

Summative Evaluation Report

Grantee: **ASAS - Tampa Bay** | Grant: **TB Woodson K-8 (C19)(29R-2444B-4PCC4)** | Cohort: **19** | **1** Sites

1. Introduction to Program

For the 2023-2024 school year, the After-School All-Stars (ASAS) Tampa Bay program at Woodson School 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 21st CCLC program targeted the 855 students attending Carter G. Woodson School where 100% of the students qualify as "Economically Disadvantaged" (free or reduced lunch) and 93% of the population is made up of minority students. Additionally the school is identified for "Additional Target Support and Improvement (ATSI)" by the Hillsborough County School District as they have one or more subgroups with a Federal Index below 41%.

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. This aligned with the priorities of Carter Woodson school as stated in their 2023-2024 School Improvement Plan where the top priorities were listed as 1) 3rd grade ELA, 2) 4th grade ELA, 3) 5th grade ELA, 4) 5th grade science, and 5) 8th grade science.

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 21st CCLC 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 day school teachers, parents, administrative staff, facility staff, school safety officers, guidance counselors, special education staff, and mental health and family support staff.

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2. Student Characteristics

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 (ATSI)” by the district. The school has one or more subgroups with a federal index below 41%. The subgroups include: 1) Black/African American Students, 2) Hispanic Students, and 3) Economically Disadvantaged Students. The school achieved a grade of “C” in 2023, 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 850 students in grades PK through 8, 93% of the population are minority students. Student demographics include 45.6% Black, 44.3% Hispanic, 5.5% White, and 4.0% 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 during the 2022 - 2023 school year.

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) students at risk of academic failure; or 3) students exhibiting behavioral, disciplinary, and/or attendance issues. The program targeted students via: 1) the school’s website; 2) the school newsletter; 3) emails sent to parents; 4) social media (e.g., Facebook, Twitter); 5) teacher referrals; 6) school social worker 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 2023 - 2024 program year.

During the 2023-2024 calendar year, no summer program was able to be offered during the summer in 2023, as the entire school campus was closed for extensive renovations, repairs, painting, cafeteria/kitchen renovations, and replacement of HVAC equipment. Alternate sites were researched, however, no adequate location could be identified. The break in programming, as well as a drop in total school population (1,065 to 855) are believed to be contributory factors for a slight decrease in total students served. 160 students attended the ASAS Tampa Bay 21st CCLC program during the 2022-2023 school year, and 151 students attended during the 2023-2024 school year. Efforts to improve student voice and choice, a focus on relationships and social-emotional learning, as well as curriculum changes, led to an increase in average daily attendance (ADA). During the 2023-2024 school year, the ADA was 65 students per day, compared to 53 students per day in 2022-2023.

There was a significant increase in students identified with special needs in attendance during the 2023-2024 school year, a total of 30 students with special needs attended, while only 10 students were identified in the prior (2022-2023) school year. It is not known if this is due to changes in the school population, an increase in parent reporting, or improved communication with day school teachers. However, due to this increase, staffing levels of certified teachers were increased and maintained at higher levels than the previous year in order to provide more extensive and intensive academic programming, facilitate relationship building, and provide for increased tutoring.

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2.1 Student Enrollment Total

Table 2.1. Student Enrollment: Total Participating Students for Summer 2023 and 2023-2024 Academic Year

Site Name	Total Participating Enrollment (attending at least one hour)	
	Summer	Academic Year
Dr. Carter G. Woodson (C19)	0	151

2.2 Student Demographics

Table 2.2. Population Specifics: Total Participating Students

Site Name	Limited English Language Proficiency	Identified with Special Needs	Free or Reduced Price Lunch	Gender		
				Male	Female	Other
Dr. Carter G. Woodson (C19)	9	30	151	87	64	0

Table 2.3. 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**
Dr. Carter G. Woodson (C19)	0	2	92	42	0	8	0	7

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Table 2.4. Student Grade: Total Participating Students

Site Name	Grade In School*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Dr. Carter G. Woodson (C19)	0	0	0	0	20	21	34	22	27	27	0	0	0	0	151

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3. Project Operations

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 could not be held during the summer of 2023 due to school facility construction and the lack of a suitable alternate site.

