



After-School All-Stars Tampa Bay

Memorial Middle School

SUMMATIVE EVALUATION REPORT

Project Year 2021-2022



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COMMUNITY LEARNING CENTERS
FLORIDA

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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*

For the 2021-2022 school year ASAS Tampa Bay's program started with the stated goal to serve students in grades 6-8, with an average daily attendance at the school site of 40 students per day before school, 85 students per day afterschool, and 70 students per day during the Summer. The ASAS Tampa Bay Memorial Middle School 21st CCLC program targeted the 631 students attending Memorial Middle where 93% of the students qualify for free or reduced-price lunch.

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

As an organization ASAS provides school-based youth development programs for Title-I students nationwide in 12 states and has served the Tampa Bay community, and Memorial Middle School, since 2016. ASAS Tampa Bay tailors programming to supplement and enhance the existing efforts of the school. The partnering school's administration assists ASAS Tampa Bay to plan all aspects of student services including core curriculum, academic focus, tutoring, mentoring, and social emotional learning services, athletic activities, arts and culture activities, college and career readiness, and additional family support services. The school administration designated a staff liaison and assisted in the selection and training of certified teachers to work in the ASAS Tampa Bay 21st CCLC program. In addition, the partnership with the school district and the individual school site allowed ASAS Tampa Bay access to relevant and timely student data. Data was used to not only measure outcomes, but also used throughout the program to plan activities that were complementary and tailored to the partner school's needs, and the demonstrated students' needs on an ongoing basis. ASAS Tampa Bay's staff were hosted and embedded within the staff of Memorial Middle School, allowing ASAS staff to develop individual relationships and partnerships with schoolteachers, parents, administrative staff, facility staff, school safety officers, guidance counselors, special education staff, and mental health and family support staff.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program. Also, provide a brief narrative summary of clarifying information to complement the tables, to include any challenges encountered in data collection or reporting.

Memorial Middle School is a high-need, high-poverty, underperforming, Title 1, Hillsborough County School District school serving resource-poor communities. 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, school attendance, and college enrollment.

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

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students for Summer 2021 and 2021-2022 Academic Year

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

Site Name	Total Participating Enrollment (attending at least one day)	
	Summer	Academic Year
Memorial Middle School	27	142

2.2 Student Demographics

Table 2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced-Price Lunch	Gender	
				Male	Female
<i>Memorial Middle School</i>	9	4	120	72	74

Table 3. Student Race and Ethnicity: Total Participating Students

Site Name	Total Participating Students*							
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided**
<i>Memorial Middle School</i>	0	0	51	38	0	10	0	47

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

Table 4. Student Grade: Total Participating Students

Site Name	Grade In School*														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>Memorial Middle School</i>	-	-	-	-	-	-	-	59	36	51	-	-	-	-	146

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

ASAS Tampa Bay provided programs at Memorial Middle School during the summer of 2021, as well as before- and after-school during the 2021 - 2022 school year. Broad programming was offered with the goals 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.

Summer programs started on June 7, 2021 and continued through July 22, 2021, offered at the school site from 7:30 am to 12:00pm, Monday through Thursday for 7 weeks...a total of 28 days. This was the first summer the school was open to students following two summers of COVID-19 related closures which started in March 2019.

The school program began on August 10, 2021, and continued all scheduled student days, 180 total, ending on May 27, 2022. All programming was 100% in-person at physical schools site. Morning programming was offered from 7:30 am until the start of the school day at 9:20 am. After-school programming started at the end of the school day at 4:25pm (3:25 pm on Mondays) through 6:10 pm. A total of 18.90 hours per week.

Academic activities to support student achievement included: (1) project-based learning to address student needs in ELA, math, and science; (2) "Mindworks" project-based academic and SEL curriculum, (3) homework assistance; and (4) "STEMfinity," math/science curricula. Personal enrichment programs included: (1) "BOKS physical fitness curriculum, (2) "FDIC Money Smart," financial literacy curriculum; (3) nutrition lessons; (4) teacher designed high school readiness activities; and (5) arts activities. Adult family member events supported parents through topics including homework resources, exam and test preparation, internet safety, and a health and wellness information.

Complete the tables below as indicated in the headers.

Table 5. Summer 2021 Operations

Site Name	Total # of weeks THIS site was open	Typical # days per week THIS site was open	Typical # hours per day THIS site was open			Total # days THIS site was open		
			Weekdays	Weekday Evenings	Weekends/Holidays	Weekdays	Weekday Evenings	Weekends/Holidays
<i>Memorial Middle School</i>	7	4	4	-	-	28	-	-

Table 6. 2021-2022 Academic Year Operation

Site Name	Total # of weeks THIS site was open	Typical # days per week THIS site was open	Typical # hours per day THIS site was open				Total # days THIS site was open			
			Before School	During School	After School	Weekends/Holidays	Before School	During School	After School	Weekends/Holidays
<i>Memorial Middle School</i>	35	5	1.83	-	1.95	-	180	-	180	-

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:

- 20 individuals worked in the program during the 2021 – 2022 project year.
- Staff included 12 females and 8 males.

Staff Quality:

- 5 certified teachers were present for all academic-based programming aligned with Florida State education standards.
- 3 staff held advanced degrees; 12 held undergraduate degrees; 5 had a high school diploma.
- All staff received a level II fingerprint background check prior to working with students.

Turnover:

- 8 staff, including 2 teachers, 3 program leaders, and 2 program directors/coordinators left during the project year and were replaced during the reporting period.
- Due to difficulty in recruiting a full-time site coordinator at Memorial Middle School, the program manager and site coordinators of 2 other ASAS Tampa Bay programs rotated responsibility for program supervision.

