



After-School All-Stars of Tampa Bay

Village of Excellence Academy
Cohort 16

SUMMATIVE EVALUATION REPORT

Project Year 2019-2020



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COMMUNITY LEARNING CENTERS
F L O R I D A

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1.0 INTRODUCTION OF PROGRAM

Provide a narrative in the text box below that outlines the following:

- *this specific program's function and purpose*
- *the program's enhancement on the community and the students served*

**Note: Any information regarding 21st CCLC overall can be shared at the end of this report.*

The Tampa ASAS (Village Academy) 21st CCLC program (Project Number: 29R-2440B-0PCC2) is a Cohort 16 program operated by the After School All Stars of Tampa Bay. This 21st CCLC program has provided student-focused programming under the current grant for three years, having successfully navigated the competitive grant process in the 2017-2018 program year. Since beginning operations in 2017-2018, the Tampa ASAS (Village Academy) 21st CCLC program has worked to provide all services for which it was funded and has historically made progress towards the approved goals and objectives. As per the 2019-2020 grant application, the Tampa ASAS (Village Academy) 21st CCLC Program received \$56,042 to implement student-focused programming at one site: Village of Excellence Academy. Overall, the Tampa ASAS (Village Academy) 21st CCLC program proposed to serve students in grades 5-8, with a proposed average daily attendance at the one site location of 48 students per day afterschool and 75 students per day during the Summer of 2019. The 21st CCLC program targeted the 136 students attending Village of Excellence Academy – with 100% of these targeted students qualifying for free or reduced-price lunch (an indicator of low-income families). Designed to complement and enrich regular school day instruction, the function of the Tampa ASAS (Village Academy) 21st CCLC program was primarily designed to impact middle school students in the following ways: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) improve engagement in career exploration; and (4) increase adult literacy and parenting skills.

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

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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). Overall, the Tampa ASAS (Village Academy) 21st CCLC program designed a strong academic component to support three core areas: (1) reading and language arts, (2) mathematics, and (3) science. The staffing plan implemented by the program allowed each of these academic components to be supervised by teachers certified by the Florida Department of Education (FLDOE). The Tampa ASAS (Village Academy) 21st CCLC Program wrote detailed lesson plans for all academic activities, ensuring that the activities provided during the 21st CCLC program did not mirror the regular school day, but reinforced topics taught during the regular day school. The Tampa ASAS (Village Academy) 21st CCLC program also offered 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. Further, the program offered families of actively participating 21st CCLC students the opportunity for literacy and related educational development. The Tampa ASAS (Village Academy) 21st CCLC program provided as many adult family member services as possible during the 2019-2020 program year.

The Tampa ASAS (Village Academy) 21st CCLC program offered many intangible benefits to students, such as the opportunity to engage in activities that help them 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. Overall, the Tampa ASAS (Village Academy) 21st CCLC program was designed to provide a wide range of enhancements for the community, families, and students served.

<<< ---- End of Section ---- >>>

2.0 STUDENT CHARACTERISTICS

2.1 Student Enrollment Total and Regularly Participating Students

Provide a narrative overview of student enrollment in the program in the text box below. This may include, but is not limited to:

- enrollment processes
- orientation(s)
- efforts to preserve enrollment
- daily attendance

**Note: Do not replicate the numbers shared in Table 1.*

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 Tampa ASAS (Village Academy) 21st CCLC Program activities during the Summer of 2019 and the 2019-2020 Academic Year.

Student Recruitment: As per the grant application, the Tampa ASAS (Village Academy) 21st CCLC program proposed to target specific students and their families. The Tampa ASAS (Village Academy) 21st CCLC program proposed to target a total of 48 students per day afterschool and 75 students per day during the Summer of 2019. The program proposed to target middle school students (Grades 5-8) attending Village of Excellence Academy. By focusing enrollment efforts on all students attending this school, the program was able to recruit from all 136 students within the targeted grade levels. Overall, there appears to be a sufficient population of students at the targeted school to drive enrollment in the 21st CCLC program at the proposed attendance levels. Moreover, the students at this school have a tremendous need for free out-of-school programming, with a reported 'free or reduced-price lunch' rate of a depressing 100% across all targeted students.

Historically, low-income students, as a group, have performed below higher-income students on most measures of academic success, including standardized test scores, grades, high school completion rates, and college enrollment. To address the specific needs of those students, the program targeted recruitment efforts on students who were low performing or at-risk of failure. As a charter school option, VEOA's mission is to create and support a network of K-8 public schools in under-served communities that provides students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. The Tampa ASAS (Village Academy) 21st CCLC program targeted all students at the project site, however special priority was given to socioeconomically disadvantaged students and students with disabilities who were: 1) in need of remediation in reading and/or math; 2) at risk of academic failure; and 3) exhibiting behavioral, disciplinary, and/or attendance issues. Teachers and guidance counselors recommended students based on standardized test scores, report cards, discipline reports, and parent requests. Making an

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intentional effort to reach these students ensured the program offered academic and enrichment support to the most vulnerable students.

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. The Tampa ASAS (Village Academy) 21st CCLC program successfully engaged the participation of 55 students during the Summer of 2019 and 101 students during the 2019-2020 Academic Year. Based on data submitted, as shown in Table 1, 30 of these students attended both the summer and academic year program, an important consideration for the program moving forward with recruitment and retention plans. As with all 21st CCLC programs in Florida, the enrollment numbers were negatively impacted by the unexpected closure of all on-site operations on March 13, 2020, due to the global pandemic and overarching health concerns. Regardless, prior to the closures, the Tampa ASAS (Village Academy) 21st CCLC program recruited student participants throughout the operating year as slots for students opened up in the program. The enrollment numbers appropriately exceed the proposed daily attendance for the afterschool portion of this 21st CCLC project - 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, the program successfully enrolled more students than required to meet the average daily attendance proposed and approved by the FLDOE.

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 regular student attendance. Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. The Tampa ASAS (Village Academy) 21st CCLC Program collected 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 reach of the After School All Stars of Tampa Bay, 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 across the program year.

The Tampa ASAS (Village Academy) 21st CCLC Program was unsuccessful in retaining student participants – achieving a 46.6% rate of regular attendees compared to total enrollment. This is lower than many 21st CCLC programs across the country and likely has negative impacts on the ability of the program to achieve proposed objectives and positive student impacts. While the unexpected closure of the all programs in mid-March due to the

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global pandemic may have impacted the rate of regular participation, the program would still have been expected to experience more success on this metric. In general, any proportion over 50% suggests successful retention and student engagement. The program is strongly encouraged to explore the reasons why the majority of students left the program and consider procedural or programmatic changes that would increase the overall rate of regular participation. It is likely that increased and more regular student attendance will result in more positive academic and behavioral outcomes for which the program was designed.

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. As part of the application approved by the Florida Department of Education, the Tampa ASAS (Village Academy) 21st CCLC Program proposed to serve an average of 48 students per day afterschool and 75 students per day during the Summer of 2019. As demonstrated by submitted data, the program achieved 85.4% of the proposed average daily attendance (ADA) for the 2019-2020 Academic Year and 118.5% of the proposed ADA during the summer of 2019. The Florida Department of Education expects programs to achieve at least 95% of the proposed ADA, and falling short of the proposed daily attendance could be considered an increased risk by the FLDOE and result in financial and operational consequences. The program did not achieve 95% of the proposed daily attendance for the afterschool component, such that 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 1 Guidance

1. *Separate both Total and Regularly Participating Students.*
2. *Subgroup totals should add to the total number of students enrolled or regularly participating (with the exception of Racial/Ethnic Group for which students may fall into multiple categories).*

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2019 and 2019-2020 Academic Year

Center Name	Total Participating Enrollment <i>(Attending at least one day)</i>			Regularly Participating Enrollment <i>(Attending 30 days or more)</i>		
	Total	Summer 2019	Academic Year (19-20)	Total	Summer 2019	Academic Year (19-20)
Village Academy of Excellence	131	55	101	61	0	61

2.2 Student Demographics

Provide a narrative overview of the students served by this program in the text box below. This may include, but is not limited to:

- *student demographics*
- *daily attendance*
- *positive impact of students served*
- *student enrollment*

**Note: Do not replicate the numbers shared in Tables 2-11.*

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? Indeed, Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the types of students being served in 21st CLCC programming, the Tampa ASAS (Village Academy) 21st CCLC program submitted data on characteristics (e.g., grade levels, race and ethnicity, gender, and participation in special services) of all student participants served during the 2019-2020 program operational year.

Gender: It is important to understand the degree to which the Tampa ASAS (Village Academy) 21st CCLC program achieved gender equity in their enrollment. Of the 101 students served during the 2019-2020 academic year, 61.4% of student attendees were identified as male and 38.6% were identified as female. With a difference of 22.77%, it seems that the program's recruitment efforts and/or program activities were more effective at attracting male students than female students. As such, the program is encouraged to explore which practices might have contributed to a greater enrollment of one gender over the other. While this is not necessarily considered a negative indicator of the general programming, it is relatively rare for students to be disproportionately distributed across genders.

Race and Ethnicity: To better understand the types of students being served and to examine access to 21st CCLC services, the Tampa ASAS (Village Academy) 21st CCLC Program submitted racial and ethnic data about those students participating in the program. Of the 101 students enrolled in the 21st CCLC program during the 2019-2020 academic year, a total of 101 students (100.0%) were identified as being within a traditionally defined "minority group" or as multi-racial. When looking at the students served across all of Florida's 21st CCLC centers during the most recent prior program year with federal data, the majority of 21st CCLC student participants across Florida were from traditionally-defined "minority groups" (72.1%). As such, data suggests the Tampa ASAS (Village Academy) 21st CCLC Program was more successful than other programs in the state of Florida in attracting and serving student participants from the traditionally defined "minority

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groups.” It is important to note that the programmatic distribution was relatively proportional to the overall race/ethnicity distribution in the targeted school. Overall, it appears that the Tampa ASAS (Village Academy) 21st CCLC Program was successful in retaining students across the racial and ethnic groups represented in the school targeted for 21st CCLC services. The ability of the After School All Stars of Tampa Bay to attract and retain students from a variety of races is a testament to the cultural sensitivity of the programming provided, the dedication of staff members working in the program, and the commitment of the students and families enrolled in the program.

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. The Tampa ASAS (Village Academy) 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 101 students served during the 2019-2020 program year, the program reported that 94.1% of the students were identified as being eligible for free or reduced-price lunch, 4.0% were identified as having limited English proficiency (LEP), and 6.9% were identified as having some other exceptionality (ESE). Overall, data show that the Tampa ASAS (Village Academy) 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 Florida Department of Education.

Grade Levels: 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 Tampa ASAS (Village Academy) 21st CCLC Program, data were provided on the school grade levels of those students served during the 2019-2020 program year. As expected, the program served students in Grades 5-8, which is consistent with the approved grant proposal and site profile worksheets. The program is encouraged to ensure students from all proposed and approved grade levels are served within the 21st CCLC program.

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Positive Impacts on Students Served: Overall, the Tampa ASAS (Village Academy) 21st CCLC program worked to provide a full array of services to all eligible students without regard to student demographics – focusing on providing equitable access to 21st CCLC activities for all students. It is incredibly important to ensure the 21st CCLC program has a wide range of students, as diversity helps improve both cultural sensitivity and tolerance among all students. It is this diversity of culture, thoughts, and experiences that helps create impactful 21st CCLC programs that 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 that 21st CCLC activities during out-of-school hours 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. Specific outcomes of the Tampa ASAS (Village Academy) 21st CCLC program are discussed later in this summative evaluation report.

Tables 2 – 11 Guidance:

- **Separate Total and Regularly Participating student enrollment by Summer 2019 term and 2019-2020 Academic Year.**
 - Total Participating students are those that participated in the program for at least one day.
 - Regularly Participating students are those that participating in the program for at least 30 days or more.
- The sum of each category should equal the respective population being measured for that table (i.e. Total Participating or Regularly Participating).

Table 2. Summer 2019 – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students

Summer 2019 Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
Village Academy of Excellence	30	25	--	10 - 15	0	0	--	--

* Data Not Provided = Gender is unknown, cannot be verified, or not reported.

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Table 3. 2019-2020 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.

Academic Year 2019-2020	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
Center Name	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
Village Academy of Excellence	62	39	--	10 - 15	36	25	--	10 - 15

* Data Not Provided = Gender is unknown, cannot be verified, or not reported.