The school program started August 10, 2023, and continued until May 24, 2024. Two days of programming were lost August 29 and 30, due to Hurricane Idalia. Afterschool programming started at the end of the school day at 2:10 pm (1:10 pm on Mondays) and continued through 5:25 pm. A total of 17.42 hours per week. To assist working families, care was provided through 6:00pm, although this time did not include academic enrichment activities, instead focusing on social emotional learning and enrichment programming. In order to make up for the two days of programming lost due to weather, the academic program was extended for 35 minutes to 6:00pm between the fall break (November 2023) and winter break (December 2023).

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) "LEGO" STEM and robotics curricula. Personal enrichment programs included: (1) "BOKS physical fitness curriculum, (2) "FDIC Money Smart," financial literacy curriculum; (3) "PowerUp Fitness"; (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.

Table 3.1 Summer 2023 Operations

Site Name	Total # of weeks This site was open	Total # of days This site was open	Typical # of hours per day This site was open			Total # of days This site was open		
			Weekdays	Weekdays Evenings	Weekend/Holidays	Weekdays	Weekdays Evenings	Weekend/Holidays
Dr. Carter G. Woodson (C19)	0	0	0:00	0:00	0:00	0	0	0

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Table 3.2 2023-2024 Academic Year Operation

Site Name	Total # of weeks This site was open	Total # of days This site was open	Typical # of hours per day This site was open				Total # of days This site was open			
			Before School	During School	After School	Weekends/ Holidays	Before School	During School	After School	Weekends/ Holidays
Dr. Carter G. Woodson (C19)	42	209	0:00	0:00	3:30	3:30	0	0	178	31

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4. Staff Characteristics

High-quality programming relies heavily upon adequate, well-qualified, and experienced core program staff. For the 2023-2024 school year, ASAS Tampa Bay 21st CCLC program attracted experienced staff members to provide both core academic enrichment and personal enrichment activities to students. While a minimum of 1 staff to 20 student ratio was maintained for all programming, a minimum ratio of 1:10 was maintained for all academic instruction. Furthermore, all academic enrichment activities are planned and led by Florida certified teachers.

While staff recruitment, turnover, and retention had been challenges in the previous program year, the ASAS Tampa Bay 21st CCLC program took steps towards attracting and retaining an adequate number of teacher and program leader (college students, community members or non-teaching school staff) positions that strengthened expertise, enabled staff to build and maintain strong relationships with students, and improved program quality and impact during the 2023-2024 school year.

Two teachers, two program leaders, the curriculum coordinator, and the site coordinator did not return from the 2022-2023 school year. While there was a turnover of 6 staff who did not return from the previous year, of the staff hired for the 2023-2024 school year, only 2 positions experienced turnover during the year. This enabled staff to create stability, structure, and establish ongoing relationships with students. The staff included 10 males and 14 females. 1 staff member possessed a Ph.D., 5 staff held Master’s degrees, 8 possessed Bachelor’s degrees, 1 possessed an Associates Degree, 2 held technical certificates, and the remaining 4 staff all achieved high school or GED diplomas. A data specialist position and an assistant site coordinator position remained vacant throughout the school year, and these responsibilities were adequately met by other program administrators and coordinators.

In addition to adequate and well-qualified staff, ongoing training is key to ensuring program quality and impact. All staff received at least 6 hours of training throughout the year, including program orientation, policies and procedures, introduction to the goals and structure of 21st CCLC programs, program planning, team building, facilitating group activities, emergency procedures, and classroom management. Additional training available included child abuse prevention, proper workplace relationships (adult and student), student privacy, conflict resolution, and diversity awareness.

As shown by submitted data, the 21st CCLC program reported employing a total of 30 staff, however, the program employed a total of 24 staff members across the entire 2023-2024 school year.

