaccuracies discovered during the data analysis process for this summative report, and other issues identified by the program outside of the evaluation process. Most of the issues were not corrected online, as the FLDOE determined it was 'too late' to make any adjustments to the online attendance submission. Regardless, the errors and omissions were easily preventable with a carefully outlined procedure for data submission. The program has been working with the evaluator to develop a system, wherein the data will be checked each month by the evaluator prior to final submission. The program is encouraged to consider the online system as a complete repository of general information about the implemented 21st CCLC program, providing a backup of program components that drive funding, expenditures, and actual activities for students and families.

Utilize Updated Master Databases

As part of the evaluation process, the After-School All-Stars (Tampa Bay) 21st CCCL program is provided a master student database for the collection and maintenance of all necessary data to support the evaluation and state submissions of the 21st CCLC program. The program is encouraged to make strong use of the master database system for collecting data and reporting monthly attendance for each individual student. The database was developed and refined based on guidance from the FLDOE and is designed to streamline the baseline, baseline update, mid-year, and end-of-year data submission requirements for the 21st CCLC program (the database includes an integrated system for generating the database deliverables due to the state). The program also did not provide data on student attendance by component. The program should maintain the master

database such that both before school and afterschool are represented. This is done through the use of three columns – before school only, afterschool only, and both before/afterschool. It is imperative that the program utilizes the master student databases and initiate the process of collecting data on this system. The primary purpose of the database is to reduce the number of errors and mistakes inherent in the previous system used by the program.

Ensure Proper Operations

The program did not operate the hours proposed and funded. The program proposed to operate 2.0 hours per day before school and 1.95 hours per day afterschool, but only operated 1.22 hours per day before school (on average, having started at 1.5 hours per day and decreasing to 1.25 hours per day by the end of the year) and 1.89 hours per day afterschool (operating between 1.75 and 2.75 hours per day, with Mondays operating an additional hour). In terms of afterschool, the program nearly operated the hours proposed, but did not operate the number of days proposed, in part because this was the first year of this grant. The program did not provide justification for the lower number of daily hours, the lower number of days, nor the reason why the before school program did not operate every day the afterschool program operated. It is imperative the program operate as proposed and funded to ensure compliance with federal laws and regulations, as well as state rules and regulations pertaining to 21st CCLC programming.

<<----------END OF REPORT---------->>

If you are interested in learning more about the
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"Education is the most powerful weapon which you can use to change the world."

— Nelson Mandela

Report Prepared By

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