

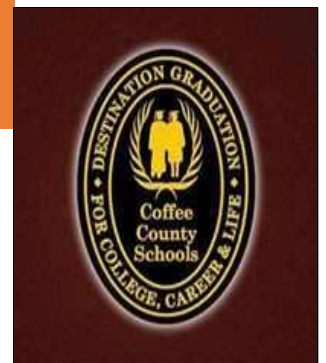


**Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers  
FY 21 Common Data Elements Form**



<b>Coffee County Schools</b>				<b>15-Jun-21</b>					
<b>1. Attendance</b>									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	130	Number:	120	Number:	112	Number:	6	Number:	158
<b>2. Objectives</b>									
Total Objectives		Met		Not Met		Other			
Number:	11	Number:	9	Number:	2	Number:			
<b>3. Standardized Testing</b>									
<b>3A. English Language Arts – Regular Attendees Achievement Levels</b>									
Beginning		Developing		Proficient		Distinguished			
Number:	26	Number:	29	Number:	14	Number:			
Regular Attendees without scores who took standardized test						Number:			
Regular Attendees who did not take standardized test						Number:			
Retake Data (If applicable)						Number of Retakes:			
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
<b>3B. Math – Regular Attendees Achievement Levels</b>									
Beginning		Developing		Proficient		Distinguished			
Number:	10	Number:	36	Number:	22	Number:			
Regular Attendees without scores who took standardized test						Number:			
Regular Attendees who did not take standardized test						Number:			
Retake Data (If applicable)						Number of Retakes:			
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
<b>4. Report Card Grades</b>									
<b>4A. English Language Arts – Regular Attendees</b>									
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year						
Number	Number	Number	“A” or “B”		“C”		“D” or “F”		
0	25	17	62		6		2		
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric						
<b>4B. Math – Regular Attendees</b>									
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year						
Number	Number	Number	“A” or “B”		“C”		“D” or “F”		
0	23	22	59		4		4		
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric						
<b>5. Surveys</b>									

5A. Student Surveys						
Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
105	75	17	92	9	92	3
5B. Parent Surveys						
Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
104	87	17	102	2	102	2
5C. Regular School Day Teacher Surveys						
Number of Teacher Surveys Completed	Behavior		Homework Completion			
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement		No Need to Improve	
Number	Number		Number			
112	23	60	44		56	
6. Partners						
Number of Partners	Total Amount of Contributions					
19	49,296					



# COFFEE COUNTY 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER

Summative Evaluation Report  
2020-2021



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Report Prepared for  
Coffee County Board of Education  
June 18, 2021

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Coffee County Board of Education is the subgrantee of a Nita M.Lowey 21st Century Community Learning Centers grant awarded by the Georgia Department of Education. The program is implemented by the Boys & Girls Club of the Coffee County Region.

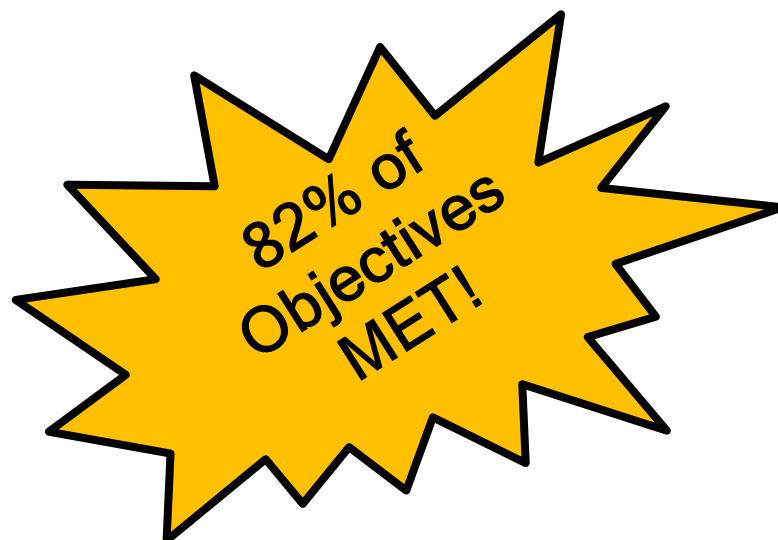
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# OVERVIEW AND HISTORY

The purpose of Title IV, Part B, Nita M. Lowey 21st Century Community Learning Centers Program is to provide federal funds for communities to establish or expand activities in community learning centers that operate during out-of-school hours and serve three specific purposes:

- To provide opportunities for academic enrichment and tutorial services to help students
- To offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program
- To offer families of 21st CCLC students opportunities for active and meaningful engagement in their children's education.