Table 4. Summer 2019 – Population Specifics: Total Participating Students

Summer 2019 All Students	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Village Academy of Excellence	0	55	--	9	46	--	51	4	--

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 5. 2019-2020 Academic Year – Population Specifics: Total Participating Students

Academic Year All Students	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Village Academy of Excellence	4	97	--	7	94	--	95	6	--

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 6. Summer 2019 – Population Specifics: Regularly Participating Students

Summer 2019 Regular Students (30+)	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Village Academy of Excellence	0	0	--	0	0	--	0	0	--

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 7. 2019-2020 Academic Year – Population Specifics: Regularly Participating Students

Academic Year Regular Students (30+)	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Village Academy of Excellence	1	60	--	4	57	--	61	0	--

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

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Table 8. Summer 2019 – Student Race and Ethnicity: Total and Regularly Participating Students

Center Name	Total Participating Students							Regularly Participating Students								
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Summer 2019																
Village Academy of Excellence	--	--	54	--	--	--	1	--	--	--	--	--	--	--	--	--

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

Table 9. 2019-2020 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students

Center Name	Total Participating Students							Regularly Participating Students								
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Academic Year 2019-2020																
Village Academy of Excellence	--	--	97	1	--	--	3	--	--	--	59	1	--	--	1	--

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

Table 10. 2019-2020 Academic Year – Student Grade for Total Participating Students

Center Name	Grade In School*														TOT
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Academic Year Only All Students															
Village Academy of Excellence	--	--	--	--	--	--	21	28	22	30	--	--	--	--	101

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

Table 11. 2019-2020 Academic Year – Student Grade for Regularly Participating Students

Center Name	Grade In School*														TOT
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Academic Year Only Regular Students (30+)															
Village Academy of Excellence	--	--	--	--	--	--	9	20	14	18	--	--	--	--	61

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

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3.0 PROGRAM OPERATIONS

Provide a brief narrative of the program’s operation in the text box below. This narrative may:

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

Summer 2019 Operations

The National Summer Learning Association (www.summerlearning.org) recognizes the impact that high-quality, structured summer programs can have on students from high-poverty environments. Students attending programs such as the Tampa ASAS (Village Academy) 21st CCLC program gain access to healthy food, academic experiences, personal enrichment, and opportunities for physical activity. Without idle-time and lack of supervision, opportunities to participate in unsafe behaviors are limited. Summer programs not only improve life for students and families, but the local workforce stays strong when adult family members are afforded the opportunity to work summer hours rather than remain home to care for their children during the day. Recognizing the dangers of the “Summer Slide” and the need in the community for summer services, the Tampa ASAS (Village Academy) 21st CCLC program provided a comprehensive program during the Summer of 2019. The 21st CCLC program began providing services on June 10, 2019 and ended on July 25, 2019. This provided all participating students with 28 days of summer services focused on academic support and personal enrichment. With students not attending the regular school day, the 21st CCLC program was able to provide services for 4 days per week and 4 hours per day. As such, the program offered a total of approximately 16 hours per week of services during the summer.

Academic Year Operations (Face-to-Face)

As per the grant application, the Tampa ASAS (Village Academy) 21st CCLC program was approved to operate an out-of-school program for 145 days starting October 01, 2019 and ending May 29, 2020 (it is important to note that the program operated in August and September under an extension from the prior year of funding). Ultimately, the Tampa ASAS (Village Academy) 21st CCLC Program began providing 21st CCLC academic-year services on August 12, 2019. The program ended academic year operation on March 13, 2020, which was earlier than anticipated due to the global pandemic and school closures across Florida. All 21st CCLC programs had no alternative than to close when schools and community infrastructures were shuttered on March 15, 2020. Unfortunately, the global health pandemic was not resolved prior to the end of the academic year, such that the Tampa

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ASAS (Village Academy) 21st CCLC program did not restart in-person out-of-school services following the closure in March.

Regardless of the unanticipated closures, during the time when the program was operating face-to-face, the 21st CCLC program provided in-person afterschool services for a total of 133 days. During this time, the program typically operated 5 days per week and 1.75 hours per day afterschool. Ultimately, based on submitted data, the Tampa ASAS (Village Academy) 21st CCLC Program appeared to operate the in-person (face-to-face) 21st CCLC program as proposed in the grant application.

In-Person Program Characteristics: During the course of the 2019-2020 academic year, the Tampa ASAS (Village Academy) 21st CCLC program developed and implemented a comprehensive and structured out-of-school program with the overall goal of improving student academic achievement (as required by federal law). Within this overarching goal, the program intended to: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) improve engagement in career exploration; and (4) increase adult literacy and parenting skills. Having started services early in the academic year, the 21st CCLC program was able to design and fully implement an entire compliment of activities and services. The program developed project-based learning plans and lesson plans to support most activities, all of which are available for review and many of which were already submitted to the FLDOE by the program as part of the deliverable process.

More specifically, the program provided a breadth of academic activities to support student achievement, including: (1) project-based learning for all students for approximately 45 minutes per day to address student needs in English language arts, mathematics, and science; (2) “Mindworks PBL,” a project based learning curriculum to all students, at least weekly, to encourage hands-on learning in a fun and engaging atmosphere; (3) homework assistance for all students for approximately 30 minutes per day to provide small group and individualized support (students read books if they finish their homework); and (4) “Design Squad PBL,” a math integration curriculum to all students, at least weekly, to support mathematics learning through student designed projects such as racing solar cars and bridge building. The program also provided a number of personal enrichment activities for 21st CCLC students, including: (1) “SPARK,” a physical fitness curriculum, to all students to support a healthy lifestyle by encouraging everyone to participate, regardless of athletic ability; (2) structured nutrition lessons to all students at least weekly to encourage healthy lifestyle choices; (3) Junior Achievement’s “It’s my Business, It’s My Future” Curriculum to all students throughout the year to facilitate job shadowing; and (4) “After School All Stars CEO,” a cross-curricular program to all students to address topics in personal finance, money management, and professional workplace conduct. Further, the program provided

adult family member events supporting parents through topics including homework help resources, exam and test preparation, internet safety, underage drinking awareness, and a health and wellness expo. The program appropriately allowed student activities to “breathe” and “live” – allowing plans to change based on student voice, student choice, and student interest (as is the best practices for project-based, problem-based, and theme-based learning initiatives).

Academic Year Operations (Virtual)

Due to a global pandemic and emergency health crisis, the Florida Department of Education (FLDOE) and the Florida Governor announced that all schools would be closed starting March 15, 2020. This resulted in all 21st CCLC programs closing and ceasing all operations after Friday, March 13, 2020. As school districts across Florida were implementing newly developed online and virtual learning options to continue student education, many Florida 21st CCLC programs were unable to fully implement virtual and online strategies to provide supplemental services to students outside of the virtual school-day. The Tampa ASAS (Village Academy) 21st CCLC program considered providing virtual afterschool programming, but the students and families targeted by the program were inundated with new online learning expectations, and the program struggled to obtain sufficient commitment from teachers, staff, families, and students. In addition, the program indicated there were significant challenges getting necessary internet access to students - a fact that impacted both the regular school virtual programming and the ability to implement a virtual afterschool program. It is also important to note that there was considerable confusion about “if” and “when” schools might reopen, and many programs waited too long to develop a virtual program thinking schools might reopen by the end of the year. Ultimately, the Tampa ASAS (Village Academy) 21st CCLC program believed the best course of action was to forego virtual afterschool programming and focused on future student programming once schools and communities reopen. As such, the program did not provide any out-of-school programming after March 15, 2020.

In addition to submitting project-plans and lesson plans for review by the FLDOE, the program was visited by the external evaluator during the course of the program year. During these visits, program lesson plans and project-based learning plans were reviewed with the program director program staff members, while student activities were directly observed during on-site visits. Teachers and students were interviewed and provided verbal descriptions and explanations of their projects and activities, as well as hands-on examples of most projects and theme-based activities (when available). During every visit, it was apparent that the project-based learning plans and theme-based program units were carefully developed by teachers or adopted from research-based curricula. Overall, program staff members were provided opportunities to make modifications to the activities based on their

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personal interests and student feedback. Any such changes were reviewed and approved by the program director prior to implementation. Not all activities were project-based or theme-based, such as some personal enrichment activities. However, all activities provided appeared to meet the expectations of the FLDOE and activities within the grant application.

Complete the table below as indicated in the headers.

Table 12. Summer 2019 Operation

Center Name	Total number of weeks THIS center was open	Typical number of days per week THIS center was open	Typical number of hours per day THIS center was open		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS/HOLIDAYS
Village Academy of Excellence	7	4	4	--	--

Table 13. 2019-2020 Academic Year Operation

Center Name	Total # weeks THIS center was open	Typical # days per week THIS center was open	Typical # hours per day THIS center was open				Total # days THIS center was open			
			Before School	During School	After School	Weekend / Holiday	Before School	During School	After School	Weekend / Holiday
Village Academy of Excellence	27	5	--	--	1.75	--	--	133	--	

<<< ---- End of Section ---- >>>

4.0 STAFF CHARACTERISTICS

Provide a brief narrative of the composition of staff at each center in the text box below. This narrative may include, but is not limited to:

- *staff demographics,*
- *ratio of students to staff, staff quality (training and certifications) and*
- *turnover*

Regardless of the adequacy and depth of proactive planning and regardless of the quantity of operations and services, implementing and maintaining high-quality out-of-school programming depends upon consistently effective program management and staffing. Indeed, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. Overall, the Tampa ASAS (Village Academy) 21st CCLC program attracted experienced staff members to provide both core academic enrichment and personal development activities to actively participating 21st CCLC students. The Tampa ASAS (Village Academy) 21st CCLC program developed a staffing plan and received necessary funding under the 21st CCLC grant to fully staff a comprehensive, structured, and student-focused 21st CCLC program.

General Staffing Plan: While the Tampa ASAS (Village Academy) 21st CCLC program was forced to close earlier than expected due to the global health pandemic, the regular-program staffing model was fully implemented prior to such closures. For the 2019-2020 program year, the ASAS Tampa Bay 21st CCLC program took steps towards adding positions that would strengthen expertise, improve program quality, and meet grant reporting requirements. The goal was to incorporate a curriculum coordinator and data specialist as permanent members of the overall team. Unfortunately, COVID19 layoffs interrupted this process, but these positions will be restored in the next year of operations. The program also shifted a part time administrative assistant position to a full time Operations Coordinator, providing more comprehensive support for Human Resources functions and for optimal organization of documentation. In addition to these staff, the ASAS National agency continues to provide support for personnel through training resources and recruitment resources. Trainings include personal safety practices, child abuse prevention, proper workplace relationships (adult and student), emergency protocol (active shooter, fire extinguisher, FA/CPR), student privacy, conflict resolution, and diversity awareness. ASAS National also provides support in recruitment by posting jobs on the national website and on job boards, as well as providing tools for interviewing and selecting candidates. School partners also supported 21st CCLC staff by providing additional training on how to use restorative practices and how to provide a safe and supportive environment for special needs

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students. As shown by submitted data, the 21st CCLC program reported employing a total of 13 staff members during the Summer of 2019, 13 staff members during the Fall of 2019, and 14 staff members during the Spring of 2019. In total, the program employed 17 staff members across the entire 2019-2020 reporting year.

For this 21st CCLC project, ASAS created 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.

Use of Certified Teachers: As required by the FLDOE, academic-based 21st CCLC activities were provided and/or supervised by certified teacher (e.g., reading, writing, mathematics, and science). Personal enrichment activities were provided by certified teachers, qualified non-certified instructors, and/or a combination of staff members. While the program was not necessarily required to have certified teachers provide all aspects of the lesson plans, best-practices for afterschool programs suggest an importance to having certified teachers directly provide the academic activities to maximize impact and effectiveness. As noted, of all 17 staff members, the program reported utilizing 4 certified teachers for use primarily during the English Language Arts, mathematics, science, and homework assistance components of the 21st CCLC program. The program may have utilized other certified teachers, but the reporting system only allows one category to be selected for each staff (e.g., an “administrator” can also be a “certified teacher”, but if they did not provide academic remediation they would not be considered herein as a “certified teacher”). Overall, the Tampa ASAS (Village Academy) 21st CCLC program reports having utilized certified teachers as proposed in the approved grant application, as approved budget narrative, and as required by the Florida Department of Education.

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4.1 Staff Demographics

Report the data elements outlined in the table below. Provide a brief narrative describing the data. (A bulleted summary is acceptable.) Note: This data must be reported for each center. Table 14 must be replicated if your program has more than one center.

Table 14a. Regular Staff by Paid and Volunteer Status

<i>Village Academy of Excellence</i> Staff Type*	Summer 2019		2019-2020 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	1	--	1	--
College Students	1	--	1	--
Community Members	1	--	1	--
High School Students	--	--	--	--
Parents	--	--	--	--
School Day Teachers (former & substitute)	2	--	3	--
Other Non-teaching School Day Staff	3	--	5	--
Sub-contracted Staff	--	--	--	--
Other**	--	--	--	--

¹ For all staff categories, only staff paid with 21st CCLC funds are reported herein.

* These categories represent the regular responsibilities of program staff during the regular school day.

** This category is for staff members that do not fit in specific categories provided.

4.1 Staff Demographics Narrative

The Tampa ASAS (Village Academy) 21st CCLC program recruited and retained staff members from a range of backgrounds and demographic groups. It certainly enhances the overall 21st CCLC model to include some level of diversity among staff members - whether that be cultural, personal, or professional characteristics and backgrounds. The Tampa ASAS (Village Academy) 21st CCLC program collected several demographics to better understand and demonstrate who is staffing the program and working with students. The 21st CCLC program is encouraged to ensure all demographic staffing data are entered into the EZReports system, including pay status, gender, and highest educational degree. The program is encouraged to maintain these records on an ongoing basis, such that changes in program administrators and site coordinators do not impact the accurate reporting of staffing data. Certainly, maintaining an ongoing and living list of staff members will help alleviate the ‘lost data’ caused by any unexpected leadership changes. The following provides a

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general briefing as to the most pertinent characteristics of staff members from data collected and provided by the 21st CCLC program.

- Staff Members Supporting Program
 - 17 -- Total Staff Members
- Compensation Methods
 - 12 -- Staff Members Paid by 21st CCLC
 - 5 -- Staff Members Paid by Other Funds (Not Included in Tables)
 - 0 -- Staff Members Volunteering to Support 21st CCLC
- Staff Gender
 - 11 -- Paid Female Staff
 - 6 -- Paid Male Staff
- Staff Educational Levels (Highest Level Only)
 - 2 -- Master's Degree
 - 8 -- Bachelor's Degree
 - 1 -- Associate's / Professional / Technical Degree
 - 6 -- High School Diploma / GED / HS Student
- Staff Member "Regular Day" Assignment (No Duplication)
 - 5 -- Administrators or Site Coordinators
 - 1 -- College Students
 - 1 -- Community Member
 - 4 -- School Day Teachers (e.g., Certified, Substitute, Etc.)
 - 6 -- Other Non-Teaching School Day Staff

4.2 Students-to-Staff Ratio

Provide a narrative describing the ratio of students to staff at each center in the text box below. Explain how the ratio affects programming and instruction.

