Tampa Bay ASAS
Memorial Middle School
29R-2441B-1PCC1

SUMMATIVE EVALUATION REPORT
Project Year 2020-2021

<u>Deliverable Month</u>
July

<u>Due Date</u>
August 15, 2021 at 11:59PM EST

<u>Submission Environment</u>
EZReports

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The following Table of Contents is to remain on your report **in the order in which it has been provided**. <u>Use the Table of Contents as a checklist to ensure appropriate reporting for this deliverable.</u> Page numbers should be edited to match the report. After the report is completed, please click on this table of contents and a command box will appear on the upper left side. Click Update Table and choose "Update entire table" from the options provided. This will update your page numbers to align with the length of your report.

1.0 INTRODUCTION OF PROGRAM

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

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

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

Program Overview:
- The program is in the fifth year of operations.
- The program received $136,781.00 to implement student-focused services at one site during the 2020-2021 academic year (i.e., afterschool, before school,)
- The program was primarily designed to impact middle school students in the following ways: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) improve engagement in career exploration; and (4) increase adult literacy and parenting skills.

Characteristics of Population Served:
- *Enrollment / Attendance:* The program served a total of 109 students, with 0 attending in the summer 2020 and 108 attending during the 2020-2021 academic year.
- *Regular Students:* Of the attending students, 83 (76.0%) attended at least 30 days and are considered "regular participants" for the 2020-2021 grant year.
- *Average Daily Attendance:* The program served an average 56.3 students per day within all academic-year components.
- *In-Person Recruitment:* ASAS worked with school staff to communicate with families opting for in-person learning, providing them with program information and electronic registration via a QR code link. The school provided recorded messages to parents, promoted the program on their website, and distributed fliers in homeroom and car line. Additionally, school staff recruited and referred students. In the past, the program has provided an in-person parent orientation. This year the orientation was virtual, and not well attended. Once enrolled, the program coordinated with school staff to perform wellness checks on students and families who had been chronically absent. To maintain an engaging experience for those enrolled, the program surveyed students regarding activities and opportunities in which they would like to participate.
- *Virtual Recruitment:* All students were recruited in the same manner, allowing families to choose attendance method during registration. Virtual programming was added after the start of the academic year, to meet student need.

- *Demographics:* The program director believes the students attending the program reflected the population of students within the recruited groups.

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

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

2.0 STUDENT CHARACTERISTICS

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

2.1 Student Enrollment Total and Regularly Participating Students

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

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

Site Name	Total Participating Enrollment *(attending at least one day)*	
	Summer	**Academic Year**
Memorial MS	--	108

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender	
				Male	**Female**
Memorial MS	4	10	66	52	57

Table 3. Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Memorial MS	--	2	28	25	--	5	1	48

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

Table 4. Student Grade for Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Memorial MS	--	--	--	--	--	--	--	30	40	39	--	--	--	--	109

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

3.0 PROJECT OPERATIONS

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

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

Operation Overview:

- The 21st CCLC Program is in the fifth year of operations, providing services before school and after school during the 2020-2021 reporting year.
- ***Summer****:* Program was approved to operate Summer 2020 but was unable to operate due to challenges associated with COVID19 and lack of access to facilities.
- ***Academic Year****:* Operations started 08/31/20 and ended 05/28/21 - providing 618.75 hours of total programming at 2 hours/day before school and 1.75 hours/day after school. Program anticipated starting on 08/10/20, though started later due to district guidelines.

Type of Programming:

- ***Academic Year****:* The program began the academic year providing only in-person programming. However, as there appeared some interest in a virtual option, the program began offering a virtual option in October 2020. This option allowed more students to attend.

Summary of Operations:

- ***Academic Year****:* Total of 165 days of academic year services – operating 5 days per week and 2 hours per day before school and 1.75 hours per day after school.

Types of Activities:

- ***Academic Year****:* To adjust to the later start date, the program abbreviated the intended "We Are All Stars" curriculum. This curriculum included orientation, social emotional learning, goal setting/vision boards, identity maps and 7 Habits of Highly Effective Teens activities. Academic sessions included homework help, and project-based STEM activities. The program also introduced a Hispanic Heritage curriculum designed with 4 core areas Visual and Culinary Arts, Sports. To continue a strong academic offering, teachers integrated ELA, science, and math into the various activities. As sports equipment could not be shared (per guidelines), physical fitness activities were adjusted to no contact. Any necessarily shared materials were sanitized often, while several activities requiring one common item were not provided (e.g., kickball, soccer, etc.).

Transitions:

- In accordance with district policy and guidance, the program only operated in the cafeteria.

Complete the table below as indicated in the headers.

Table 5. Summer 2020 Operations

Site Name	Total # of **weeks** THIS site was open	**Typical #** days per week THIS site was open	Typical number of **hours per day** THIS site was open			Typical Programming (as stated in the Restart Plan)
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS/ HOLIDAYS	
Memorial MS	0	0	0	--	--	--

Table 6. 2020-2021 Academic Year Operations

Site Name	Total # of **weeks** THIS site was open	**Typical #** days per week THIS site was open	**Typical # hours per day** THIS site was open				**Total # days** THIS site was open				Typical Programming (as stated in the Restart Plan)
			Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays	
Memorial MS	35	5	2	--	1.75	--	165	--	165	--	Hybrid

4.0 STAFF CHARACTERISTICS

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

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

Staff Demographics:

- A total of 18 individuals supported the program during the 2020-2021 Academic Year.
- Staff included 14 females and 4 males.
- No volunteers were allowed on campus due to health-related restrictions.