*(<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx>)*

Following assessment activities to identify and determine the unmet needs of students in grades Kindergarten through ninth grade, the Coffee County School District, in partnership with the Boys & Girls Club of Coffee County Region in July 2019, secured a five-year subgrant from the Georgia Department of Education to implement afterschool and summer programs. Fall 2019 was the first year of implementation for the FY20 cohort program. The 21<sup>st</sup> CCLC program provides afterschool and summer programming for a target of 130 low performing students. Students attend one of six Coffee County Schools: Coffee Middle School; Eastside Elementary School; Indian Creek Elementary School; Satilla Elementary School, Westside Elementary School and George Washington Carver Freshman Campus. Intentionally designed programs and activities for students in grades Kindergarten - 9<sup>th</sup> focus on improving academic achievement in English Language Arts, Mathematics and Science. Remediation and skill building strategies include utilizing certified teachers to provide individual, small group tutoring and homework assistance. Students also participate in youth enrichment programs designed to complement the academic program and traditional school day (ex. technology and arts). Families of 21<sup>st</sup> CCLC students are offered an array of opportunities to assist with increasing their personal growth and knowledge and support of their students' educational process.

The Coffee County 21st CCLC program has two service sites: Boys & Girls Club of Coffee County Region (grades K-8) and George Washington Carver Freshman Campus (grade 9).



The 21<sup>st</sup> CCLC program provides 34 weeks (170 days) of afterschool programming ranging from 23.75 hours a week at the Boys & Girls Club Site and 18.75 hours a week at the George Washington Carver Site, known as the Teen Center. The program also provides 30 hours a week for 6 weeks of summer programming for K-9<sup>th</sup> grade students.

Despite another year of unprecedented challenges, due to the COVID19 pandemic, the Coffee County 21<sup>st</sup> CCLC program shows success in achieving: 82% program objectives met, serving 92% of the target population, an impressive two year program retention in students (86%) and staff (92%) and overall reflects a quality program.

Table 1 FY Comparison

Coffee 21st CCLC	FY	# of Objectives Academic	# of Objective Academic Met	# of Objectives Behavior	# of Objectives Behavior Met	# of Objectives Parent Engagement	# of Objectives Parent Engagement Met	Total Objectives	<b>Total Objectives Met</b>	Total Objectives Not Met	Total Objectives Unable to Measure
2019-2020	20	6	3	3	3	2	2	11	<b>8</b>	0	*3
2020-2021	21	6	6	3	1	2	2	11	<b>9</b>	2	0

\* FY20 GMAS assessment not administered due to school closures (COVID19)

# STUDENT ENROLLMENT, DEMOGRAPHICS AND ATTENDANCE

## Enrollment

To obtain student participation and retention, the 21<sup>st</sup> CCLC program implements an aggressive recruitment and enrollment plan. The proposed target number, as approved in the awarded application (FY20) is 130 students. The target group per site equates to 110 students for the Boys & Girls Club (BGC) site and 20 students for the George Washington Carver (GWC) site. Due to stringent health precautions as a result of the COVID19 pandemic, the **FY21 program only served students who were attending regular school as a face-to-face student**. During the 2020-2021 academic school year, 21<sup>st</sup> CCLC Coffee County enrolled 120 students, 92% of the target population.

Table 2 FY21 Enrollment

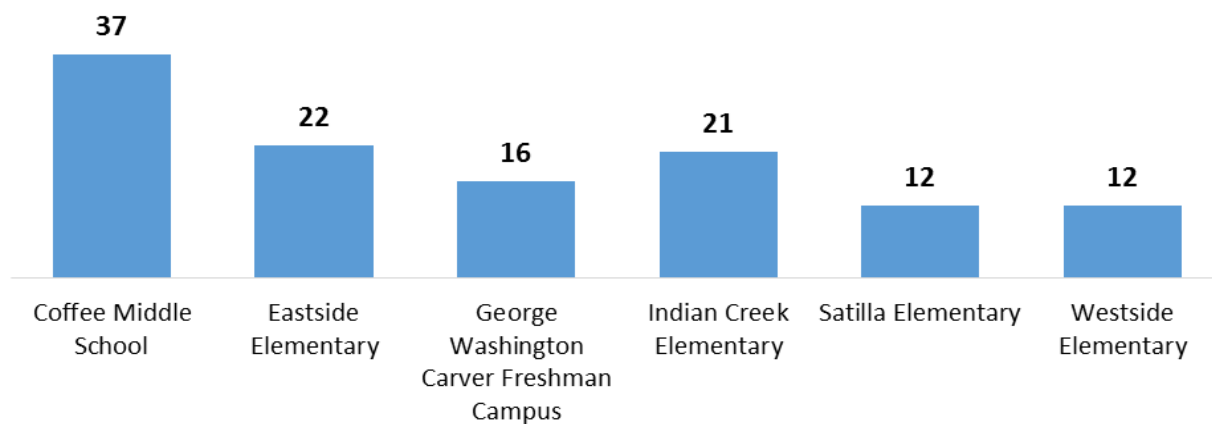
	Overall	BGC Site	GWC Site
<b>Target</b>	130	110	20
<b>Enrolled</b>	120	104	16
	<b>92%</b>	<b>95%</b>	<b>80%</b>