The Tampa ASAS (Village Academy) 21st CCLC program appears well-staffed and capable of maintaining the proposed ratio of students-to-teachers in both academic and personal enrichment activities. Within the afterschool and summer services, the 21st CCLC program ensured the student-to-staff ratio was at or below a 10:1 ratio for academic activities and 20:1 ratio for personal enrichment activities. In general, to maintain quality while controlling costs, the FLDOE allows personal enrichment activities to have a higher ratio than academic activities. Certainly, when the student-to-staff ratio is kept low in out-of-school programs, the students benefit from extra attention and instruction, while staff members are better able meet the needs of all students in their care. It is important to note that the table presented

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earlier in this section does not necessarily suggest that these are the number of staff members working each day of programming, but indicates only the total number of staff members that worked in the Tampa ASAS (Village Academy) 21st CCLC Program during the entire operational year (Summer 2019 and 2019-2020 Academic Year). When necessary and prudent, staff members can share a single position and would appear as two staff within the staffing table, as required for reporting requirements.

4.3 Staff Training

Provide a narrative description of the professional development and training provided to staff at each center in the text box below. Explain how this training affects the delivery of services for the program.

In designing and implementing a quality educational program it is vital to ensure all 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. Overall, the Tampa ASAS (Village Academy) 21st CCLC teachers and staff appear to be adequately qualified to provide the specific activities within the approved 21st CCLC program. As per the program, all staff members were trained in the federal and state 21st CCLC initiative prior to or shortly after beginning their work with 21st CCLC students and families. In addition, all staff members are provided training in the specific model proposed by the Tampa ASAS (Village Academy) 21st CCLC Program, including programmatic objectives and allowable activities (as per the approved grant). In addition to structured trainings, the program provided in-vivo trainings for 21st CCLC staff members (e.g., demonstrations, walk-throughs, guided implementation, etc.). The program also supported other training and professional development opportunities for all staff members through regular meetings and outside training opportunity (e.g., FASA Learning Academy). Staff meetings helped review 21st CCLC policies and expectations, progress towards approved objectives, and continuous improvement of program activities. Indeed, program leadership report offering all 21st CCLC staff with professional trainings and providing technical assistance to ensure an optimal education program with measurable effects on students' academic performance and social behaviors.

At the beginning of the school year or summer, ASAS focuses on required trainings that are designed to ensure safety, proper documentation and positive youth experiences (e.g., CPR, First Aid, Safe Schools series, intro to ASAS, and intro to 21st CCLC). During the school year, ASAS uses the process and curriculum designed by the Weikart Center for Youth Program Quality to identify staff and program needs and, in turn, provide Youth Methods training. An assessment team (both internal staff and external Weikart trainers) observes programming, completes a written assessment (the Youth Program Quality Assessment) and

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then aggregates their data to determine the training priorities. Depending on the results of the assessment, ASAS chooses which Youth Method training to start with and will provide that training and create an action plan for the following school year. Methods trainings include ‘Structure & Clear Limits’, ‘Conflict Resolution’, ‘Cooperative Learning’, ‘The Active Participatory Approach’, ‘Youth Voice, Youth Choice’ among others. ASAS also completes monthly ‘pulse checks’ to evaluate and make observations during programming. These documented checklists help to identify areas for training like proper supervision, emergency procedures, classroom management, etc. ASAS also consults with school administration to align trainings with school culture and methods. This process led us to include training on strategies for special needs students and de-escalating situations. Ultimately, to support student services, the Tampa ASAS (Village Academy) 21st CCLC program provided staff development through the following structured professional development opportunities:

Month	Date/Topic	Staff
July 2019	31 st EZ Reports Webinar	2 staff – Ops Dir., Admin. Asst.
August 2019	On line Safe Schools Training	All New Staff – required – 27
	22 nd National ASAS On Boarding for Site Coordinators (virtual)	Nat’l HR, Program & IT teams 2 Site Coordinators (Tampa)
	22 nd New Staff Orientation	ASAS TB leadership Front Line staff – Program Leads & Teachers
September 2019	25 th -27 th Afterschool Alliance/21 st CCLC Conference	Ops. Director, Prog. Director, 2 Site Coordinators, Exec. Director
October 2019	24 th Youth Program Quality Assessment	Regional Program Director, Ops Dir, Prog Dir, Site Coordinators
November 2019	6 th CPQI – Emergency Procedures and Student Safety	Ops Dir, Prog Dir, Site Coordinators, Front Line Staff – Teachers and Program Leads
January 2019	3 rd CPQI – Lesson Plan Implementation & 3E Lesson Planning	Ops Dir, Prog Dir, Site Coordinators, Front Line Staff – Teachers and Program Leads
February 2020	24 th Site Coordinator On Boarding	Program Director, Site Coordinators
March 2019	2 nd CPQI – Classroom Management, difficult student situations and special needs students	Prog Dir, Site Coordinators, Front Line Staff – Teachers and Program Leads

4.4 Staff Turnover

Provide a narrative addressing the data and information on staff turnover at each center in the text box below. Explain the circumstances leading to turnover and the program's efforts to mitigate turnover.

The Tampa ASAS (Village Academy) 21st CCLC program also provided data on staff turnover during the course of the 2019-2020 program year. As demonstrated by submitted data, the program had some turnover during the course of the program year, with 3 staff members leaving the program and being replaced by another staff member in the same position. Of these three staff members, two turned over between summer and the academic year, such that they had no significant impacts on the program, as new staff members were hired before the start of the academic year programming. The third staff member was an enrichment instructor that provided sufficient notice that they were replaced before their last day, such that there was also no negative impact from their departure.

Turnover 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, due to confidentiality laws and restrictions about discussing personnel issues publicly, the program cannot provide specifics about why these staff members left the program. Regardless of the reasons for the staff turnover, the Tampa ASAS (Village Academy) 21st CCLC program is encouraged to internally explore why 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. It is noted that the program employed several methods to reduce turnover, such as (1) providing coaching and support for all staff on the 21st CCLC model and selected curriculum; (2) increasing selectiveness during the hiring process to select the best-fit candidates; and (3) improving the training provided to staff members to ensure buy-in and full understanding of 21st CCLC requirements and expectations. These methods seem consistent with research on reducing turnover and improving job satisfaction, such that it can be assumed these methods were helpful in reducing turnover. Without specific feedback from staff members that these are not desired, the program should continue applying these techniques for reducing turnover and improving satisfaction among staff members.

<<< ---- End of Section ---- >>>

5.0 OUTCOMES

This section should outline each program objective, how those objectives are measured, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the program on the populations served.

The Tampa ASAS (Village Academy) 21st CCLC program developed individual program-wide objectives based on an assessment of student, parent, family, and community needs in the year prior to the competitive grant submission in 2017-2018. In order to help ensure appropriate and challenging objectives were developed, the Florida Department of Education (FLDOE) provided programs guidance in developing strong goals and objectives prior to the first day of student services (programs are not permitted to change their objectives for the duration of the five-year grant award). Each of the annual objectives, as approved by the FLDOE, 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. It is noted that these objectives are exactly as approved by the Florida Department of Education (FLDOE) using the Objective Assessment and Data Collection Tool (OADCT). Ultimately, the Tampa ASAS (Village Academy) 21st CCLC program submitted middle school objectives with the intent to: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) improve engagement in career exploration; and (4) increase adult literacy and parenting skills.

All objectives were assessed with similar activities. First, all programs were visited by the evaluator at least once during the course of the summer and academic year. This visit included a thorough review of program operations, data collection methods, and data integrity (including a check to matched entered data with hard-copy assessments). Site visits also provided a more subjective evaluation of program activities to inform both formative and summative recommendations for improvement. Second, in addition to site visits, data were reviewed throughout the year, including a thorough review of all data at mid-year (for mid-year reporting). Data were also reviewed at the end of the year, though no new performance data was added since March 15, 2020 (the due date for mid-year reporting and the date all programs due to the global health pandemic). During these evaluation events, data were reviewed for completeness, accuracy, and validity. At two points in the year, data were analyzed to determine progress towards the established objectives - first at mid-year and then at the end of the academic year (though the end-of-year analysis used the same data as mid-year due to no new performance data). Outcomes are reported both for all students (attending at least one day) and for regularly participating students (students attending 30 days or more). While the mid-year outcome data are being used for the summative evaluation

(due to program closures of on-site operations), the FLDOE generally requests that end-of-year analysis be based on regularly participating students (as noted in the text of each objective). As such, data are analyzed both ways, though the program should put greater emphasis on findings related to regularly participating students, as they most likely received sufficient dosage to drive continuous improvement.

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

List the approved program objectives and the associated activities implemented to reinforce the content area along with the type of assessments used to measure the objective. Report the data elements outlined in the table below and provide a narrative describing the data presented. Be sure to include all approved objectives. For additional program objectives, add additional tables as needed. Include the following information:

- **Measures and Data Collected:** Provide a narrative description identifying in detail **ALL** specific measures and data sources used for the assessment of each objective (measures such as grades do not require detailed descriptions, though less standard measures and data sources require detailed descriptions). Indicate and define all variables examined using these measures and data sources.
- **Data Timeline:** Provide a detailed narrative of the data collection timeline for each of the measures and data sources identified. The narrative should reflect the data chain of custody from the moment the assessment score are collected to when the data is provided to the FDOE.
- **Data Quality:** Provide a narrative summary of the overall quality of data obtained for each program objective. If there are issues with data quality (e.g., a specific program center did not provide data, planned computer-based assessment system did not save data, etc.), provide a detailed plan for how to address quality issues in subsequent years.
- **Continuous Assessment:** Provide a detailed narrative account of how the data was used for continuous (formative) assessment of progress toward each objective. Include an account of when and how the data was analyzed for formative assessment and how findings were used to guide refinements to services.
- **Student Inclusion:** Provide a narrative indicating whether all students for whom each objective is relevant were assessed. If students were excluded, detail which students were excluded and the reason for the exclusion. Reasons for excluding groups of students statistically (e.g., statistical outliers) must include the exclusion decisions and statistical results supporting the exclusion.
- **Programmatic Changes and Rationale:** Describe and provide a rationale for any planned adjustments to 21st CCLC programming for the next grant year.
- **Data Collection Changes and Rationale:** Describe and provide a rationale for any planned adjustments to the data collection or evaluation plan for the next grant year.

The 2019-2020 school year was impacted by COVID-19. These objectives will be evaluated based on the comparison between the two available data points. The End-of-Year evaluation deliverable has been waived. If the program was able to collect post-assessment data, it should be addressed here.

*Programs are **NOT** permitted to change their objectives without specific written approval from the 21st CCLC Program Office.*

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Table 15a. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 1)

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. (ES)
Description of Activities:	Primarily, English language arts instruction was integrated into other content areas as part of project-based learning activities. The “Mindworks PBL” curriculum was used as a guide to facilitate these projects. After school tutoring was offered, allowing teachers to instruct students in small groups or individually, if needed. If a student finished their homework early, they could choose from supplemental academic activities, such as reading for pleasure.
Description of Assessment:	Report Card Grades in English Language Arts
Measure and Data Collected:	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).
Data Timeline:	Data on student academic progress (grades and standardized tests) are collected directly from the school district through a formal data sharing agreement and with signed parent releases for such data. The program director provides the district staff with a list of students in the 21st CCLC program and their parent informed consents. The district provides the director with a database of student academic data. The data are then connected to other student data by the program director. They are then uploaded to EZReports by the program director and the ASAS support staff assigned to support this program (in kind).
Data Quality:	There are no data quality issues apparent for student academic data, as the program receives the data directly from the district without the need for hand entry or pulling data from report cards. The data appear accurate and consistent with Hillsborough County Schools student progression plans (i.e., how grades are assigned). Overall, the academic data seems to be of good quality.
Continuous Assessment:	Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).

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Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" 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 course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.

Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.

Student Inclusion: No students with comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.

<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
55%	9	6	67%

Narrative:
Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 10 out of 14 elementary school students with comparison grades (71.4%) demonstrated improved knowledge based on their

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ELA grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 6 out of 9 regularly participating elementary school students (30+ days) with comparison grades (66.7%) demonstrated improved knowledge based on their ELA grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is higher than the proposed benchmark of 55% of elementary school students demonstrating progress.

Proposed Programmatic Changes and Rationale:

No changes needed. We will continue providing reading and writing to elementary school students. We are meeting this benchmark.

Proposed Data Collection Changes and Rationale:

No changes needed. We have a strong partnership with the schools and will continue to foster this relationship to collect student academic data to track progress of students and ensure the program meets their needs. We were able to collect student academic data on all students enrolled during the indicated quarter. No changes are needed to maintain this partnership.

Table 15b. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 2)

<i>Objective 2:</i>	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. (MS)
<i>Description of Activities:</i>	Primarily, English language arts instruction was integrated into other content areas as part of project-based learning activities. The “Mindworks PBL” curriculum was used as a guide to facilitate these projects. After school tutoring was offered, allowing teachers to instruct students in small groups or individually, if needed. If a student finished their homework early, they could choose from supplemental academic activities, such as reading for pleasure.
<i>Description of Assessment:</i>	Report Card Grades in English Language Arts
<i>Measure and Data Collected:</i>	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).