Table 4.1 Program Staff Types by Category

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Site Name	Type (Paid and Volunteer)	Administrators and Coordinators	College Students	Community Members	High School Students	Parents	School Day Teachers (including substitutes)	Non-teaching School Day Staff	Sub-contracted Staff	Other
Dr. Carter G. Woodson (C19)	Paid	7	2	5	0	0	10	3	0	3
	Volunteer	0	0	0	0	0	0	0	0	0

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5. Outcomes

Objectives, Activities, Data Collection Methodology and Outcomes

The ASAS Tampa Bay 21st CCLC program maintains a data sharing agreement with Hillsborough County Public Schools (HCPS) to obtain student grades, data on student behavior referrals and in-school suspensions, student school-day attendance, GPA, and State Student identification numbers (SSID). SSID numbers are reported to the 21st CCLC office and utilized to connect student annual state testing (FAST test) scores to program participants. At the end of each grading quarter, the program director requests the most recent data available from the HCPS Research and Evaluation office, which responds with the requested data within 2-3 weeks of the end of each quarter. This information is entered into EZReports for program reporting.

Prior to the 2023-2024 school year, behavior referrals and in-school suspensions were supplied monthly, and grades were supplied quarterly (no mid-quarter grades are given for HCPS students). Due to changes in school district data systems, during the 2023-2024 school year, all data is now only reported on a quarterly basis. In previous years, behavioral data had been supplied monthly. The change to quarterly data meant that the program had less data points throughout the year upon which to track student progress.

To comply with the Family Educational Rights and Privacy Act (FERPA), HCPS requires annual consent to release students' personally identifiable information (including grades, test scores, attendance, etc.). Each FERPA form is valid for 1 calendar year (365 days) from the date it is signed by each parent and only current data is provided, not historical data. If a student was not active with the 21st CCLC program at Carter Woodson school during prior school years, ASAS Tampa Bay does not have access to information from prior years for comparison to current data. This presents a challenge when comparing student data with prior years. Of the 151 students who participated in the 21st CCLC program at Woodson school during the 2023-2024 school year, only 47 students participated in the prior school year, and therefore have data available for comparison. This impacts the outcomes reported for attendance, in-school suspensions, behavior referrals, and day-school student engagement. The only exception is annual FAST testing data as the 21st CCLC office can provide historical test data for comparison. As there were few students active in both the 2022-2023 and 2023-2024 school years, comparisons should be considered in light of the small sample size available for each measure.

The goal for FAST scores in ELA and math is for 75% of students to maintain a score within achievement level 5 or to improve one or more achievement levels from prior year to current year scores. Students begin taking the annual FAST test in 3rd grade, meaning 3rd grade participants are excluded from evaluation. 104 student who participated in the 21st CCLC program have scores for ELA comparison, and 88 have math scores available for comparison:

- 36% of students (37 of 104 measured) met the outcome goals for ELA FAST test scores from 2022-2023 to 2023-2024. The total school ELA achievement at Carter Woodson school is 28%.
- 42% of students (37 of 88 measured) met the outcome goals in math FAST scores from 2022-2023 to 2023-2024. This total school math achievement at Carter Woodson school is 31%.

An additional academic outcome goal is for program participants to maintain an "A equivalent," improve from a "B equivalent" to an "A equivalent," or improve from a grade "D" or "F equivalent to a "C equivalent" or above. 140 students who participated in the 2023-2024 school year had quarterly grades for comparison.

- 38% of students measured showed improvement in ELA grades and met outcome goals.

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- 34% of students measured showed improvement in math grades and met outcome goals.

The final academic outcome goal is for students to maintain an unweighted cumulative GPA of 3.0 or better, or, increase by at least 0.1 point. In HCPS, cumulative unweighted GPA is only calculated for high school level students, or for middle school students (grades 7 or 8) who take high school credit courses. Only 1 student in the afterschool program took high school credit courses in both 2022-2023 and 2023-2024. The student finished all courses with a A grade each year. Therefore, there is no comparison data available for GPA.

The goal for attendance is for students to achieve or maintain a 90% attendance rate or higher, or increase their attendance rate by at least 0.5 percentage point during the school day. Of the 47 students for whom data is available for comparison, 44 (93%) already had a baseline attendance rate of 90% or above. Of the 3 remaining students with attendance below 90% during the 2022-2023 school year, 1 improved attendance, and 2 did not improve during the 2023-2024 school year. The extremely small sample size limits the value of this reported outcome.