Based on the trend data for the previous three years (FY18-FY20) of exceeding the target enrollment by an average of 127% (FY18:125%, FY19:127%, FY20: 129%) one can assume the number of students who selected virtual school instead of face to face due to the COVID19 pandemic impacted the overall enrollment of the FY21 program.

The 21<sup>st</sup> CCLC program served students representing 4 of 8 Coffee County School District elementary schools, the middle school and the Freshman Campus for a total of 6 targeted schools. The program served 2.6% of the total population from those schools (K-9), according the October FTE student count per school.

Figure 1 FY21 School Participation



## Demographics

To understand the students served by 21<sup>st</sup> CCLC, along with assessing program access and equity, the program reports on characteristics of the student participants.

### Grade Level of Student Attendees

Table 3 FY21 Grade Levels

Total Students	K	1	2	3	4	5	6	7	8	9
120	4	11	10	10	16	16	19	11	7	16

### Race and Ethnicity of Student Attendees

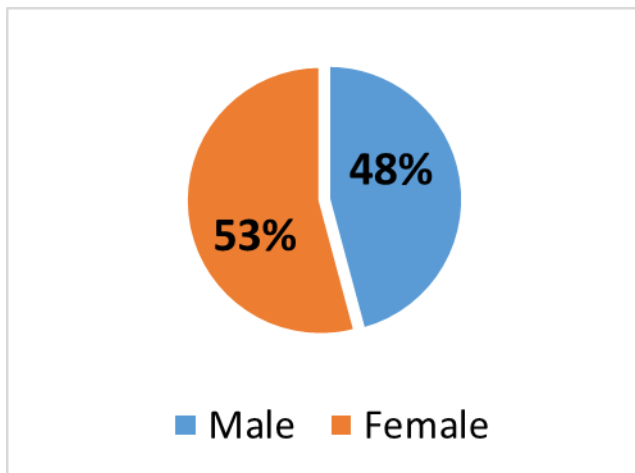
21<sup>st</sup> CCLC students are identified as “Black (not of Hispanic origin),” “Hispanic,” “Two or More Races,” “Asian” or “White (Not of Hispanic origin).” Although 75 students were identified as “Black (not of Hispanic origin),” the enrollment reflects success in recruiting from multiple racial and ethnic identities.

Table 4 FY21 Race and Ethnicity

Total Students	Black (not of Hispanic origin)	White (not of Hispanic origin)	Hispanic	Two or More Races	Asian
120	75	23	11	10	1

## Gender of Student Attendees

Figure 2 FY21 Gender



Gender was reported for the 120 students enrolled during the 2020-2021 academic year. Fifty-three percent (63/120) are female and 48% (57/120) are male, resulting in an almost equitable degree of gender.



## Additional Student Characteristics

21<sup>st</sup> CCLC reported on additional student characteristics: Limited English

Proficiency, Free or Reduced Lunch, Special Education services and Household data.

Table 5 FY21 Student Characteristics

Limited English Proficient			Special Education			*Free / Reduced Lunch		
Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
120	0	0	4	116	0	120	0	0

\*All schools served by the 21<sup>st</sup> CCLC program operate under the Community Eligibility Program (CEP). CEP provides breakfast and lunch to all students at no charge.

Thirty-seven percent (n=44) of enrolled students report living in a single parent (mother or father) household and 50% (n=60) report living with both parents. The remaining students live with a grandparent (n=12) or guardian (n=4). "For school-age children, involvement in structured activities available in the community, such as after-school programs, can help optimize healthy child development. This involvement may be especially important for children in single parent families." (*Developmental-Behavioral Pediatrics; Fourth Edition; 2009*)

## Regular Student Attendance

The US Department of Education defines “regular student attendance” as enrolled students who attend the program for 30 days or more. Thirty days is deemed as the minimum dosage of services to influence academic and/or behavioral outcomes. The 21<sup>st</sup> CCLC program reported a remarkable 93% (112/120) of regular student attendees.