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<p><i>Data Timeline:</i></p>	<p>Data on student academic progress (grades and standardized tests) are collected directly from the school district through a formal data sharing agreement and with signed parent releases for such data. The program director provides the district staff with a list of students in the 21st CCLC program and their parent informed consents. The district provides the director with a database of student academic data. The data are then connected to other student data by the program director. They are then uploaded to EZReports by the program director and the ASAS support staff assigned to support this program (in kind).</p>
<p><i>Data Quality:</i></p>	<p>There are no data quality issues apparent for student academic data, as the program receives the data directly from the district without the need for hand entry or pulling data from report cards. The data appear accurate and consistent with Hillsborough County Schools student progression plans (i.e., how grades are assigned). Overall, the academic data seems to be of good quality.</p>
<p><i>Continuous Assessment:</i></p>	<p>Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p>Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" 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 course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p>Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.</p>

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<i>Student Inclusion:</i>		No students with comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.	
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
55%	51	25	49%
<i>Narrative:</i> Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 34 out of 69 middle school students with comparison grades (49.3%) demonstrated improved knowledge based on their ELA grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 25 out of 51 regularly participating middle school students (30+ days) with comparison grades (49.0%) demonstrated improved knowledge based on their ELA grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is lower than the proposed benchmark of 55% of middle school students demonstrating progress.			
<i>Proposed Programmatic Changes and Rationale:</i> To ensure that students will be supported in achieving higher grades in ELA, we collaborated with the school day to provide additional direct tutoring during program time. The school administration and the ASAS team met in January and developed a schedule to meet the specific needs of students and students have received tutoring services over the course of the 3rd quarter. The ELA data reflects a shortfall of 6% in students maintaining A/B grades or improving their grades to achieve the benchmark of 55%. Providing direct tutoring services will enhance the academic rigor during program time and provide more individual support to students.			
<i>Proposed Data Collection Changes and Rationale:</i> No changes needed. We have a strong partnership with the schools and will continue to foster this relationship to collect student academic data to track progress of students and ensure the program meets their needs. We were able to collect student academic data on all students enrolled during the indicated quarter. No changes are needed to maintain this partnership.			

Table 15c. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 3)

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Objective 3:	55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. (ES)
Description of Activities:	Research-based curriculum, such as “Design Squad PBL,” was used integrated into project-based learning activities. Mathematics learning was supported through this hands-on process of exploring (measuring, calculating distance and weight, measurement and data, etc.) Projects included bridge building, solar car racing, egg-drop, and basic robotics. After school tutoring was also offered, allowing teachers to instruct students in small groups or individually, if needed.
Description of Assessment:	Report Card Grades in Mathematics
Measure and Data Collected:	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).
Data Timeline:	Data on student academic progress (grades and standardized tests) are collected directly from the school district through a formal data sharing agreement and with signed parent releases for such data. The program director provides the district staff with a list of students in the 21st CCLC program and their parent informed consents. The district provides the director with a database of student academic data. The data are then connected to other student data by the program director. They are then uploaded to EZReports by the program director and the ASAS support staff assigned to support this program (in kind).
Data Quality:	There are no data quality issues apparent for student academic data, as the program receives the data directly from the district without the need for hand entry or pulling data from report cards. The data appear accurate and consistent with Hillsborough County Schools student progression plans (i.e., how grades are assigned). Overall, the academic data seems to be of good quality.
Continuous Assessment:	<p>Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p>Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" measurements, such that each student is compared to their own baseline data</p>

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for most of the associated metrics. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.

Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.

Student Inclusion: No students with comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.

<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
55%	9	1	11%

Narrative:
Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 5 out of 14 elementary school students with comparison grades (35.7%) demonstrated improved knowledge based on their mathematics grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 1 out of 9 regularly participating elementary school students (30+ days) with comparison grades (11.1%) demonstrated improved knowledge

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based on their mathematics grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is lower than the proposed benchmark of 55% of elementary school students demonstrating progress.

Proposed Programmatic Changes and Rationale:

To ensure that students will be supported in achieving higher grades in math, we collaborated with the school day to provide additional direct tutoring during program time. The school administration and the ASAS team met in January and developed a schedule to better meet the specific needs of students, and students have received tutoring services over the course of the 3rd quarter. The math data reflects a shortfall of 20% in students maintaining A/B grades or improving their grades to achieve the benchmark of 55%. Providing direct tutoring services will enhance the academic rigor during program time and provide more individual support to students.

Proposed Data Collection Changes and Rationale:

No changes needed. We have a strong partnership with the schools and will continue to foster this relationship to collect student academic data to track progress of students and ensure the program meets their needs. We were able to collect student academic data on all students enrolled during the indicated quarter. No changes are needed to maintain this partnership.

Table 15d. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 4)

<i>Objective 4:</i>	55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year. (MS)
<i>Description of Activities:</i>	Research-based curriculum, such as “Design Squad PBL,” was used integrated into project-based learning activities. Mathematics learning was supported through this hands-on process of exploring (measuring, calculating distance and weight, measurement and data, etc.) Projects included bridge building, solar car racing, egg-drop, and basic robotics. After school tutoring was also offered, allowing teachers to instruct students in small groups or individually, if needed.
<i>Description of Assessment:</i>	Report Card Grades in Mathematics
<i>Measure and Data Collected:</i>	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).

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<p><i>Data Timeline:</i></p>	<p>Data on student academic progress (grades and standardized tests) are collected directly from the school district through a formal data sharing agreement and with signed parent releases for such data. The program director provides the district staff with a list of students in the 21st CCLC program and their parent informed consents. The district provides the director with a database of student academic data. The data are then connected to other student data by the program director. They are then uploaded to EZReports by the program director and the ASAS support staff assigned to support this program (in kind).</p>
<p><i>Data Quality:</i></p>	<p>There are no data quality issues apparent for student academic data, as the program receives the data directly from the district without the need for hand entry or pulling data from report cards. The data appear accurate and consistent with Hillsborough County Schools student progression plans (i.e., how grades are assigned). Overall, the academic data seems to be of good quality.</p>
<p><i>Continuous Assessment:</i></p>	<p>Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p>Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" 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 course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p>Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.</p>

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<i>Student Inclusion:</i>	No students with comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.		
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
55%	51	20	39%
<i>Narrative:</i> Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 29 out of 69 middle school students with comparison grades (42.0%) demonstrated improved knowledge based on their mathematics grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 20 out of 51 regularly participating middle school students (30+ days) with comparison grades (39.2%) demonstrated improved knowledge based on their mathematics grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is lower than the proposed benchmark of 55% of middle school students demonstrating progress.			
<i>Proposed Programmatic Changes and Rationale:</i> To ensure that students will be supported in achieving higher grades in math, we collaborated with the school day to provide additional direct tutoring during program time. The school administration and the ASAS team met in January and developed a schedule to meet the specific needs of students and students have received tutoring services over the course of the 3rd quarter. The math data reflects a shortfall of 13% in students maintaining A/B grades or improving their grades to achieve the benchmark of 55%. Providing direct tutoring will enhance academic rigor during program time & provide more individual support to students.			
<i>Proposed Data Collection Changes and Rationale:</i> No changes needed. We have a strong partnership with the schools and will continue to foster this relationship to collect student academic data to track progress of students and ensure the program meets their needs. We were able to collect student academic data on all students enrolled during the indicated quarter. No changes are needed to maintain this partnership.			

Table 15e. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 5)

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Objective 5:	55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year. (ES)
Description of Activities:	Research-based curriculum, such as “Design Squad PBL” was used to teach science topics through the use of project-based learning activities. Team based challenges such as, bridge building, solar car racing, egg-drop, and basic robotics, allowed students learn by doing. The program proposed a year end science fair for students, although that event was cancelled due to the COVID shut down. After school tutoring was also offered, allowing teachers to instruct students in small groups or individually, if needed.
Description of Assessment:	Report Card Grades in Science
Measure and Data Collected:	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).
Data Timeline:	Data on student academic progress (grades and standardized tests) are collected directly from the school district through a formal data sharing agreement and with signed parent releases for such data. The program director provides the district staff with a list of students in the 21st CCLC program and their parent informed consents. The district provides the director with a database of student academic data. The data are then connected to other student data by the program director. They are then uploaded to EZReports by the program director and the ASAS support staff assigned to support this program (in kind).
Data Quality:	There are no data quality issues apparent for student academic data, as the program receives the data directly from the district without the need for hand entry or pulling data from report cards. The data appear accurate and consistent with Hillsborough County Schools student progression plans (i.e., how grades are assigned). Overall, the academic data seems to be of good quality.
Continuous Assessment:	<p>Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p>Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" measurements,</p>

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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 course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.

Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.

Student Inclusion: No students with comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.

<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
55%	9	3	33%

Narrative:
Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 3 out of 14 elementary school students with comparison grades (21.4%) demonstrated improved knowledge based on their science grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 3 out of 9 regularly participating elementary school students

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(30+ days) with comparison grades (33.3%) demonstrated improved knowledge based on their science grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is lower than the proposed benchmark of 55% of elementary school students demonstrating progress.

Proposed Programmatic Changes and Rationale:

To ensure students will be supported in achieving higher grades in science, we collaborated with the school administration in January and developed a schedule to better meet the specific needs of students, and students have received tutoring services over the course of the 3rd quarter in science. We will increase the focus on science-based projects for next year, adding one new science-focused project per month (which will also incorporate reading and math, but will be focused on the current topics of science from the regular school day). This will be done during the already scheduled academic time and will not detract from other components (students will still get at least one hour of academics). The science grade-based data reflects a shortfall of 34% in students maintaining A/B grades or improving their grades to achieve the benchmark of 55%. Hands-on science aligned to the school day has been shown effective in addressing student performance and knowledge growth. Increasing focus on aligned science activities through project-based learning will not decrease the efforts on other subjects, as project-based learning allows for wide ranges of topics within one project.

Proposed Data Collection Changes and Rationale:

No changes needed. We have a strong partnership with the schools and will continue to foster this relationship to collect student academic data to track progress of students and ensure the program meets their needs. We were able to collect student academic data on all students enrolled during the indicated quarter. No changes are needed to maintain this partnership.

Table 15f. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 6)

<i>Objective 6:</i>	55% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year. (MS)
<i>Description of Activities:</i>	Research-based curriculum, such as “Design Squad PBL” was used to teach science topics through the use of project-based learning activities. Team based challenges such as, bridge building, solar car racing, egg-drop, and basic robotics, allowed students learn by doing. The program proposed a year end science fair for students, although that event was cancelled due to the COVID shut down. After school tutoring was also offered, allowing teachers to instruct students in small groups or individually, if needed.
<i>Description of Assessment:</i>	Report Card Grades in Science

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<p><i>Measure and Data Collected:</i></p>	<p>This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).</p>
<p><i>Data Timeline:</i></p>	<p>Data on student academic progress (grades and standardized tests) are collected directly from the school district through a formal data sharing agreement and with signed parent releases for such data. The program director provides the district staff with a list of students in the 21st CCLC program and their parent informed consents. The district provides the director with a database of student academic data. The data are then connected to other student data by the program director. They are then uploaded to EZReports by the program director and the ASAS support staff assigned to support this program (in kind).</p>
<p><i>Data Quality:</i></p>	<p>There are no data quality issues apparent for student academic data, as the program receives the data directly from the district without the need for hand entry or pulling data from report cards. The data appear accurate and consistent with Hillsborough County Schools student progression plans (i.e., how grades are assigned). Overall, the academic data seems to be of good quality.</p>
<p><i>Continuous Assessment:</i></p>	<p>Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p>Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" 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 course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p>Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to</p>

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	programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.		
<i>Student Inclusion:</i>	No students with comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.		
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
55%	51	32	63%
<p><i>Narrative:</i> Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 40 out of 69 middle school students with comparison grades (58.0%) demonstrated improved knowledge based on their science grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 32 out of 51 regularly participating middle school students (30+ days) with comparison grades (62.7%) demonstrated improved knowledge based on their science grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is higher than the proposed benchmark of 55% of middle school students demonstrating progress.</p>			
<p><i>Proposed Programmatic Changes and Rationale:</i> None at this time, but we continue to monitor student progress and utilize the opportunity for direct tutoring as necessary. Benchmark met.</p>			
<p><i>Proposed Data Collection Changes and Rationale:</i> No changes needed. We have a strong partnership with the schools and will continue to foster this relationship to collect student academic data to track progress of students and ensure the program meets their needs. We were able to collect student academic data on all students enrolled during the indicated quarter. No changes are needed to maintain this partnership.</p>			

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Table 15g. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 7)

Objective 7:	70% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam. (MS)
Description of Activities:	Research-based curriculum, such as “Design Squad PBL,” was used integrated into project-based learning activities. Mathematics learning was supported through this hands-on process of exploring (measuring, calculating distance and weight, measurement and data, etc.) Projects included bridge building, solar car racing, egg-drop, and basic robotics. After school tutoring was also offered, allowing teachers to instruct students in small groups or individually, if needed.
Description of Assessment:	Algebra I End-of-Course Exam
Measure and Data Collected:	<p>Mid-Year Data: Student progress ratings are calculated from student mid-year grades in Algebra I, with students earning either “On-Track”, “Making Progress”, or “Needs Improvement.” This provides an estimation as to where students are tracking for the end-of-year EOC assessment. There is no baseline for this measure.</p> <p>End-of-Year-Data: Scores on the Algebra I EOC range are then converted into ‘levels’ for the purpose of general consumption and comparison across students. In general, a Level 3 is considered passing, As such, for the purposes of this objective, students achieving the objective must achieve a Level 3 or higher on the Algebra I EOC at the end of the regular academic year. At the end of the year, data will be collected as to the Level (1 to 5) achieved by each student and aggregated to assess progress towards this objective.</p>
Data Timeline:	Data on student academic progress (grades and standardized tests) are collected directly from the school district through a formal data sharing agreement and with signed parent releases for such data. The program director provides the district staff with a list of students in the 21st CCLC program and their parent informed consents. The district provides the director with a database of student academic data. The data are then connected to other student data by the program director. They are then uploaded to EZReports by the program director and the ASAS support staff assigned to support this program (in kind).
Data Quality:	As noted above, academic data are collected directly from the district. All data appear complete and consistent with grades and statewide assessment data from Hillsborough County Schools.