Staff Quality:

- Staffing included 5 certified teachers present for all academic-based programming.
- 1 had advanced degrees; 10 had undergraduate degrees; 7 had a high school diploma
- Greatest strength of staffing: "Prepared lesson plans are always open ended to adapt to student feedback."
- All staff members receive a background check.

Turnover:

- No staff left and were replaced during the reporting period.
- Certified teachers and staff are given planning time, resulting in less stress.

Professional Development:

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

Ratio:

- Academics at 1:10 and Enrichment at 1:20 (maximum).
- Enrollment was kept low due to limited space.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	Memorial MS	
	Paid	Volunteer
Administrators and Coordinators	5	--
College Students	--	--
Community Members	--	--
High School Students	--	--
School Day Teachers (including substitutes)	5	--
Non-teaching School Day Staff	8	--
Sub-contracted Staff	--	--
Other	--	--

5.0 OUTCOMES

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

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

In 200 or less provide a narrative describing the data collection methodology and outcomes. This may include:
- *outcomes met through programming,*
- *the impact on the population being served, and*
- *any data collection challenges.*

Objectives Narrative

Data Collection Methodology:
- School Liaison pulled grades directly from school databases and provided them to the program director
- Enrichment staff collected all pre-mid-post data for personal enrichment assessments and provided the data to the site coordinator.
- All data were entered into EZReports directly by the program director.

Outcomes Met:
- All reported outcomes based on regularly participating students (30+ Days Attended).
- 74% improved or maintained high performance in English Language Arts grades, 83% in mathematics, and 60% in science.
- 79% improved/maintained performance in physical fitness.
- 77% increased engagement in career exploration.
- 100% of adult family members reported improved skills from adult events.
- Program met all proposed objectives.

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

Data Collection Challenges:
- No challenges collecting academic data from school.
- No consistent virtual students – no reliable data available.
- ALPS produced mostly 4s and 5s. Parents were also surveyed regarding topics for AFMS events.
- Academic data was used data to identify gaps. Program consulted with school to identify better curriculum resources, and to engage students with school provided software programs.

5.2 Stakeholder Surveys

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

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied with the 21st CCLC program as a whole *(Very Satisfied and Satisfied).*
Parent	47%	100.0% (39 of 39)

Survey Type	Response Rate	Percentage of stakeholders that reported the 21st CCLC program helped improve academic grades.
Students K-5	--	--
Students 6-12	100%	76.0% (19 of 25)

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21st CCLC program improved student's academic performance *(Improved and Did Not Need to Improve).*
Teacher	97%	96.4% (53 of 55)

6.0 PROGRESS TOWARD SUSTAINABILITY

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

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

Progress Towards Sustainability:

- The program believes most, if not all, the current grant amount would be required to operate the program without 21st CCLC funding. The program would likely cap enrollment, eliminate certified teachers, and decrease the number of summer camps if funding was eliminated.

- Program noted challenges to partnerships due to COVID19. Most partners reported challenges and the need to collaborate/learn from each other.

- National office helped identify partners and initiated collaborations that were integrated at the chapter level (KidGrit, Health Leads, Boks).

- Program reports 3 new partners, 3 existing partners this year.

Advisory Board:

- Advisory board includes ASAS program staff school administrators, teachers, parents, students, community members.

- Board virtually met twice during the year (January and June).

- Meetings were used to disseminate information to the community and school day staff.

- Per the program, "advisory boards were challenging this year due to virtual meetings – had good representation of parents and staff but needed to engage more community members/partners

Contributions to Program:

- The program received an estimated $320,100 in contributions to support 21st CCLC activities and services.

- This is equivalent to 234% of the 2020-2021 grant award amount ($136,781).

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value ($) of Service or Contribution	Type of Contribution
Best Buy	Covid 19 relief Funding	$4,000.00	Partner
HCPS - School Nutrition Services	Meals for school year and summer	$12,000.00	Partner
Hillsborough County School District	Facilities, access to data, recruitment of participants and staff	$225,000.00	Partner
Hillsborough County Community Foundation of Tampa Bay	Covid Relief Funding	$30,000.00	Partner
Love Our City	Materials parent engagement.	$750.00	Partner
Love Our City	Lunch for school teachers	$1,350.00	Partner
Tik Tok	Money to purchase food cards	$47,000	Partner

7.0 PROGRAM REFLECTION

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

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

The program utilized a variety of activities (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. While experiencing continued challenges from COVID-19, virtual summer and in-person afterschool were provided to impact students, families, schools, and communities.

Reflections and Lessons Learned:
- At the beginning of the academic year, many students had not returned to brick-and-mortar learning. To attract more students, the program decided to launch a virtual program. Results were mixed.
- Students and families were inconsistent in participation – students that did attend regularly received the desired level of quality.
- Family engagement was difficult due to the restrictions on in-person gatherings. Staff conducted small groups, socially distanced in the parking lot outside and were able to have a level of connection but the quality of the gatherings was impacted.
- Attendance saw frequent highs and lows throughout the school year due to quarantine or because of contact tracing. Students attending from home cited "Zoom fatigue".
- Families associated with the program had limited access to high-speed internet, and/or compatible devices for Zoom events.

Recommendations:
- Program mentioned it was difficult to always ensure new students were given enrichment assessments. The program is encouraged to develop a system of enrollment that includes assessments. This guarantees all students have data.
- The program is encouraged to explore ways to integrate multiple objectives in both academic and enrichment opportunities. With only 1.75 hours of program time each afternoon students and staff will both benefit from multi-faceted activities, allowing the program to address as many as objectives in the time given.
- Program is encouraged to establish a student advisory board. Allowing students to become a part of activity planning will help the program attract students.