Table 6 FY21 Regular Attendees

OVERALL		Boys & Girls Club		James Washington Carver	
Target Number	130	Target Number	110	Target Number	20
Number enrolled	120	Number enrolled	104	Number enrolled	16
Number attending 30 days or more	112	Number attending 30 days or more	100	Number attending 30 days or more	12
Percent attending 30 days or more	93%	Percent attending 30 days or more	96%	Percent attending 30 days or more	75%

Seventy-four percent (89/112) of regular attending students attended the program more than 89 days.

Table 7 FY21 Days Attended

OVERALL			Boys & Girls Club			George Washington Carver		
How many days enrolled students attended the program	Number	Percent	How many days enrolled students attended the program	Number	Percent	How many days enrolled students attended the program	Number	Percent
< 30	8	7%	< 30	4	4%	< 30	4	25%
30-59 days	12	10%	30-59 days	9	9%	30-59 days	3	19%
60-89 days	11	9%	60-89 days	5	5%	60-89 days	6	38%
> 89	89	74%	> 89	86	83%	> 89	3	19%
Total Enrollment	120	100%	Total Enrollment	104	100%	Total Enrollment	16	100%

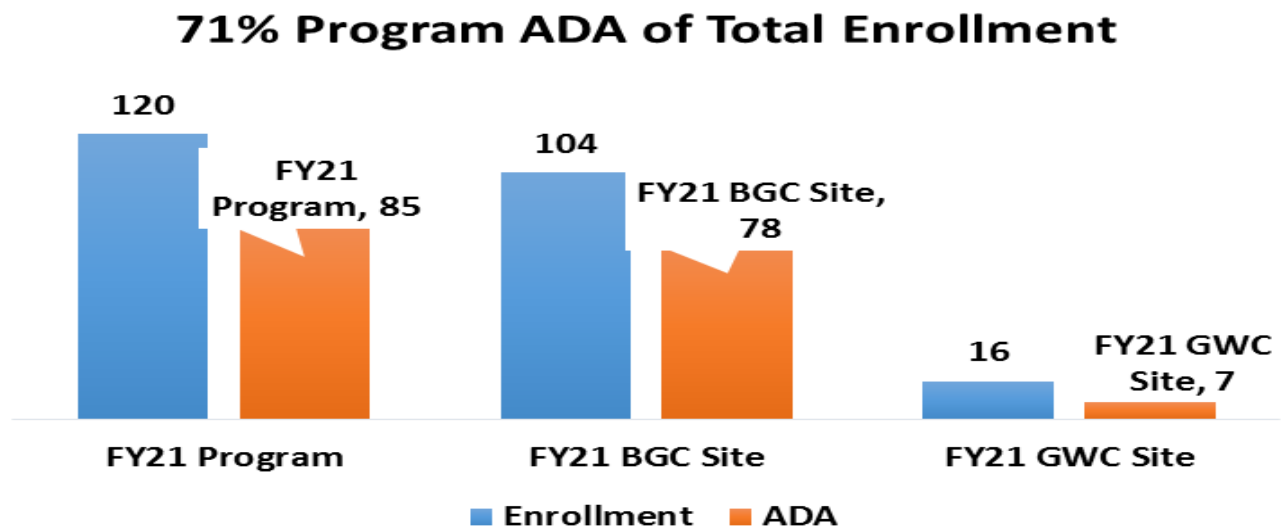
## Average Daily Attendance

Average daily attendance is defined as the number of students served by the program on a daily basis, rather than the percent of regular attendees or student enrollment. Indicating achievement in retention strategies and student engagement, the FY21 21<sup>st</sup> CCLC program reported **average daily student attendance of 85 students**.

Table 8 FY21 ADA

	Average Daily Attendance	Program Average Daily Attendance
Fall Session (August 24, 2020 - December 17, 2020)		
Boys & Girls Club Site	78	83
George Washington Carver Site	5	
Spring Session (January 5, 2021 - May 14, 2021 )		
Boys & Girls Club Site	77	85
George Washington Carver Site	8	
<b>Academic Year 2020-2021 (August 24, 2020 - May 14, 2021)</b>		
Boys & Girls Club Site	78	85
George Washington Carver Site	7	

Figure 3 FY21 ADA of Enrollment



The FY21 program ADA of 71% of the total enrollment (85/120) is slightly less than the FY20 program ADA of 73% of the total enrollment (122/168). Student quarantine requirements as a result of COVID 19 exposure may have contributed to a lower ADA in FY21. Trend data for the past three years (FY20:73%, FY19:75%, FY18:73%) reflected an average of 73% program ADA.