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	<p>There are no apparent data quality issues with the data provided for analysis by ASAS Tampa Bay.</p>
<p><i>Continuous Assessment:</i></p>	<p>Standard of Success: For Mid-Year progress monitoring, students who are subjectively considered "on-track" or "making progress" meet the mid-year standard of success. For end-of-year (in a typical year): Attain an Achievement Level 2 or higher on the Algebra I EOC.</p> <p>Analysis and Interpretation: Students receiving an “A” or “B” were considered “On Track”; students receiving a “C” were considered “Making Progress”, and students earning a “D” or “F” were considered “Needs Improvement”. This objective would have been measured with the end-of-year state assessment, but the FLDOE canceled all statewide assessments following the global health pandemic and school closures. Students “On Track” and “Making Progress” are considered to have met this metric in the absence of standardized test data.</p> <p>Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.</p>
<p><i>Student Inclusion:</i></p>	<p>No students with comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.</p>

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<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
70%	3	3	100.0%

Narrative:

For the 2019-2020 program year, the Florida Governor and the Florida Department of Education waived all state standardized assessments – including the Algebra I End-of-Course Exams (EOCs). Because this objective was designed to be measured using the Algebra EOC, it was obviously not possible to assess progress towards this objective with end-of-year data. However, the program was able to use student grades to help demonstrate progress of this metric at mid-year using converted grades. As such, the mid-year data are presented within the summative evaluation, as per instructions from the Florida Department of Education. Based upon submitted data, 6 of 6 total middle-school students attending at least one day with mid-year progress data were 'on-track' or 'making progress' towards earning a passing Algebra EOC score. In addition, based upon data for regularly participating middle-school students (attending 30+ days), 3 of 3 regular participants with mid-year progress data were 'on-track' or 'making progress' towards earning a passing score on the Algebra EOC. Based on performance of regularly participating middle-school students, results are higher than the proposed benchmark of 70% of students demonstrating progress.

Proposed Programmatic Changes and Rationale:

None necessary at this time but we continue to monitor student progress and provide the opportunity for direct tutoring as necessary. Benchmark met at this time.

Proposed Data Collection Changes and Rationale:

No changes needed. We have a strong partnership with the schools and will continue to foster this relationship to collect student academic data to track progress of students and ensure the program meets their needs. We were able to collect student academic data on all students enrolled during the indicated quarter. No changes are needed to maintain this partnership.

Table 15h. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 8)

<i>Objective 8:</i>	75% of regularly participating students will increase their physical activity as measured by curriculum-based assessment. (ES)
<i>Description of Activities:</i>	“SPARK,” a research-based health and wellness curriculum was used to support activities centered in physical activity. The program also offered a variety of indoor and outdoor sports, modified to promote the inclusion of all 21 st CCLC program participants.

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Description of Assessment:	Healthy Behavior Assessment
Measure and Data Collected:	The healthy behavior assessment was created by the program to determine student growth in understanding and completing healthy behaviors. Part of the SPARK curriculum is instructional, rather than active. The assessment was designed by the 21 st CCLC program to address those topics and behaviors that are covered during the program. The assessment may change each year, but is the same for the pre-mid-post within the same program year. The assessment is scored from 0 to 100, with high scores indicating a better understanding of healthy behaviors.
Data Timeline:	The data for personal enrichment assessments are done during the normal programming time. The assessments are administered by classroom teachers during the activity time (they do not take long to administer) and then the assessment data is given to the program director. The data are entered onto a database by the director and then connected to student ID numbers. The Director uploads the data to EZReports and provides them to the evaluator for further analysis.
Data Quality:	There are no apparent data quality issues with the data collected and provided for this metric. While some students did not have comparison scores due to them enrolling late or leaving early, the program was able to collect data on all students attending within the assessment timeline. Data appear accurate and complete for a mid-year assessment of progress.
Continuous Assessment:	<p>Standard of Success Maintain the pre-score and above OR increase from pre-assessment to post-assessment by 1 points</p> <p>Analysis and Interpretation: Analysis of comparative assessment scores (pre-mid) is based on “improvement” and/or "maintenance" measurements (as indicated in the standards of success), such that each student is compared to their own baseline data. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in each of the grade-based metrics (as detailed in the 'success criterion' indicated immediately above). After individual calculations, aggregation indicates the percent of these students meeting the criteria for success.</p> <p>Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student</p>

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	<p>progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.</p>		
<p><i>Student Inclusion:</i></p>	<p>No students with necessary comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.</p>		
<p><i>Benchmark</i></p>	<p><i>Number of Students Assessed</i></p>	<p><i>Number of Students Achieving Benchmark</i></p>	<p><i>Percentage</i></p>
<p>75%</p>	<p>8</p>	<p>3</p>	<p>37.5%</p>
<p><i>Narrative:</i> The 21st CCLC Program collected knowledge-based pre-mid assessments in healthy behaviors from a total of 8 out of 9 regularly participating elementary school students during the course of the 2019-2020 program year. Due to the closure of all schools in Florida and subsequent closure of the 21st CCLC program to on-site programming, there were no post-tests collected at the end of the year (as students did not return to in-person programming prior to the end of the academic year). Of these 8 regularly participating elementary school students (attending 30+ days), a total of 3 students (37.5%) demonstrated achievement of this knowledge-based objective during the course of the program year. When looking at all 21 students who attended at least one day during the academic year, the program collected pre-mid comparison data on 9 students, with 3 of these students (33.3%) demonstrating achievement of this objective at the end of the year (based on mid-year data). Based on results from regularly participating students, the program did not meet the established benchmark for this objective.</p>			
<p><i>Proposed Programmatic Changes and Rationale:</i> We will continue using the current curriculum, while also adding aspects of the SPARK PE curriculum. The SPARK PE is also a research-based curriculum with standards-based and game-based health education. The SPARK PE will be implemented by the same staff</p>			

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members providing the current curriculum, and they will be trained at least twice per year on both PE curriculum. No added time will be necessary, with both curricula provided on a rotating basis during the regular scheduled time for PE. We fell short of meeting this metric by 42% - meeting only 33% of the 75% proposed. The programming we provide is based on research-based curriculum and we believe the curriculum is strong and effective. However, we will integrate additional programming from the newly revised SPARK PE curriculum (which is research based and standards aligned). We will initially use both curriculum and determine whether we need to only use one or use a combined model next year - we will use student input and teacher input in making the decision.

Proposed Data Collection Changes and Rationale:

No changes needed. We worked with our evaluator to create a timeline for when data should be entered and we have been following that this year, which is consistent with the codebook and evaluation plan. We will continue collecting data according to this plan.

Table 15i. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 9)

<i>Objective 9:</i>	75% of regularly participating students will increase their physical activity as measured by curriculum-based assessment. (MS)
<i>Description of Activities:</i>	“SPARK,” a research-based health and wellness curriculum was used to support activities centered in physical activity. The program also offered a variety of indoor and outdoor sports, modified to promote the inclusion of all 21 st CCLC program participants.
<i>Description of Assessment:</i>	Healthy Behavior Assessment
<i>Measure and Data Collected:</i>	The healthy behavior assessment was created by the program to determine student growth in understanding and completing healthy behaviors. Part of the SPARK curriculum is instructional, rather than active. The assessment was designed by the 21 st CCLC program to address those topics and behaviors that are covered during the program. The assessment may change each year, but is the same for the pre-mid-post within the same program year. The assessment is scored from 0 to 100, with high scores indicating a better understanding of healthy behaviors.
<i>Data Timeline:</i>	The data for personal enrichment assessments are done during the normal programming time. The assessments are administered by classroom teachers during the activity time (they do not take long to administer) and then the assessment data is given to the program director. The data are entered onto

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	<p>a database by the director and then connected to student ID numbers. The Director uploads the data to EZReports and provides them to the evaluator for further analysis.</p>
<p>Data Quality:</p>	<p>There are no apparent data quality issues with the data collected and provided for this metric. While some students did not have comparison scores due to them enrolling late or leaving early, the program was able to collect data on all students attending within the assessment timeline. Data appear accurate and complete for a mid-year assessment of progress.</p>
<p>Continuous Assessment:</p>	<p>Standard of Success Maintain the pre-score and above OR increase from pre-assessment to post-assessment by 1 points</p> <p>Analysis and Interpretation: Analysis of comparative assessment scores (pre-mid) is based on “improvement” and/or "maintenance" measurements (as indicated in the standards of success), such that each student is compared to their own baseline data. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in each of the grade-based metrics (as detailed in the 'success criterion' indicated immediately above). After individual calculations, aggregation indicates the percent of these students meeting the criteria for success.</p> <p>Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.</p>
<p>Student Inclusion:</p>	<p>No students with necessary comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled</p>

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		before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.	
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
75%	45	2	4.4%

Narrative:

The 21st CCLC Program collected knowledge-based pre-mid assessments in healthy behaviors from a total of 45 out of 52 regularly participating middle school students during the course of the 2019-2020 program year. Due to the closure of all schools in Florida and subsequent closure of the 21st CCLC program to on-site programming, there were no post-tests collected at the end of the year (as students did not return to in-person programming prior to the end of the academic year). Of these 45 regularly participating middle school students (attending 30+ days), a total of 2 students (4.4%) demonstrated achievement of this knowledge-based objective during the course of the program year. If looking at all 80 students who attended at least one day during the academic year, the program collected pre-mid comparison data on 49 students, with 3 of these students (6.1%) demonstrating achievement of this objective at the end of the year (based on mid-year data). Based on results from regularly participating students, the program did not meet the established benchmark for this objective.

Proposed Programmatic Changes and Rationale:

We will continue using the current curriculum, while also adding aspects of the SPARK PE curriculum. The SPARK PE is also a research-based curriculum with standards-based and game-based health education. The SPARK PE will be implemented by the same staff members providing the current curriculum, and they will be trained at least twice per year on both PE curriculum. No added time will be necessary, with both curricula provided on a rotating basis during the regular scheduled time for PE. We will improve the training of our staff in measuring this objective, as different people measured pre-test and mid-test, and it seems they erroneously changed something – as the changes are unexpected and unexplained. Training will occur 3x per year. We fell very short of meeting this metric by 69% - meeting only 6% of the 75% proposed. The programming we provide is based on research-based curriculum and we believe the curriculum is strong and effective. However, we will integrate additional programming from the newly revised SPARK PE curriculum (which is research based and standards aligned). We will initially use both curriculum and determine whether we need to only use one or use a combined model next year. It is apparent that there was an issue with the measurement of this objective (pre-test range: 10 to 78; mid-test range: 4 to 41), which appears to be staff errors. We will add three trainings each year on measuring this objective (start, middle, and end of year) for all staff.

Proposed Data Collection Changes and Rationale:

No changes needed. We worked with our evaluator to create a timeline for when data should be entered and we have been following that this year, which is consistent with the codebook and evaluation plan. We will continue collecting data according to this plan.

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Table 15j. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 10)

Objective 10:	75% of regularly participating students will increase their engagement in career exploration as measured by perceptual survey (student). (ES)
Description of Activities:	“CEO” (Career Exploration Opportunities), a cross-curricular, entrepreneur skill building, project-based curriculum supported students as they ran their own business with the goal of having a successful business model by the end of the year. This curriculum addressed personal finance, money management principles, professional workplace conduct, and how business can support community needs through service. Junior Achievement’s “It’s my Business, It’s My Future” Curriculum was also used to facilitate job shadowing.
Description of Assessment:	Career Exploration Assessment CEO Curriculum
Measure and Data Collected:	Career Exploration Opportunities, or CEO, is a financial literacy, career development and entrepreneurialism program created to help students learn to be self-sufficient adults, prepare them for the 21st century economy, and inspire long-term career planning. Students are taught how to budget, save, and spend wisely, as well as what it means to have credit. Investment and economic concepts are explored using virtual stock portfolios and board games. CEO connects youth with community leaders and role models from government, business, and the nonprofit sectors to learn 21st century workplace skills. The curriculum includes assessments that the program adapts for use during the 21 st CCLC program (selecting the items that best address the skills and activities provided during the After-School All-Stars program). The assessments are the same throughout the year (pre-mid-post) and scores are transformed into a percentage from 0 to 100.
Data Timeline:	The data for personal enrichment assessments are done during the normal programming time. The assessments are administered by classroom teachers during the activity time (they do not take long to administer) and then the assessment data is given to the program director. The data are entered onto a database by the director and then connected to student ID numbers. The Director uploads the data to EZReports and provides them to the evaluator for further analysis.
Data Quality:	There are no apparent data quality issues with the data collected and provided for this metric. While some students did not have comparison scores due to them enrolling late or

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	<p>leaving early, the program was able to collect data on all students attending within the assessment timeline. Data appear accurate and complete for a mid-year assessment of progress.</p>		
<i>Continuous Assessment:</i>	<p>Standard of Success Maintain the pre-score and above OR increase from pre-assessment to post-assessment by 1 points Analysis and Interpretation: Analysis of comparative assessment scores (pre-mid) is based on “improvement” and/or "maintenance" measurements (as indicated in the standards of success), such that each student is compared to their own baseline data. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in each of the grade-based metrics (as detailed in the 'success criterion' indicated immediately above). After individual calculations, aggregation indicates the percent of these students meeting the criteria for success. Continuous Assessment and Use of Data: The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.</p>		
<i>Student Inclusion:</i>	<p>No students with necessary comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.</p>		
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
75%	6	6	100.0%

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Narrative:

The 21st CCLC Program collected engagement-based pre-mid assessments in career exploration (CEO) from a total of 6 out of 9 regularly participating elementary school students during the course of the 2019-2020 program year. Due to the closure of all schools in Florida and subsequent closure of the 21st CCLC program to on-site programming, there were no post-tests collected at the end of the year (as students did not return to in-person programming prior to the end of the academic year). Of these 6 regularly participating elementary school students (attending 30+ days), a total of 6 students (100.0%) demonstrated achievement of this engagement-based objective during the course of the program year. When looking at all 21 students who attended at least one day during the academic year, the program collected pre-mid comparison data on 7 students, with 6 of these students (85.7%) demonstrating achievement of this objective at the end of the year (based on mid-year data). Based on results from regularly participating students, the program exceeded the established benchmark for this objective.