The behavioral goals for the program are for 75% of students to improve their behavior annually by demonstrating 0 behavior referrals or suspension days, or a decrease of either by at least 1 day compared to the prior year. Of the 47 students who participated in the 21st CCLC program each of the past 2 years, 17 students had 1 or more suspensions in 2022-2023 (30 already had a baseline of 0). 11 of these students (65%) showed a reduction in in-school suspensions during the 2023-2024 school year.

The final goal is for students to increase their safe and supportive relationships with peers and adults as well as increase their engagement in school annually as measured by school-day teacher surveys. To meet the goal, the school day teacher must report the student improved or did not need to improve when surveyed. 25 surveys were returned during the 2023-2024 school year with 20 teachers indicating growth in student engagement (80% improvement).

Table 5.1 Program Performance Table

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	151	144	95	43	30	N
English Language Arts - FSA Monitoring	1.A.2	151	145	96	57	39	N
Mathematics - FSA Scores	1.B.1	151	134	89	46	34	N

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Mathematics - FSA Monitoring	1.B.2	151	146	97	50	34	N
Grade Point Average (Unweighted)	1.C	76	0	0	0	0	N
Attendance/Dropout Prevention	2.A	151	0	0	0	0	N
In-School Suspensions	3.A.1	151	41	27	28	68	N
Behavior Referrals	3.A.2	151	41	27	25	61	N
Safe and Supportive Relationships	4.A.1	151	32	21	23	72	N
Engagement	4.A.2	151	32	21	23	72	N

Stakeholder Surveys

- The survey was sent to work emails for ELA, Math, Science, and/or Social Studies teachers of students active in the program.
- 57% indicated student engagement increased.

53% indicated student's level of safe and supportive relationships with peers and adults increased.

Table 5.2 Stakeholder Survey Responses

Survey Question	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
Q1. Student engagement is the degree of attention, curiosity, and interest as well as the level of motivation students demonstrate while learning. How would you describe this student's level of engagement for the 2023-2024 School Year?	21	72

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Q2. Safe and supportive relationships for students are cultivated by positive interactions and emotional support with peers and adults. How would you describe this student’s level of safe and supportive relationships with peers and adults for the 2023-2024 School Year?	21	72
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6. Progress Toward Sustainability

One of the goals of the ASAS Tampa Bay 21st CCLC program at Carter Woodson School is to continue activities beneficial to students and their families after the end of grant funding. 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. 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. ASAS TB, is committed to not charging any fees for any programs or services provided to families or schools. Fundraising, special events, foundation and corporate gifts, and government grants are vital to our sustainability. ASAS Tampa Bay hired a development director in 2023, increasing our capacity to support programs.

Total Estimated Value of Contributions: Based on data provided by the program regarding partnerships and contractors tracked throughout the 2023-2024 program year, the 21st CCLC program received an estimated total of \$318,725 in contributions to support 21st CCLC activities and services. Included in this amount is approximately \$110,000 raised through corporate and individual donors, as well as sponsors of the ASAS Tampa Bay annual fundraising event.

Annual Budget Amount to Fund Program: In order to fully operate the program as it was implemented during the 2023-2024 program year 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., reducing program supplies, staffing, administrative costs, etc.) 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 2023-2024 program year, 21st CCLC program had tracked and reported a total of \$318,725 in contributions, mostly representing in-kind services provided by the school district or ASAS Tampa Bay. This is equivalent to 68% of the project award and 135% of the estimated 'barebones' budget to run a skeleton program with minimal cost (\$223,270).

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 ASAS Tampa Bay continues to identify partnerships through connections established through members of the Advisory Board and involvement in local non-profit networks. For example, partnerships with Sing Out and Read and Think Big for Kids has enabled the 21st CCLC program to increase access to research-based reading interventions and also to provide college and career information through presentations made by local corporations.