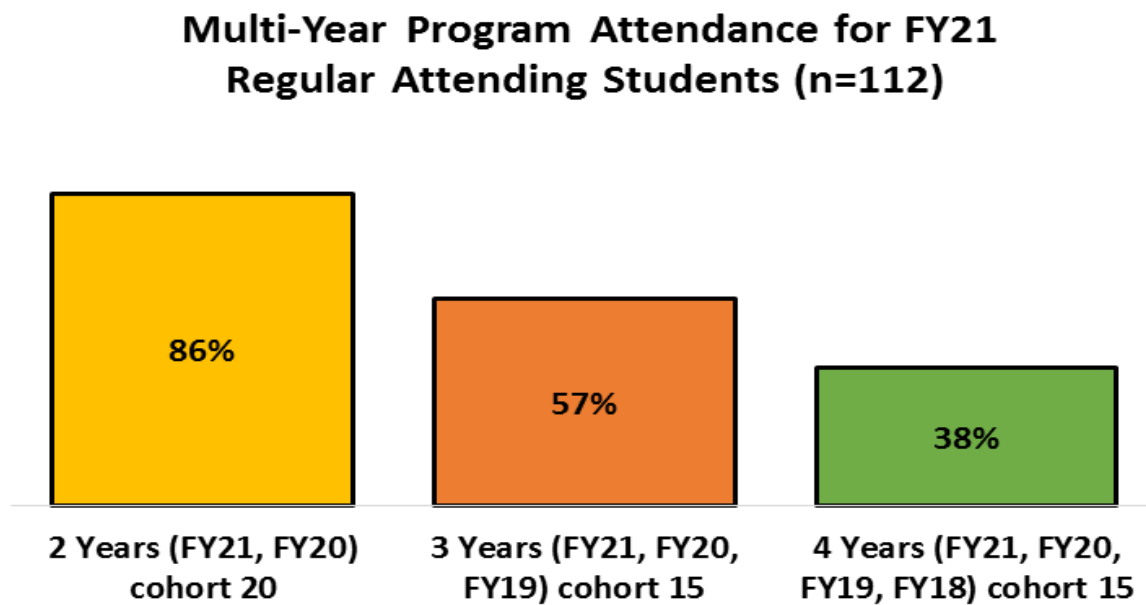
### Program Retention (multi-year)

The Coffee County 21<sup>st</sup> CCLC program exhibits **impressive** multi-year student retention. This is an indicator the program has strong student and parent engagement and implements successful retention efforts. The evaluator reviewed records from FY20 and from the prior subgrantee award (cohort FY15) to determine the percent of program retention. These students have been exposed to a significant dosage of intentionally designed programming along with being exposed to high expectations that influence short and long-term outcomes. Of the 112 regular attending students in 2020-2021, **57% (n=64 of 112) have attended the program as a regular attendee for 3 years (FY21, FY20, FY19)**. Thirty-eight percent (38%) of FY21 regular attendees have attended the program as a regular attendee for 4 years (FY21, FY20, FY19, FY18).

An evaluation of the New York City Department of Youth and Community Development's (DYCD) Out-of-School Time Programs for Youth found that students participating in the

program for at least two years reported better experiences in school, greater confidence in their academic ability and more positive attitudes toward school than their peers who were in their first year of the program. *Sanzone, J., et. al. (2011). Staffing and Skill-Building in the DYCD Out-of-School Time Initiative: Findings from 10 Programs. Policy Studies Associates, Inc. Washington, D.C.*

Figure 4 FY21 Program Retention





# PROGRAM OPERATIONS

## Academic Year Operations

Table 9 FY21 Operations (BGC)

Boys & Girls Club Site	
Program Operations	2020-2021
Number of days in operation	156
Fall Session dates	August 24, 2020 - December 17, 2021
Spring Session dates	January 5, 2021 - May 14, 2021
Program Closure	April 26, 2021 (weather)
Virtual Learning Program	January 11, 2021 - January 29, 2021
Days of the Week	Monday - Friday
BGC Elementary Hours	2:15pm - 6:00pm
BGC Middle School Hours	3:40pm - 7:00pm

Table 10 FY21 Operations (GWC)

George Washington Carver Site	
Program Operations	2020-2021
Number of days in operation	145
Fall Session dates	August 24, 2020 - December 17, 2021
Spring Session dates	January 5, 2021 - May 14, 2021
Program Closure	November 13, 2020 - November 20, 2020 (COVID) April 26, 2021 (weather)
Virtual Learning Program	January 11, 2021 - January 29, 2021
Days of the Week	Monday - Friday
GWC Teen Center Hours	3:15pm - 7:00pm

The 21<sup>st</sup> CCLC Teen Center (George Washington Carver) was closed for 6 days as a result of site based COVID19 exposure and both (BGC and GWC) sites were closed for one weather day (April 26). The Coffee County School District closed (January 11 - January 29, 2021) all on-site school operations and implemented virtual learning due to an increase of COVID19 cases within the community. The 21<sup>st</sup> CCLC program implemented the virtual afterschool program during the January 11 - January 29, 2021 school closure. With a District delay of return to school in August and **despite the delay in 21<sup>st</sup> CCLC program opening (consistent with one week after the new school year starts)**, the BGC program operated 92% and GWC operated 85% of the original (grant proposal) planned days of 170.