Proposed Programmatic Changes and Rationale:

No changes needed. We are meeting this objective. We will continue providing personal enrichment and career exploration.

Proposed Data Collection Changes and Rationale:

No changes needed. We worked with our evaluator to create a timeline for when data should be entered and we have been following that this year, which is consistent with the codebook and evaluation plan. We will continue collecting data according to this plan.

Table 15k. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 11)

<i>Objective 11:</i>	75% of regularly participating students will increase their engagement in career exploration as measured by perceptual survey (student). (MS)
<i>Description of Activities:</i>	“CEO” (Career Exploration Opportunities), a cross-curricular, entrepreneur skill building, project-based curriculum supported students as they ran their own business with the goal of having a successful business model by the end of the year. This curriculum addressed personal finance, money management principles, professional workplace conduct, and how business can support community needs through service. Junior Achievement’s “It’s my Business, It’s My Future” Curriculum was also used to facilitate job shadowing.
<i>Description of Assessment:</i>	Career Exploration Assessment CEO Curriculum

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<p><i>Measure and Data Collected:</i></p>	<p>Career Exploration Opportunities, or CEO, is a financial literacy, career development and entrepreneurialism program created to help students learn to be self-sufficient adults, prepare them for the 21st century economy, and inspire long-term career planning. Students are taught how to budget, save, and spend wisely, as well as what it means to have credit. Investment and economic concepts are explored using virtual stock portfolios and board games. CEO connects youth with community leaders and role models from government, business, and the nonprofit sectors to learn 21st century workplace skills. The curriculum includes assessments that the program adapts for use during the 21st CCLC program (selecting the items that best address the skills and activities provided during the After-School All-Stars program). The assessments are the same throughout the year (pre-mid-post) and scores are transformed into a percentage from 0 to 100.</p>
<p><i>Data Timeline:</i></p>	<p>The data for personal enrichment assessments are done during the normal programming time. The assessments are administered by classroom teachers during the activity time (they do not take long to administer) and then the assessment data is given to the program director. The data are entered onto a database by the director and then connected to student ID numbers. The Director uploads the data to EZReports and provides them to the evaluator for further analysis.</p>
<p><i>Data Quality:</i></p>	<p>There are no apparent data quality issues with the data collected and provided for this metric. While some students did not have comparison scores due to them enrolling late or leaving early, the program was able to collect data on all students attending within the assessment timeline. Data appear accurate and complete for a mid-year assessment of progress.</p>
<p><i>Continuous Assessment:</i></p>	<p>Standard of Success Maintain the pre-score and above OR increase from pre-assessment to post-assessment by 1 points Analysis and Interpretation: Analysis of comparative assessment scores (pre-mid) is based on “improvement” and/or "maintenance" measurements (as indicated in the standards of success), such that each student is compared to their own baseline data. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in each of the grade-based metrics (as detailed in the 'success criterion' indicated immediately above). After individual calculations, aggregation indicates the percent of these students meeting the criteria for success.</p>

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	<p><i>Continuous Assessment and Use of Data:</i> The program director meets with the site coordinator on at least a monthly basis (often weekly or more). Within these meetings, the director and coordinator review aggregate data on student progress and how activities are impacting students. Data are not reviewed at every meeting, as most data is only collected three times per year, with the mid-year progress report being the most useful time to review data and make any changes to programming. The program also used feedback from students and staff members (who often relayed student feedback) to help decide what changes or modifications would be appropriate to best serve the students. Teachers at the school would speak with the site coordinator about student needs and, when possible, the student’s schedule could be adjusted to allow more homework time or more direct help from teachers.</p>		
<p><i>Student Inclusion:</i></p>	<p>No students with necessary comparison data were excluded from the analyses, with all students on whom data were submitted being included. Both ‘total participant’ and ‘regular participant’ findings are presented for clarity and demonstration of differences between these groups (if any). The only data missing are for students that were not enrolled before the first assessment period or who had withdrawn before the second assessment period. Overall, all students were included in the data collection and analysis process.</p>		
<p style="text-align: center;"><i>Benchmark</i></p>	<p style="text-align: center;"><i>Number of Students Assessed</i></p>	<p style="text-align: center;"><i>Number of Students Achieving Benchmark</i></p>	<p style="text-align: center;"><i>Percentage</i></p>
<p style="text-align: center;">75%</p>	<p style="text-align: center;">45</p>	<p style="text-align: center;">17</p>	<p style="text-align: center;">37.8%</p>
<p><i>Narrative:</i> The 21st CCLC Program collected engagement-based pre-mid assessments in career exploration (CEO) from a total of 45 out of 52 regularly participating middle school students during the course of the 2019-2020 program year. Due to the closure of all schools in Florida and subsequent closure of the 21st CCLC program to on-site programming, there were no post-tests collected at the end of the year (as students did not return to in-person programming prior to the end of the academic year). Of these 45 regularly participating middle school students (attending 30+ days), a total of 17 students (37.8%) demonstrated achievement of this engagement-based objective during the course of the program year. If looking at all 80 students who attended at least one day during the academic year, the program collected pre-mid comparison data on 49 students, with 19 of these students (38.8%) demonstrating achievement of this objective at the end of the year (based on mid-year data). Based on results from regularly participating students, the program did not meet the established benchmark for this objective.</p>			

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Proposed Programmatic Changes and Rationale:

We will provide two trainings for all staff members on how to apply the career exploration curriculum and integrated programming into the project-based learning environment. These two trainings will be provided either in addition to other training, or as an integrated component of currently planned trainings (e.g., the start of the year orientation training). The curriculum used (CEO Curriculum) is a research-based curriculum that has shown success in both our programming and in other programs, such that we do not believe changing the curriculum is necessary. However, improving staff training and ensuring they know how to apply the curriculum with fidelity is the most likely to best impact student performance on this topic. We are not meeting this objective, achieving only a 38% success rate (from the 75% proposed). We will continue providing personal enrichment and career exploration, but we will improve the training of staff members to help ensure they are providing the curriculum as designed and the assessments as designed. Added training does not detract from student programming or require a change to the schedule, but is also most likely to have a positive impact on all the students.

Proposed Data Collection Changes and Rationale:

No changes needed. We worked with our evaluator to create a timeline for when data should be entered and we have been following that this year, which is consistent with the codebook and evaluation plan. We will continue collecting data according to this plan.

Table 15l. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 12)

<i>Objective 12:</i>	40% of regularly participating adult family members will increase their involvement in student education as measured by authentic assessment. (ALL)
<i>Description of Activities:</i>	The program proposed to provide six adult family literacy sessions. As per the program, adult family member events were designed to provide support in topics including homework help resources, exam and test preparation, internet safety, underage drinking awareness, and a health and wellness expo.
<i>Description of Assessment:</i>	Adult Literacy Performance Survey (ALPS)
<i>Measure and Data Collected:</i>	The Adult Literacy Performance Survey (ALPS) is a seven-question inventory with face-validity that is completed after an adult family member literacy event. Success is measured by the number of parents responding positively to the seven questions on the ALPS. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. Using a Likert-Type scale from 5 (Strongly Agree) to 1 (Strongly Disagree), the ALPS asks adult family members to indicate whether the information provided in the training: (1) increased knowledge in the content area; (2)

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	<p>taught them something new; (3) will be useful in helping their family and children; (4) will change how they parent their children; (5) provided resources to help their children succeed; (6) will increase their involvement in their child’s education; and (7) helped them understand the importance of education. Although not all questions are used for this metric, the program is able to mine the responses to help guide future adult family member events. Only parents actively participating in the adult family literacy events will be assessed with the ALPS.</p>
<p><i>Data Timeline:</i></p>	<p>All ALPS surveys are distributed at the start of the adult literacy events. The surveys are collected at the end by the site coordinator or staff member in charge (and then provided to the site coordinator). The surveys are then provided to the program director who has them entered into a database by ASAS staff members. The data are entered onto the specially designed ALPS database. The database is uploaded to EZReports by the program director three time per year.</p>
<p><i>Data Quality:</i></p>	<p>The program collected ALPS from all adult literacy events. The program reports administering the surveys as designed, such that there does not appear to be administration issues. Based on an analysis of data and response patters (using color-based response analysis to identify patterns), there appear to be no data quality issues, with most adults attending the literacy events receiving and completing the surveys. Overall, there are no quality issues with the submitted ALPS data.</p>
<p><i>Continuous Assessment:</i></p>	<p><i>Standard of Success:</i> The number of participants measured represents the number of surveys collected, while the number meeting success criteria are the number indicating they 'agree' (Score 4) or 'strongly agree' (Score 5) with the items from the ALPS pertaining to whether the information provided at the adult family member services: (Q3) would be useful in helping their family and child(ren); (Q4) would change how they parent their children; and/or (Q6) would increase their involvement in their child’s education.</p> <p><i>Analysis and Interpretation:</i> This survey-based program objective is assessed with the number of adults endorsing the question(s) of interest as ‘Agree’ or ‘Strongly Agree’ (scores of 4 or 5). Completed surveys meeting this objective will report that the training or literacy event improved their literacy skills.</p> <p><i>Continuous Assessment and Use of Data:</i> ASAS administrators and the 21st CCLC program director reviewed the ALPS data after each event to determine whether the adult</p>

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	event was impactful. This was used in scheduling future events. The program also talked with parents and guardians to understand what they would like in terms of adult literacy offerings (and when they would like them to occur).		
<i>Student Inclusion:</i>	No adults completing the surveys or attending the adult literacy events were excluded from the analyses, with all adults on whom data were submitted being included. Overall, all adult family members providing data were included in the data collection and analysis process.		
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
40%	40	40	100%
<i>Narrative:</i> According to data submitted by the program at the end of the year, the program was able to collect a total of 40 completed ALPS. A single adult could complete multiple surveys over the course of several events, though would not complete more than one per event. In looking at all 40 ALPS completed during the 2019-2020 program year, 40 surveys indicated progress towards this metric. More specifically, data reported by the program indicated that 100% of adults felt the literacy information provided would be useful in helping their family and child(ren); would change how they parent their children; and/or would increase their involvement in their child’s education.			
<i>Proposed Programmatic Changes and Rationale:</i> No changes needed. We will continue providing additional adult literacy events.			
<i>Proposed Data Collection Changes and Rationale:</i> Starting this summer (2020), we will do non-anonymous ALPS surveys, but the collection process will be the same (with the addition of including student ID numbers on the surveys). We will continue using the ALPS for adult literacy events. The process for collecting the ALPS surveys has been largely successful, with all adults completing the survey for events they attend. There is no need for changes to the current process, aside from adding the Student ID for entering into EZReports.			

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys as a program. This summary does not need to be broken out by center.

Statewide Teacher Survey of Student Progress

The Tampa ASAS (Village Academy) 21st CCLC program was able to obtain a strong number of completed 21st CCLC end-of-year teacher surveys. More specifically, the

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program was able to obtain 67 completed teacher surveys, which is equivalent to 51.1% of the 131 students regularly participating in the 21st CCLC program (attending at least 30 days of programming). It is noted that an additional 34 surveys were collected from students who had not met the 30-day requirement for inclusion within this analysis (as per survey responses), 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 through virtual programming, 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 Tampa ASAS (Village Academy) 21st CCLC Program surpassed this threshold, such that results can be considered valid for interpretation. The following represent a general overview of findings from the 21st CCLC Teacher Survey:

- Of students needing to improve, teachers reported that 95.5% of 21st CCLC students demonstrated improvement in their effort towards completing assigned work; and 94.0% of regularly participating students demonstrated improvement in their overall academic performance.
- Teachers reported 94.0% of students in need of improvement demonstrated improvement in completing their homework to the teacher's satisfaction.
- Of students needing to improve, 95.5% of students paid more attention and participated more in class; 92.5% volunteered more in class; and 95.5% attended class more regularly - all indicators of increased motivation and dedication to the overall educational process.
- While in the classroom environment, teachers reported that 95.5% of students needing to improve were more attentive in class and 94.0% came to school more motivated to learn.
- Of students needing to improve behaviors, teachers reported that 95.5% improved their in-class behavior and 92.5% improved in getting along with other students (i.e., positive interactions).
- 94.0% 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 92.4% of 21st CCLC student's parents were more interested and involved in their child's education.

Statewide Student Satisfaction Survey

In addition to the teacher survey, the Tampa ASAS (Village Academy) 21st CCLC program collected data using the statewide student satisfaction and feedback survey. A total of 39 students completed the required statewide student satisfaction inventory. The 21st CCLC program experienced some difficulties in collecting student surveys at the end of the year, as the program had ended in-person operations due to the global pandemic. If still providing on-site services, the program would have collected the student satisfaction surveys during program hours to ensure completion and accuracy. Regardless, of the students completing the survey, 100.0% reported enjoying the activities in the program and 100.0% felt safe in the afterschool program. Overall, 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. The following provides the overall findings from the student satisfaction survey provided by the FLDOE at the end of the 2019-2020 academic year.

- Academics
 - 97.4% of students reported the 21st CCLC program definitely or somewhat helped them with their homework.
 - 94.7% of students reported the 21st CCLC program definitely or somewhat helped them improve their course grades.
- Behavior
 - 97.4% of students reported the 21st CCLC program definitely or somewhat helped them get along better with others.
 - 100.0% of students reported the 21st CCLC program definitely or somewhat helped them learn to solve problems in positive ways.
 - 100.0% of students reported the 21st CCLC program definitely or somewhat helped them understand that following rules is important.
 - 96.0% of students reported the 21st CCLC program definitely or somewhat helped them understand violence is wrong.