Advisory Board: During the 2023-2024 school year, an advisory board was formed and able to meet on several occasions. The board is comprised of school-day teachers, school administration, students, parents, community members, and ASAS Tampa Bay staff. Through the work of the advisory board, students attending the 21st CCLC afterschool program were recruited to contribute to the school community by volunteering at the school-based food closet for local families. At this time, no additional funding partners/opportunities have been identified by the advisory board, but meetings have enabled the 21st CCLC program to better coordinate afterschool programming with day-school lesson plans, and also provided parents with a voice for their needs which can be addressed during afterschool time.

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Table 6.1 Program Partners

Agency Name	Type of Service Provided	Estimated Value (\$) of Service or Contribution	Type of Contribution
Think Big for Kids	Programming/Activity-Related Services		Partner
Hillsborough County Public Schools	Programming/Activity-Related Services, Facilities and cleaning services.	225000.00	Partner
Hillsborough County Public Schools Food Services	Programming/Activity-Related Services, Goods/Materials	12000.00	Partner
After-School All-Stars Tampa Bay	Funding/Fundraising, In kind administrative overhead not covered by 21st CCLC. Paid for through individual and corporate contributions and annual fundraising event.	81725.00	Partner
Sing Out and Read	Programming/Activity-Related Services		

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7. Program Reflection

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In today's fast-paced world, where students are still overcoming the long-term social and academic challenges caused by the COVID-19 epidemic, the significance of relationships—both among students and between students and educators—cannot be overstated. Within the framework of the 21st CCLC program during 2023-2024, fostering strong relationships was determined to be a vital component for improving educational outcomes, promoting social-emotional learning, and supporting academic achievement.

The ASAS Tampa Bay 21st CCLC program operates on the key idea of creating a safe and nurturing environment where students feel valued and connected. Throughout the program, we have witnessed the profound impact of relationships in fostering a sense of belonging. Students who engage in meaningful interactions with their peers and mentors showed increased motivation and a greater willingness to participate in activities in pre/post-test measures.

Establishing trust between educators and students also allows for open communication, which is essential for addressing individual student needs and challenges. This rapport not only enhances academic performance but also encourages students to seek help when necessary, leading to better outcomes.

The 21st CCLC program also emphasized the importance of social-emotional learning (SEL) as a key component of student development. Through structured activities, students learned to collaborate, resolve conflicts, and empathize with one another. The relationships they build during these interactions equipped them with vital skills that extend beyond the classroom. For example, team projects and group discussions encouraged students to listen actively and appreciate diverse perspectives. This collaboration fosters respect and understanding, crucial elements for developing healthy relationships both in school and in their future.

Strong relationships also positively influence academic achievement. When students feel connected to their peers and teachers, they are more likely to engage with the learning material and demonstrate persistence in the face of challenges. The supportive atmosphere of the 21st CCLC program created a space where students could take risks and embrace a growth mindset.

Data collected throughout the program indicates that students who participate in relationship-building activities show marked improvement in their grades and attendance. Emotional support from peers and mentors serves as a catalyst for academic success, proving that relationships are integral to learning. Students attending the 21st CCLC program at Woodson school demonstrated a marked decline in school absenteeism compared to their peers.

While the benefits of fostering relationships are clear, challenges remain. Some students still struggle with social skills, demonstrate persistent inappropriate school behavior, or may come from backgrounds that do not emphasize relationship-building. In response, the 21st CCLC program will be implementing a targeted initiative in the 2024-2025 school year to provide an increased focus on mentoring and peer support systems. This initiative will help all students develop the skills necessary to form positive connections.

Reflecting on these challenges has prompted continuous improvement within the program. Training for educators on relationship-building strategies has been prioritized, ensuring they are equipped to create inclusive and supportive environments for every student.

The value of relationships within the 21st CCLC program is immeasurable. By prioritizing connections between students and between students and educators, we create a community that nurtures academic growth and personal development. As we move forward, it is essential to continue cultivating these relationships, ensuring that every student feels supported, understood, and empowered to reach their full potential. The impact of these connections will resonate well beyond the walls of the classroom, shaping future generations into compassionate and capable individuals.

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