Students arrive at the afterschool programs immediately after school and enter a visually stimulating, highly energized, organized and welcoming environment. Implementing new

COVID 19 precautions, mandatory temperature checks and masks are required as students (staff and visitors) enter the facilities. Hand sanitizing stations are positioned throughout the facilities and students are required to use them often. Students walk to their identified classroom where they stay for the entire program, except when going outside or to an assigned area. Students do not rotate among classrooms; rather the staff rotate to the classrooms to implement programs. Classrooms have plexiglass table and desk dividers and students have seat assignments. Classrooms also contain hand sanitizer and cleaning wipes. Student spaces (including chairs) are wiped down regularly.

Students are provided with a nutritious snack and dinner in an assigned space maintaining an empty seat between students. The academic focus is reading (ELA), math and science. Individual and small group instruction with certified teachers is utilized with an emphasis on foundation, remediation, reinforcement and skill building. Homework (Power Hour) help is also provided. Daily enrichment activities are designed to complement the learning process and expose students to an array of stimulating, high yield activities. Activities include technology programs, art, physical activity, strategy games, STEM, and leadership based activities, such as SMART Moves, SMART Girls and Passport to Manhood. A favorite of participants is “Friday Enrichment”, which offers short-term sessions with highly engaging activities such as music, Tech Club, Sports Club, STEM experiments and no bake cooking classes. Spanish and 3-D pens and printers are identified as activity favorites.

Out of an abundance of caution, following the use of certain supplies, students keep the supplies, ex. play dough. Afterschool kits provide students with individual bags that contain all the supplies needed for activities so limited supply sharing is needed. The Games Room at the BGC is temporarily closed due to amount the games and supplies that would have to be sanitized following student use. The playground (BGC site only) and outside areas offer students space for a variety of organized and free play opportunities. The facilities implement stringent cleaning practices, including entire building sanitization spray down, when students are not in the facility. Maintaining the same program schedule, when the facility is closed due to COVID conditions and if appropriate, staff are prepared to implement the virtual afterschool program.



Masks



Hand Sanitizing Station



Plexiglass Table Dividers



Temperature Check



Virtual Afterschool

Table 11 FY21 Elementary Schedule

\* Program Activities are based on days of the week

Time	K-1 Grades	2 <sup>nd</sup> - 3 <sup>rd</sup> grade	4 <sup>th</sup> Grade	5 <sup>th</sup> grade
2:15pm -3:00pm	Arrival / Snack/ Brain Break	Arrival / Snack/ Brain Break	Arrival / Snack/ Brain Break	Arrival / Snack/ Brain Break
3:00pm-3:30pm	Triple Play	Triple Play	Triple Play	Triple Play
3:30pm - 4:15pm	Power Hour	Power Hour	Power Hour	Power Hour
4:15pm-5:00pm	Enrichment	Enrichment	Enrichment	Enrichment
*5:00pm-5:45pm	Dinner & ART/ STEM / Afterschoool Kits/ Tech/Life Skills/ Triple Play	Dinner & ART/ STEM / Afterschoool Kits/ Tech/Life Skills/ Triple Play	Dinner & ART/ STEM / Afterschoool Kits/ Tech/Life Skills/ Triple Play	Dinner & ART/ STEM / Afterschoool Kits/ Tech/Life Skills/ Triple Play
<i>Friday Club days</i> 3:30pm - 5:00pm (Clubs change grades every few weeks)	No Bake Cooking	STEM	Art / Music	Athletics / Sports
5:45 pm - 6:00pm	Dismissal	Dismissal	Dismissal	Dismissal

Table 12 FY21 Middle School Schedule

<b>Time</b>	<b>6 - 8 Grades</b>
3:40pm- 4:15pm	Arrival / Snack / Triple Play
4:15pm - 5:15pm	Academics / Power Hour
5:15pm - 6:00pm	Dinner and Enrichment Technology / STEM Experiments / Friday Club Days
<i>Friday Club days</i>	
<i>4:00pm - 5:00pm (Clubs rotate grades every few weeks)</i>	
6:00pm - 6:30pm	*Smart Moves / Art / Technology / STEM / Afterschool Kits
6:30pm-7:00pm	Enrichment / Leadership/ Games and Dismissal