Professional Development:

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

Ratio:

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

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	<i>Memorial Middle School</i>	
	Paid	Volunteer
Administrators and Coordinators	7	-
College Students	-	-
Community Members	-	-
High School Students	-	-
School Day Teachers (including substitutes)	8	-
Non-teaching School Day Staff	5	-
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 words or less, provide a narrative describing the data collection methodology and outcomes. This may include:

- *outcomes met through programming,*
- *the impact on the population being served, and*
- *any data collection challenges.*

Program Performance Report 2021-2022							
Project #: 29R-2442B-2PRN1		Project Name: Memorial					
Domain	Objective #	Total # of Participants Served	Total # of Participants Measured	% of Participants Measured	Total # of Participants Meeting SOS	% of Participants Meeting SOS	Benchmark Met
English Language Arts (ELA)	1.A.1	146	112	77%	23	21%	N
English Language Arts (ELA)	1.A.2	146	2	1%	1	50%	N
English Language Arts (ELA)	1.A.3	146	119	82%	64	54%	N
English Language Arts (ELA)	1.A.4	146	0	0%	0	0%	N
Mathematics	1.B.1	146	105	72%	29	28%	N
Mathematics	1.B.2	146	1	1%	1	100%	Y
Mathematics	1.B.3	146	120	82%	70	58%	N
Mathematics	1.B.4	146	0	0%	0	0%	N
Grade Point Average (GPA) for Secondary Students	1.C	146	0	0%	0	0%	N
Attendance/Dropout Prevention	2.A	146	0	0%	0	0%	N
Behavior	3.A.1	146	0	0%	0	0%	N
Behavior	3.A.2	146	0	0%	0	0%	N
Engagement/Safe and Supportive Relationships	4.A.1	146	13	9%	10	77%	Y
Engagement/Safe and Supportive Relationships	4.A.2	146	13	9%	9	69%	N

As this was the first year of reporting for the updated GPRA measures, there is no comparative outcome data for GPA, Attendance/Dropout Prevention or Behavior for the 2021-2022 academic year.

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the teacher end-of-year stakeholder surveys, to include any challenges encountered in collecting surveys.

- The survey was sent to work emails for ELA, Math, Science, and/or Social Studies teachers of students active in the program.
- 69% indicated student engagement increased.
- 77% indicated student's level of safe and supportive relationships with peers and adults increased.

Table 8. Stakeholder Survey Responses

Survey Type	Response Rate	Percentage of stakeholders satisfied that the 21 st CCLC program improved student engagement (<i>Increased and Did Not Need to Increase</i>).
Teacher	9%	31%

6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project's progress toward 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:

- Interruption created by COVID-19 related school and business closings caused lost progress in sustainability. Several partners were no longer in operation, no longer able to provide support or in-kind services, or no longer had staff to assist the program.
- The ending of the original 21st CCLC Cohort 15 funding has led to the temporary ending of programming at Memorial Middle School.
- ASAS Tampa Bay is making progress increasing funds raised by our volunteers but is still seeking funding, including ESSER, ARP, or SAI funding.
- The national ASAS office helped identify partners and initiated collaborations that were integrated at the chapter level (KidGrit, Boks, etc.).
- New partnerships are being formed with additional partner organizations.

Advisory Board:

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

Contributions to Program:

- The program received an estimated \$274,508 in contributions to support 21st CCLC activities and services.
- This is equivalent to 188% of the 2021 - 2022 grant award amount (\$145,949).

Table 9. Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
HCPS – School Nutrition Services	Snacks and meals for school year and summer programming	\$12,000	Partner
HCPS – Facilities	Facilities and cleaning services	\$225,000	Partner
Children’s Board of Hillsborough County	Funding for extended summer programming	\$37,508	Partner
HCPS – School Nutrition Services	Snacks and meals for school year and summer programming	\$12,000	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*
- *reflections of the impact of the worldwide pandemic on programming, staffing and/or operations*
- *recommendations to enhance the quality of services offered to students and families for the next year*

Reflections and Lessons Learned:

- Summer 2021 was the first schools permitted on-site programs following school closures in March 2019. With no summer programs in 2019 or 2020 there was a loss of engagement with parents and students, lowering enrollment in Summer 2021.
- Continuing a trend started when students returned to school August 2020 with a choice of "brick and mortar" or "virtual" school, students struggled to regain learning loss, remain engaged, or demonstrate appropriate school behavior.
- Absenteeism and student engagement remains a challenge in the 2nd year following a full year when many students participated minimally in educational activities.
- Family engagement was difficult due to the restrictions on in-person gatherings. Staff conducted minimal small group activities and largely resorted to providing informational handouts,

Recommendations:

- Due the overwhelming social, behavioral, academic, economic, and societal impact of the COVID-19 epidemic, it is difficult to isolate the impacts of adaptations made in afterschool programming during the 2021-2022 school year. Measurable impacts will require more time measuring multi-year trends which follow each grade cohort of students through their school career.
- Programs will need to continue to respond to the ongoing challenges of staffing...addressing staff shortages, difficulty hiring, and retaining staff...through higher wages, employment benefits, career opportunities, and continuous education which support staff loyalty and development.
- To effectively engage students in learning, successful programs will continue to adopt technology which can individualize lessons to each students' specific academic needs.
- Effective programs will also need to make intentional efforts to build social emotional skills, teach communication and group work skills, and establish supportive relationships.
- Parents continue to express concern about their child's mental health following the pandemic and staff training, resources, and services will need to be allocated for the role mental health support and screening can play in out of school time programming.