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- 96.0% of students reported the 21st CCLC program definitely or somewhat helped them understand doing drugs is wrong.
- **Citizenship / Career**
 - 100.0% of students reported the 21st CCLC program definitely or somewhat helped them understand that setting goals is important.
 - 95.8% of students reported the 21st CCLC program definitely or somewhat helped them understand how to make career choices.
- **Overall**
 - 100.0% of students reported the 21st CCLC program definitely or somewhat provided enjoyable activities.
 - 97.4% of students reported the 21st CCLC program definitely or somewhat had adults who cared about them.
 - 100.0% of students reported the 21st CCLC program definitely or somewhat helped give them a safe place to learn.

Statewide Parent Satisfaction Surveys

The Tampa ASAS (Village Academy) 21st CCLC program was successful in obtaining responses to the state-mandated end-of-year parent satisfaction inventory administered in April 2020 (after the closure of all on-site 21st CCLC programs in Florida). The satisfaction survey assessed parental opinions on several aspects of the 21st CCLC program and perceived impacts on the participating students. The survey is focused on more general aspects of satisfaction, with some specific items regarding expected outcomes of all 21st CCLC programs. Overall, of the 61 regular student participants (and 131 total student participants) a total of 22 were returned partially or fully completed, which represented approximately 34 student participants (based on parent responses). Most definitely, the global pandemic and program closure negatively impacted the response rate on this statewide survey, as most programs had difficulty connecting with parents to get this survey completed without in-person contact. Regardless of the challenges, the completed surveys are evaluated to help guide continuous improvement of the 21st CCLC program. Overall, 95.5% of parents responding to the survey reported general satisfaction with the 21st CCLC program, with none of the parents reporting a lack of satisfaction. The Tampa ASAS (Village Academy) 21st CCLC program is specifically encouraged to work towards improving all parent satisfaction survey responses to 100% satisfaction, where possible. It is important to

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note that 100.0% of respondents indicated they would sign up their child(ren) again next year if the program is offered, 66.7% of the responding adults reported participating in adult family events, and 93.3% indicated they found the adult family member events helpful to their needs as family members of the students. Overall, the parents appeared to be satisfied with the Tampa ASAS (Village Academy) 21st CCLC program. The following are the most salient findings of the overall parent satisfaction survey using those variables most commonly reported by Florida's 21st CCLC programs.

- 95.5% of parents reported being satisfied with the 21st CCLC program as a whole, with 95.5% 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 15.8% stated their children would be in another afterschool program if the 21st CCCL program was not available.
- 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.
- 95.5% of parents reported satisfaction with the 21st CCLC program helping them become more involved with their child(ren)'s education.
- 95.2% 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.
- 95.2% 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.

5.3 Student Success Snapshot

Select a participating student that has demonstrated success on one or more of the program's objective assessments. In the text box below, create a brief narrative of

- the student's experiences with the 21st CCLC program,
- the student's progress and outcomes (based on data collected during the year and prior years if available) and
- how the program may have played a role in the student's success.

Be sure NOT to identify the student by name or through other student identifying information. If a picture is included, it should be angled in a way that the student's face is not identifiable.

The 21st CCLC program prides itself on providing the most comprehensive and structured afterschool and summer programming to all students enrolled at every site. For the purposes of this snapshot, the student will be referred to as "Azira," a name chosen by the program director is means "rising star." Azira comes from a single parent household where her mom works hard but they live paycheck to paycheck. She was adopted and when she first started attending the After School All Stars 21st CCLC program it was apparent that the her self-confidence was low. Over the past three years Azira has built up her self-confidence and tackle those insecurities. This young lady is an ambitious and a hard worker. As she has developed her sense of self, she has become more comfortable showing just how smart and driven she is. Anyone that has had a chance to work with Azira, will agree that her kindness and positivity make her a great asset to the classroom. She knows where she is going and is willing to work hard to get there!

Azira had the opportunity to tell the program director how she feels about the ASAS 21st CCLC program: "ASAS benefits me with homework help, goal setting, and with improving my organization skills in general. I love how much help I get with my homework! When/if I'm struggling with a problem, all I have to do is raise my hand and the teacher will help me. One of the things that I struggle with is goal setting, I would attempt a goal, and never stick to it. With the help of the Staff at ASAS, I am able to plan, stick to and pursue my goals. I had the opportunity to take time management class while attending ASAS, this class taught me how to set schedules and work toward them. Since then, I've been sticking to any goal I set. The same class also helped me improve my organization skills. I learned that organization is one of the many keys to success. Without that class, keeping track of my things was almost impossible. Last but not least, was the Budgeting class. It was an eye opener to see how much things cost and how I would have to manage my checks (\$) in real life. This also taught me about taking care of my credits and balancing my check book. The programs at After School All Stars, has taught me that everything can be improved. Even if it's just is the little things, those things make the biggest differences."

Azira has been identified as a “junior ambassador” for After School All Stars and the program looks forward to her mentorship of the All Stars in the next ‘freshman’ class who may need a confidence boost!

5.4 Other Outcomes

In the text box below, include any other relevant findings pertaining to this 21st CCLC program. Potential findings could address, but are not limited to,

- *statements from students and family members,*
- *administrators and/or teachers,*
- *community impact,*
- *performance outcomes and*
- *results of recent needs assessments.*

Adult Literacy Outcomes: Adult Literacy Performance Survey (ALPS)

In addition to the statewide parent survey, the Tampa ASAS (Village Academy) 21st CCLC program utilized the Adult Literacy Performance Survey (ALPS) to assess the impact of adult family literacy events and trainings on participating adults. The program is reminded that 'literacy' is not limited to reading and writing, but covers any knowledge-based enhancement. This can include a wide range of programing, such as reading literacy, homework literacy, computer literacy, financial literacy, or parenting literacy. 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.'

For the 2019-2020 program year, data collected by the ALPS may not have been connected to a specific student, as anonymous data are most likely to provide realistic and more accurate responses and feedback. After collection, data are provided to the evaluator for analysis and feedback to the program. The following table provides the outcomes of the ALPS based on data submitted by the program and provided by adult family members. Note that surveys are provided after the adult literacy events, such that there can be more surveys returned than students in the program. While the objectives may have explored a limited number of ALPS questions, this section provides the findings from the entire seven-question

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survey. The following are the most salient findings from the Adult Literacy Performance Survey:

- Of the 40 surveys received following adult literacy trainings and events, 97.5% of adults reported they 'strongly agree' or 'agree' that the information provided during the training(s) increased their knowledge in the content area.
- Of the 40 surveys received following adult literacy trainings and events, 97.5% of adults reported they 'strongly agree' or 'agree' that the training(s) would increase their involvement in their child's education.
- Of the 40 surveys received following adult literacy trainings and events, 97.5% of adults reported they 'strongly agree' or 'agree' that the information provided would be useful in helping their family and children.

ALPS Program Level Survey Result Table

The information provided in this training ...	N	Agree	Neutral	Disagree
... has increased my knowledge in the content area.	40	39 (97.5%)	1 (2.5%)	0 (0.0%)
... has taught me something new.	40	40 (100.0%)	0 (0.0%)	0 (0.0%)
... will be useful in helping my family and child(ren).	40	39 (97.5%)	1 (2.5%)	0 (0.0%)
... will change how I parent my child(ren).	40	39 (97.5%)	1 (2.5%)	0 (0.0%)
... provided resources to help my child(ren) succeed.	40	40 (100.0%)	0 (0.0%)	0 (0.0%)
... will increase involvement in my child's education.	40	39 (97.5%)	1 (2.5%)	0 (0.0%)
... helped me understand the importance of education.	40	39 (97.5%)	1 (2.5%)	0 (0.0%)

Note: The number of surveys submitted can exceed the number of students in the program, as the program collects the ALPS after the adult family literacy events and adults can attend multiple events in the year.

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6.0 CHALLENGES AND ADAPTABILITY

In the text box below, provide a narrative of the challenges and disruptions faced during the 2019-2020 grant year and how the program's staff worked to become adaptable during this time. This may include, but is not limited to:

- *school closures*
- *epidemics and pandemics*
- *natural disasters*
- *district changes*
- *extreme staffing turnover*
- *curricula*
- *enrollment changes*
- *grant processes*
- *renewability*

As with any educational program, the Tampa ASAS (Village Academy) 21st CCLC program endured several challenges and disruptions during the 2019-2020 grant year. Certainly, the program worked to overcome these challenges and address the disruptions the best they could. When dedicated program leadership and staff members focus on the needs of students, almost no obstacle is 'too big' to overcome. However, as with any grant-funded program in their third year of operations, the Tampa ASAS (Village Academy) 21st CCLC program faced some unique challenges this past year. Without a doubt, every program in Florida was impacted by the global health pandemic and the unexpected closures of all 21st CCLC programs and all public schools on March 15, 2020. After 133 days of afterschool operations, the program was shuttered overnight and left with more questions than answers. Every agency coped with the shutdown and impacts in their own ways, but all remained focused on students and families. The following provides the most salient challenges of 2019-2020, as provided by the program director and/or agency leadership. While the statements and explanations were modified for grammar and structure, the information provided below comes directly from the program.

The COVID-19 crisis and the closure of schools in mid-March was obviously a challenge and disruption. Multiple areas of our operation were affected:

- Our National office is in LA and was on the front line when the crisis emerged. By April, 75% of our national support staff had been laid off in at critical effort to stabilize the economic impact

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- Our chapter also had to make difficult decisions as we evaluated how to adjust our service model and maximize available funding. Unfortunately, the chapter also had to layoff staff, including all front-line part-time staff and 2 out of 5 full time staff.
- As we assessed our capacity to shift to virtual programming, we reached out to our school district and they expressed concerns based on the challenges they were already facing with engaging students online for their school day classes. The communication we received was that the district would not be an advocate for virtual OST programming.
- Additionally, after reviewing the 21st CCLC guidelines for virtual programming and our staffing situation we determined that we did not have the capacity to provide virtual programs that would meet our quality standards and achieve outcomes.
- With minimal staff and the loss of face to face engagement with our families, the efforts to complete stakeholder surveys and other deliverables were incredibly time consuming and had to be accomplished in balance with critical sustainability efforts.
- ASAS worked for weeks to adopt a plan for safe summer programming and had secured a new partner, the Hillsborough County Children’s Board, but the school district ultimately decided partners would not be allowed to use school sites for summer programming and we had to decline the funding and communicate to staff and families that we would not be able to provide summer services.

In order to adapt, ASAS had to innovate and lean heavily on a small team of staff.

- Our National office secured a generous donation from TikTok that was distributed to chapters for the purpose of supporting our communities with food security and also supporting virtual programming for chapters that had the capacity to do so.
- Our chapter quickly developed a plan that included
 - Identifying a food vendor partner
 - Collecting contact information and household data for families in our schools and service area
 - Setting up distribution that was safe, minimized contact, and that was accessible to the community
 - Developing a tracking system to provide data to the funder

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We had mixed success.

- In an ideal situation, we would have been more successful if we had had the capacity for virtual programming. Moving forward this will be an area of focus, not only to address crisis situations but to expand our opportunities and be more inclusive.
- Our efforts to address food insecurities were very successful. Publix was a great partner and quickly responded to help us secure gift cards with the dollars donated by TikTok. They also donated \$1000 in cards and gave us a discount for ordering the cards in bulk. After implementing 4 distribution sites for our staff and families that participated in our school year programming, a distribution site at one of our community school ‘grab & go’ locations, a distribution through one of our community church food pantries and a distribution through one of our school social workers to serve families with the greatest need, we provided over 400 families (1385 individuals) with Publix gift cards totaling \$46,400. Testimonials from several recipients reveal that our efforts were very impactful and that our community was very grateful.
- Another mixed success has been the level of communication with our families while program has been suspended. Our connection with our schools has been a strong point because they have helped us reach out through their systems. Areas for improvement include making sure families provide correct contact information and update it when they have changes, and to also build confidence with our families that we respect their privacy and will use their contact information respectfully. I believe we would have connected with more of our participants and had the opportunity to provide them with gift cards if the lines of communication were more open prior to the pandemic.

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7.0 PROGRESS TOWARD SUSTAINABILITY

7.1 Partnerships and Contracts

Report the data elements outlined in the table below and provide a brief narrative on the partnerships designed to enhance the quality of services offered and to ensure the sustainability of the 21st CCLC program (bulleted summary is acceptable). The narrative should include:

- the total estimated value of contributions to the program,
- the annual budget amount required to fund the program,
- the percentage toward sustainability, and
- how the program plans to meet any gaps in funding before the grant ends.

Note: There are two types of collaboration: partnerships and contractors. Partners do not receive any monetary compensation for services rendered, while subcontractors receive payment. The aim of this section is to measure sustainability through financial contributions to the program, therefore only contractors who charge less than full value should be included in the contractor section.

One of the goals of the Tampa Bay ASAS (Village) 21st CCLC programs is to continue activities beneficial to students and their families after the end of grant funding. In fact, federal law requires 21st CCLC 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. However, sustainability is an extraordinarily difficult task for 21st CCLC programs across the nation – with the United States Government Accountability Office (GAO, 2017 - <https://www.gao.gov/assets/690/684314.pdf>) indicating that as few as 10 percent of 21st CCLC sites are able to maintain any level of services following the end of 21st CCLC funding. In fact, as per the GAO, only about half of all states reported having 21st CCLC programs with some success towards sustainability - with the primary methods of sustainability being charging student fees, obtaining private foundation funding, and obtaining public and non-profit funding (e.g., from universities). As with most 21st CCLC programs, the strongest foundation of sustainability planning is the development and maintenance of high-quality partners that provide free or discounted services, staffing, facilities, and materials.