\* Program Activities are based on days of the week

Table 13 FY21 Teen Center Schedule

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
3:15-3:45	Arrival / Snack / Triple Play	Arrival / Snack / Triple Play	Arrival / Snack / Triple Play	Arrival / Snack / Triple Play	Arrival / Snack / Triple Play
3:45-4:45	Homework Help / Power Hour	Homework Help / Power Hour	Homework Help / Power Hour	Homework Help / Power Hour	Games
4:45-5:45	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Friday Enrichment Program
5:45-6:15	Art / Arts and Crafts	Technology	Smart Moves / Passport to Manhood	STEM/ STEAM	Triple Play
6:15-7:00	Dinner / Dismissal/ Wrap Up	Dinner / Dismissal/ Wrap Up	Dinner / Dismissal/ Wrap Up	Dinner / Dismissal/ Wrap Up	Dinner / Dismissal/ Wrap Up

Parent sessions are scheduled several times a year with the intention of prompting and achieving active involvement and engagement, as well as providing skills based education. Sessions are typically held after 4:00pm and last usually for one to two hours. Program staff or community guests specializing in specific topics facilitate sessions. Often sessions include a joint parent and student activity. Because of the COVID19 pandemic and CDC guided restrictions and recommendations, implementation of parent programming in FY21 was often

challenging. Creative methods such as offering programs outside, live streaming and parent google classrooms were implemented. The following represents a sample program schedule.

Table 14 FY21 Sample Parent Schedule

Date	Time	Session(s)	Parent Session Schedule
11/19/2020	4:30pm-6:00pm	Part 1: Financial Strategies	Welcome - Chair of BGC Board
		Part 2: Student Talent Show	Financial Strategies - Ms. Lee Taylor
			Student Talent Show - Students
Location: Outside Parking Lot of BGC. Chairs will be set up. Masks Required. Streaming: Facebook Live			

## Program Activities

The primary activities of the Coffee County 21<sup>st</sup> CCLC program are listed below:

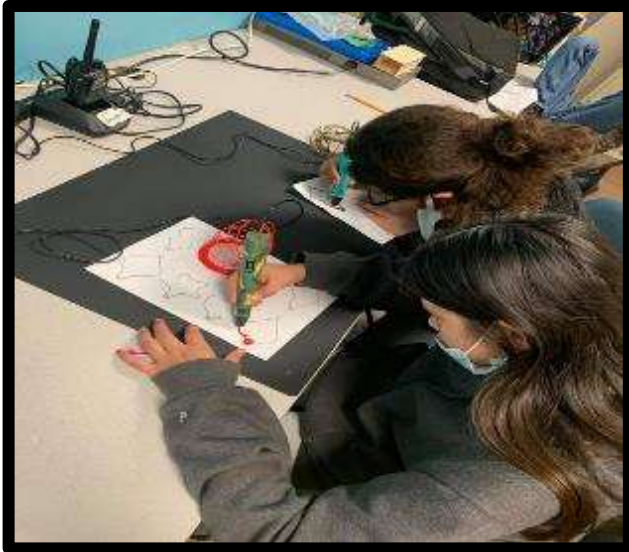
Table 15 FY21 Program Activities

- Academic Support with Certified Tutors
- STEM
- Technology
- College and Career Readiness
- Health and Wellness (ex. SMART Moves)
- Project Based Learning
- Outside Free Play / Triple Play
- Parent Involvement
- Mentoring
- Strategy Games
- Virtual Programming
- Homework Assistance (Power Hour)
- Structured Recreation
- ARTS (including cultural and creativity)
- Character & Leadership (ex. No More Bullying)
- Literacy and Brain Breaks
- Clubs (ex. Cooking, Music, Dance)
- Student Showcases
- Parent Enrichment
- Community Service
- Life Skills



Community Service: *"Thank you for being a light to our Coffee County Community"*. Students decorated light bulbs, wrote special notes and packed 500 goodie bags thanking staff at Coffee Regional Medical Center.

ARTS at GWC: Teens creating memories to leave behind at the Teen Center with a Memory Quilt.



STEAM: Making 3D ornaments with 3D pens

Life Skills: K-1 students decorated their own shoe and practiced tying them.



