



After-School All-Stars Tampa Bay

Dr. Carter G. Woodson PK-8 School

SUMMATIVE EVALUATION REPORT

Project Year 2022-2023



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

Table of Contents

1.0 INTRODUCTION OF PROGRAM.....	3
2.0 STUDENT CHARACTERISTICS.....	4
2.1 Student Enrollment Total and Regularly Participating Students.....	4
Table 1. Student Enrollment: Total Participating Students for Summer 2021 and 2021-2022 Academic Year	4
<i>Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming.</i>	4
2.2 Student Demographics.....	5
Table 2. Population Specifics: Total Participating Students	5
Table 3. Student Race and Ethnicity: Total Participating Students.....	5
Table 4. Student Grade for Total Participating Students	5
3.0 PROJECT OPERATIONS	6
Table 5. Summer 2021 Operations.....	7
Table 6. 2021-2022 Academic Year Operation.....	7
4.0 STAFF CHARACTERISTICS	7
Table 7. Program Staff Types by Category	9
5.0 OUTCOMES.....	10
5.1 Objectives, Activities, Data Collection Methodology and Outcomes.....	10
5.2 Stakeholder Surveys.....	11
Table 8. Stakeholder Survey Responses	11
6.0 PROGRESS TOWARD SUSTAINABILITY	12
Table 9. Program Partners	13
7.0 PROGRAM REFLECTION.....	14

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 2022-2023 school year ASAS Tampa Bay's program started with the stated goal to serve students in grades 3-8, with an average daily attendance at the school site of 160 students per day after school and 75 students per day during the Summer. The ASAS Tampa Bay Carter Woodson 21st CCLC program targeted the 984 students attending Carter G. Woodson School where 100% of the students qualify for free or reduced lunch.

Designed to complement and enrich regular school day instruction, the goal of the ASAS Tampa Bay program was primarily focused on impacting students in the following ways: (1) improving academic achievement in English Language Arts (ELA), mathematics, and science; (2) improving fitness and healthy lifestyle choices; (3) improving engagement in career exploration; and (4) increasing adult literacy and parenting skills. 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 13 states and has served the Tampa Bay community since 2016. ASAS Tampa Bay tailors programming to supplement and enhance the existing efforts of the school. The partnering school's administration assists ASAS Tampa Bay to plan all aspects of student services including core curriculum, academic focus, tutoring, mentoring, 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 Carter Woodson 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.

Dr. Carter Woodson School is a Title 1 Hillsborough County School District public school, in the greater City of Tampa area, and has been identified for “Additional Targeted Support and Improvement” by the district. The school achieved a grade of “C” in 2022, which it has maintained since 2018. 100% of the school population meets the definition of “economically disadvantaged,” as 100% of the population qualifies for free and reduced lunch. With over 1,020 students in grades PK through 8, 94% of the population are minority students, and 13.5% are also English Language Learners. Student demographics include 45.3% Black, 44.7% Hispanic, 5.5% White, and 4.1% Multi-Racial. Additional risk factors include: 78% of students absent 10% or more days, 14% of students have one or more suspensions, 26% scored level 1 on the statewide ELA assessment, and 24% scored level 1 on the statewide Math assessment.

To address the specific needs of students, the ASAS Tampa Bay 21st CCLC program targeted *all* students at Dr. Carter Woodson School. This school serves socioeconomically disadvantaged students, students with special needs, and students with disabilities who are 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) emails sent to parents; 5) social media (e.g., Facebook, Twitter); 6) teacher referrals; 7) open houses; and 8) student-to-student recruitment. Teachers, administrators, and guidance counselors recommended students based on standardized test scores, report cards, discipline reports, and parent requests. As required by 21st CCLC funding which mandates equitable services for private schools, ASAS Tampa Bay invited all identified non-profit private schools, offering program services to students, and training to staff, however, no private schools participated during the 2022 – 2023 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
Carter Woodson School	69	160

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
Carter Woodson School	2	10	195	120	77

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**
Carter Woodson School	-	1	153	41	-	14	29	0

**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
Carter Woodson School	-	-	-	-	26	35	33	52	18	33	-	-	-	-	197

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

Summer programs started June 6, 2022, and continued through July 21, 2022, at the school from 8:00 am to 1:30pm, Monday through Thursday for 7 weeks...a total of 27 days (the school was closed and unavailable for programming on July 4, 2022, for the Independence Day Holiday). With an additional grant from another funding source, summer programming was extended from 1:30pm to 6:00pm to accommodate working parents.

The school program started August 10, 2022, and continued until May 26, 2023. One week of programming was lost September 26 to September 30, due to Hurricane Ian. The school was also closed on November 10 due to Tropical Storm Nicole. Afterschool programming started at the end of the school day at 2:35 pm (1:35 pm on Mondays) and continued through 6:00 pm. A total of 17.42 hours per week.

Academic activities included: (1) teacher developed project-based learning 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. Students also made use of school-based online programs to support reading and math learning...I-Ready and Khan Academy. 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
Carter Woodson School	7	4	5.5	-	-	27*	-	-

*No program was held Monday, July 4, 2022, as school facilities were closed for Independence Day. Plans for an additional day at Woodson school, an alternate site, or educational field trip could not be finalized before the end of the summer.