- **Total Estimated Value of Contributions:** Based on data provided by the program regarding partnerships and contractors tracked throughout the 2019-2020 program year, the Tampa Bay ASAS (Village) 21st CCLC program received an estimated total of \$103,375 in contributions to support 21st CCLC activities and services.
- **Annual Budget Amount to Fund Program:** In order to fully operate the program as it was implemented during the 2019-2020 program year (prior to the unexpected closures

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due to the global health pandemic), the Tampa Bay ASAS (Village) 21st CCLC program would require the full amount of the grant award. However, not all aspects of the grant would necessarily need to be maintained (e.g., administrative costs, evaluation costs, technology costs) and other aspects could be scaled back with a reduction in program quantity and quality (e.g., some certified teachers could be replaced with non-certified staff, materials and supplies could be more limited).

- **Progress Towards Sustainability:** As of the end of the 2019-2020 program year, the Tampa Bay ASAS (Village) 21st CCLC program had tracked and reported a total of \$103,375 in contributions since beginning operations. This is equivalent to 184.5% of the project award from 2019-2020 (\$56,042); 147.6% of the estimated annual project budget at 100% funding (\$70,053); and 205.0% of the estimated 'barebones' budget to run a skeleton program with minimal cost (\$50,438).
- **Addressing Gaps in Contributions:** In order to address gaps in funding and help maximize the potential for continuing the out-of-school services after the end of the 21st CCLC grant funding, the Tampa Bay After School All Stars has proposed several techniques based on best practices and past successes. Tampa Bay ASAS continues to identify partnerships through connections established through members of the Regional Advisory Board and involvement in local non-profit networks. The COVID-19 closure affected multiple new partnerships that were slated to begin with summer programming – both funders and programmatic partners. The program has maintained contact with these partners during the pandemic and plan to resume action plans in the new school year.

Table 16. Partnerships and Contracts

Agency Name	Type of Service Provided	Estimated Value (\$) of Service*	Amount (\$) Paid**	Estimated Value (\$) of Contribution***
----- PARTNERSHIPS -----				
Anthem	Provided funding for physical fitness activities	\$7,500	\$0	\$7,500
Best Buy	Provided funding for STEM and technology activities	\$8,000	\$0	\$8,000
City of Tampa	Provided swim lessons, access to park facilities for training and events	\$5,000	\$0	\$5,000

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Esmart Recycling	Provided curriculum and facilitated entrepreneurial lesson	\$1,750	\$0	\$1,750
Friends of Florida State Parks	Transportation	\$525	\$0	\$525
HCPS - School Nutrition Services	Meals	\$7,800	\$0	\$7,800
Metro PCS	Student Special Events Giveaway Items	\$2,000	\$0	\$2,000
Mondelez	Provided funding for health & nutrition programming	\$10,000	\$0	\$10,000
NHL/Everfi	NHL partners with Everfi to provide free access to digital education programming	\$5,000	\$0	\$5,000
USF Education Dept	USF students facilitated STEM activities	\$2,000	\$0	\$2,000
Village of Excellence Charter School	Data Collection, Facilities, Utilities, Support Staff, Recruitment	\$35,000	\$0	\$35,000
Village of Excellence Nutrition Services Contractor	Snacks	\$10,800	\$0	\$10,800
Windsong	Provided funds to implement career exploration curriculum	\$8,000	\$0	\$8,000
----- CONTRACTOR CONTRIBUTIONS -----				
N/A	N/A	\$0	\$0	\$0

Total: \$103,375

Annual Budget Amount: \$56,042

% toward Sustainability: 184.46

** Estimated total value if the service were paid for in full, regardless of the amount actually paid, if any.*

*** Amount paid to a subcontractor for the service. If the subcontract is paid in full, it should not be listed on this table.*

**** For partners, this is the total estimated value of the service (i.e., nothing paid by the program). For subcontractors, this is the total estimated value of the service minus the amount paid.*

8.0 LESSONS LEARNED AND RECOMMENDATIONS

Provide a narrative with an overall assessment of your 21st CCLC program impact in the text box below. This may include, but is not limited to:

- *reflection of the lessons learned throughout the grant year*
- *impact on the students*
- *impact on the community*
- *recommendations to enhance program quality for the next grant year*
- *recommendations specific to program areas and activities*
- *recommendations specific to program objectives*
- *discuss any recommended changes for data collection or other evaluation methods*

Overall, the Tampa ASAS (Village Academy) 21st CCLC Program strived to provide a strong out-of-school program during the 2019-2020 operational year. Using a variety of engaging activities and wraparound services, the 21st CCLC program focused on enriching the minds and bodies of 131 middle school students and their families. Concluding their third year of operation, the 21st CCLC program ensured all activities supported the approved objectives to (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) improve engagement in career exploration; and (4) increase adult literacy and parenting skills.

Through all this angst and uncertainty about the future, the program leadership and staff remained focused on the students and on providing the best possible out-of-school program. Ultimately, the program persevered through all these challenges (and more) and escaped with some important lessons that will certainly inform future operations and outlooks. Some of these lessons learned are provided below, as are several recommendations for further enhancing the Tampa ASAS (Village Academy) 21st CCLC program. These are not considered 'weaknesses,' as the program is already focused on addressing many of these challenges and/or implementing these recommendations. Rather, these serve to document some of the 'growth edges,' or those areas where the program is planning or could plan to focus additional attention during the next operational year.

Strengths and Lessons Learned

Lessons Learned: Program-Defined Strengths

While these items may have been mentioned previously in this report, these strengths offer a valuable, qualitative, look into a program's culture and deserve to be reiterated. When asked to discuss the strengths of the program, the director responded with the following: "The support of our National organization and their partnerships has been a strength this

year. The opportunity to implement high quality curriculum for Culinary Arts that included all facets of the subject – academics, cooking, career exploration, teamwork etc. was the result of a National partnership and curriculum development initiative. We also had the support of Anthem and Mondelez to provide fitness and nutrition programming. Our Regional Advisory Board is also a strength. The members of our board are highly engaged and have networks that connect us to our community, allowing us to build relationships that enhance programming and solve problems. The quality and commitment of the teachers on staff are also key factors for our success. Without teachers who truly care about students and their specific needs we could not achieve our outcomes. Lastly, our ability to pivot after being forced to suspend programming was what we consider our greatness strength. Again, with the support of our National team and their partnership with a corporate funder we were able to safely distribute over \$40,000 in grocery gift cards to our families and staff who had lost their jobs. Families were incredibly grateful for our support as they faced these difficult times and we were humbled to serve them.

Lessons Learned: Tight Quarters

This school has always presented challenges because it is small and we have very limited space. Over the years though we have learned that its size can be a strength and we've capitalized on the tight knit community at the school. Our teachers are incredibly dedicated, and the students' success reflects the more intimate nature of our program. We continue to try to find ways to be creative space and look for partnerships that might provide experiences to expand.

Lessons Learned: School Day Collaboration

We have also learned that the more we partner with the school and train our staff in the same strategies that are being used during the school day the greater the success we have in program. Our program aligns very closely with the culture that is present during the school day and we find our students know what to expect and respond positively to the environment.

Recommendations

Improve Average Daily Attendance

As part of the application approved by the Florida Department of Education, the Tampa ASAS (Village Academy) 21st CCLC Program proposed to serve an average of 48 students per day afterschool and 75 students per day during the Summer of 2019. As demonstrated by submitted data, the program achieved 85.4% of the proposed average daily attendance (ADA) for the 2019-2020 Academic Year and 118.5% of the proposed ADA during the summer of 2019. The FLDOE expects programs to achieve at least 95% of the proposed

ADA, and falling short could demonstrate increased risk by the FLDOE. Even using a lower threshold, the program did not achieve at least 90% of the proposed daily attendance for the afterschool component, such that 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. With approximately 136 students attending the targeted school, the program should have a sufficient population of students from which to recruit.

The Tampa ASAS (Village Academy) 21st CCLC Program appeared mostly unsuccessful in retaining student participants – achieving only a 46.6% rate of regular attendees compared to total enrollment (61 regular students versus 131 total students). This is lower than many 21st CCLC programs across the country and likely has negative impacts on the ability of the program to achieve proposed objectives and positive student impacts (students will have better outcomes if they attend more than 30 days of programming). While the unexpected closure of the all programs in mid-March due to the global pandemic may have impacted the rate of regular participation, the program was expected to experience more success on this metric. In general, any proportion over 50% suggests relatively successful retention and heightened student engagement. The program is strongly encouraged to explore the reasons why the majority of students left the program and consider procedural or programmatic changes that would increase the overall rate of regular participation. It is likely that increased and more regular student attendance will result in more positive academic and behavioral outcomes for which the program was designed.

Enhance Sustainability and Strategic Financing

Although the program is only in the third year of funding under this 5-year grant, it is not too early to start focusing on sustainability planning for when the federal project ends (known as strategic financing). In general, partnerships are a great way to move towards sustainability, as they provide project enhancements that the grant cannot fund (e.g., food for parent nights) or the grant was not designed to fund (e.g., expensive software). It is important to note that a partner providing added services and supports will not necessarily lead towards sustainability. For the program to sustain after the end of federal funding, the program would need partners or other funding sources that could cover the actual staffing and materials necessary to run a comprehensive afterschool program. To help ensure primary partners remain engaged, the program should consider having them sit on the 21st CCLC Advisory Board. Other outreach efforts, such as having a program newsletter created by the students (a great project to learn reading, writing, technology, art, etc.) could help build community presence and move towards sustainability. The program is encouraged to

maintain accurate records of partnerships in EZReports on an ongoing basis, such that changes in program administrators and site coordinators do not impact the accurate reporting of data. Keeping an ongoing and living list of partners and their contributions will help alleviate the ‘lost data’ caused by such personnel changes. The program is also encouraged to ensure all partnerships are recognized through annual ‘thank-you’ letters that express what the program received and the estimated valuation of the provisions.

Improve Use of the Adult Literacy Performance Survey

In addition to the statewide parent survey, the Tampa ASAS (Village Academy) 21st CCLC program is highly encouraged ensure the Adult Literacy Performance Survey (ALPS) is administered for all parent literacy events, while also increasing the number of adult family members attending the literacy events. The program was only able to collect 40 ALPS surveys during the course of the 2019-2020 program year. The ALPS provides for better and deeper data for adult performance impact, but is most useful if administered at all events. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. The data collected by the ALPS should now be connected to all students represented by the adult completing the survey. While anonymous data are more likely to provide realistic and more accurate responses and feedback, it creates an unnecessary complication with EZReports and for the FLDOE. Note that surveys are provided to be completed immediately after the adult literacy events. In addition, the program should ensure all parents complete the end-of-year survey provided by the FLDOE.

Explore Resources for Virtual Learning Afterschool

The 21st CCLC program is encouraged to explore some of the virtual afterschool resources that have become available over the past several months. While the program may be starting in-person (or hoping to start in-person soon), the global health pandemic is still in flux and nobody can predict what the future might hold. Creating a list of virtual resources or virtual programs would not be a wasted exercise, as many of the online programs and resources can also be used within an in-person program (e.g., virtual field trips, Sanford Harmony Online, etc.). The program is encouraged to explore the Afterschool Alliance COVID19 resources page, where the program can explore the resources put together by various state Afterschool Networks funded by the Mott Foundation (<https://afterschoolalliance.org/covid/>). Another resource would be Prime Time Palm Beach County which has several resources that might be helpful for programs across the state (<https://www.primetimepbc.org/covid19-ptupdates/>). The program is reminded that there are many free resources to support a virtual program and support the regular program using more technology."=

APPENDIX A

This section is optional. In this section's text box, subrecipients have the opportunity to provide additional information (including charts and graphs) that may enhance the stakeholders' understanding of the program. This can include items such as:

- *a national and/or state overview of the 21st CCLC program*
- *the history of the role of afterschool programming*
- *detailed information about partners and subcontractors*

THE UNIVERSAL NEED FOR AFTERSCHOOL

The National Center for Education Statistics (2020) reports that, across the United States, 50.9 million students in nearly 19,500 public school districts attended over 99,700 public elementary and secondary schools, with an additional 4.9 million students attending approximately 32,500 private schools. In Florida alone, the National Center for Education Statistics (2020) and the Florida Department of Education (EdStats, 2020) report that over 2.8 million students attend 4,233 public schools, with an additional 336,000 attending 1,851 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, parent surveys conducted for the "America After 3PM" survey (2014) showed that 19.4 million children not in an afterschool program would enroll if one were available. Certainly, a great need exists for out-of-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 out-of-school programs, most successful programs typically combine academic, social-emotional, recreational, physical, and artistic elements in a curriculum designed to engage youth in a variety of structured and supervised activities.

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 of this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida. Within Florida, 21st CCLC programs follow a highly structured model of educational enrichment and personal development through research-based and/or scientifically based programming and activities that serve the whole child, their families, and the communities where they reside.

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 program. 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 \$1.206 billion dollars in 2019 (US Department of Education, 2019).

The Nita M. Lowey 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; 2015), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176; 2015), 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-performing schools. In 2018, the Florida Department of Education (FLDOE) revised the requirements for eligible schools to those identified by the FLDOE as needing support (targeted support or comprehensive support) or identified by the local school district superintendent as needing supports provided by the 21st CCLC model. Private schools were not eligible as primary targets, as they do not receive school grades in Florida, but could be served as secondary targets for student participants. Overall, Florida remains focused on providing some of the most structured, wrap-around, and diverse out-of-school programming to students attending the state’s most at-risk public schools and residing in the most at-risk communities.

GENERAL ACTIVITY REQUIREMENTS

Within 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. The 21st CCLC Program should write lesson 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 activities provided during any specific week of operation, with each student encouraged to receive at least one hour of 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. Most 21st CCLC Programs propose activities in several of the personal enrichment categories focused on helping targeted 21st CCLC students meet the Florida Standards and Florida’s 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 a minimum number of annual activities and/or services (set by the FLDOE), 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.

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 (Casparly 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 & Vallercomp, 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.

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