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
Carter Woodson School	35	5	-	-	3.48	-	-	-	175*	-

* One week of programming was unable to be held September 26 to September 30, 2022, due to the school site being closed in response to a county emergency associated with Hurricane Ian. The program was also cancelled due to the school site being closed on Thursday, November 10, 2022, due to Tropical Storm Nicole, however, this day was made up by the program when the school calendar was changed to open the school facility on Monday, January 9, 2023. This day was previously planned as a school holiday.

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:

- 23 individuals including 11 females and 12 males.
- 3 Hispanic, 15 Black/African American, 4 White/Caucasian, and 1 Asian/Pacific Islander.

Staff Quality:

- Certified teachers provided all academic-based programming.
- Program leaders are non-teaching staff responsible for student supervision, mentoring, enrichment programming, and assisting teachers.
- 5 staff held advanced degrees (MA, or PhD); 13 held undergraduate degrees (BA); 1 held an Associate's degree, and 4 held a high school diploma.
- All staff received a level II fingerprint background check prior to working with students.

Turnover:

- The site coordinator started October 2022, but subsequently left mid-school year.
- Program Leaders staff positions were difficult to fill and several positions remained vacant during parts of the school year.

Professional Development:

- An orientation and planning session was held virtually at the start of the school year.
- In-person trainings were also held twice during the program year. Topics were chosen to address areas of need.

Table 7. Program Staff Types by Category

	Type (Paid and Volunteer)	
	<i>Carter Woodson School</i>	
	Paid	Volunteer
Administrators and Coordinators	9	-
College Students	1	-
Community Members	2	-
High School Students	-	-
School Day Teachers (including substitutes)	8	-
Non-teaching School Day Staff	3	-
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 2022-2023							
Project #: 29R-2443B-3PCC4		Project Name: TB Woodson K-8 (C19)					
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 - FSA Scores	1.A.1	198	0	0%	0	0%	n/a
English Language Arts - FSA Monitoring	1.A.2	198	0	0%	0	0%	n/a
English Language Arts - Report Card Grades	1.A.3	198	136	69%	39	29%	N
Mathematics - FSA Scores	1.B.1	198	0	0%	0	0%	n/a
Mathematics - FSA Monitoring	1.B.2	198	0	0%	0	0%	n/a
Mathematics - Report Card Grades	1.B.3	198	137	69%	66	48%	N
Grade Point Average (Unweighted)	1.C	103	21	20%	7	33%	N
Attendance/Dropout Prevention	2.A	198	63	32%	35	56%	N
In-School Suspensions	3.A.1	198	49	25%	31	63%	N
Behavior Referrals	3.A.2	198	49	25%	26	53%	N
Safe and Supportive Relationships	4.A.1	198	30	15%	16	53%	N
Engagement	4.A.2	198	30	15%	17	57%	N

-There were few students active in both 2021-2022 and 2022-2023 school years. Comparisons should be considered in light of the small sample size.
 -In 2021-2022, 16 students had an attendance rate below 90% and 15 of these students improved in 2022-2023
 -50 students had 1 or more suspensions in 2022-2023 (111 had 0), however, 134 of these students were not in the program in 2021-2022 for comparison.

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.
- 42% indicated student engagement increased.
- 42% 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	30%	83%

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:

- ASAS does not charge any fees. Fundraising, special events, foundation and corporate gifts, and governmental grants are vital to our sustainability.
- Over \$140,000 was raised through corporate and individual donors, as well as sponsors of the ASAS TB annual fundraising event.
- ASAS Tampa Bay hired a development director in 2023, increasing our capacity to support programs.
- New partnerships were developed with nonprofit organizations to increase programming for students, "Sing Out and Read," introduced a research-based reading intervention program to 15 students. Due to changes in staffing, this demonstration project will need to be started again in the 2023-2024 school year. An additional partnership with "Think Big for Kids" will increase career readiness programming, by bringing local corporate volunteers to speak with students about their careers.

Advisory Board:

- The advisory board included ASAS program staff, school administrators, teachers, parents, students, and community members.
- While an advisory board was formed, no meetings were able to be scheduled, due to the change in the site coordinator position.

Contributions to Program:

- The program received an estimated \$270,273 in contributions to support 21st CCLC activities and services.
- This is equivalent to 57% of the 2022 - 2023 grant award amount (\$470,196).

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	\$33,273	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:

- The National Assessment of Educational Progress found many students lost ground in math and reading during pandemic school closures. Nationally, 26% of 4th graders scored below grade level and 40% of 8th graders scored below *grade level*.
- 57% of students in Florida were on grade level in ELA, and 55% were on grade level in Math, at Woodson School, 28% of students were achieving grade level in ELA, and 31% were achieving grade level in Math.
- 78% of students were absent from school 10% or more days from school. Over 1 in 10 were suspended due to poor behavior.
- Parent engagement remains low for school based events.

Recommendations:

- Research by the US Department of Education explored the impact of learning recovery versus learning acceleration and has shown that acceleration has greater benefit.
- Tutoring, at least 30 to 50 minutes, at least three times per week has demonstrated the greatest improvement in student performance.
- Afterschool programs with teacher tutoring, and accelerated learning, show the greatest promise in improving student performance.
- Longitudinal studies will need to be utilized to demonstrate improvement in students who missed a complete year of academics and social interaction.
- Programs need to continue address difficulty in hiring and retaining teachers and support 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 student's 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 be concerned about their child's mental health and staff training, resources, and services will be needed to support students in out of school time programming.