Virtual Afterschool Program

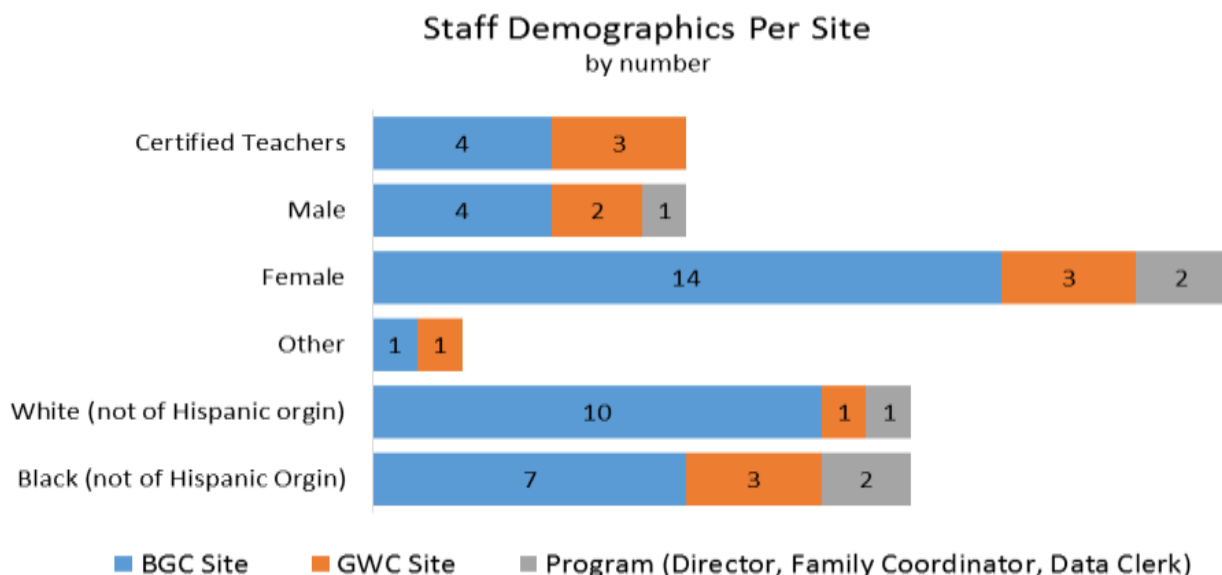


# QUALITY OF STAFFING

## Personnel

The Coffee County 21<sup>st</sup> CCLC program successfully attracts a team of staff members to provide management and core academic and enrichment activities. Led by a dynamic Director with high expectations for program quality and accountability, the 2020-2021 academic year employed 26 staff members. The staff included a Director; Site Coordinator; Family Services Coordinator; Data Entry Clerk; 6 certified teachers; 16 and/or other non-certified staff. Seventy-three percent (73%) of the staff were female and 27% were male. Forty-six percent (46%) were identified as Black (not of Hispanic origin), 46% White (not of Hispanic origin) and 8% other. The program employed seven certified teachers (1 serving as GWC Site Coordinator). The program was well staffed and successful in maintaining the student to staff ratio expectations (**10:1 for academics and 15:1 for enrichment activities**). In addition, regularly serving volunteers and community members complemented the program personnel.

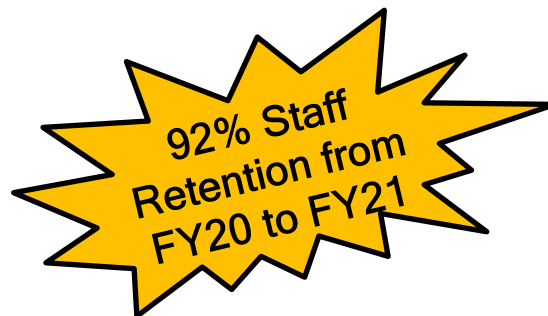
Figure 5 FY21 Staff per Site



The program **maintained 100% of the employees from Fall 2020 to Spring 2021**. According to the FY21 Staff Survey, 92% of staff survey respondents (n=22 of 24) feel valued as a member of the afterschool program staff. “Afterschool staff who feel valued for their work are invested

in doing their best” (*Baldwin & Wilder, 2014. Inside quality: Examination of quality improvement processes in afterschool youth programs*).

A study conducted by the US Department of Education and National Afterschool Partnership identified the presence of a qualified, motivated staff with a low turnover rate as an essential component in high-quality afterschool programming (*Huang, Cho, Mostafavi, & Nam, 2010*). In an industry where the average retention rate is 40%, the Coffee County 21<sup>st</sup> CCLC program reflects an impressive two-year staff retention rate of 92%.



### Staff Development and Training

To enhance management practices and support program services, staff participate in ongoing professional development and training opportunities. **Twenty-two (22) opportunities** were documented (12 management focused and 10 program, services, operations and safety focused). The average attendance for management sessions was 1 participant and 18 participants for program, services, operations and safety sessions. The total number of hours offered was 32.5 hours, collectively documenting **208.5 hours of professional development**.

*"The afterschool program has been a blessing to me as well as the students and families. I have built a bond with them that I will treasure forever."*

*"I love this job! I love the students!"*

*"I am very honored to be a part of a wonderful program."*

*"It is amazing to work here and the leadership is great."*

*(FY21 Staff Survey; Additional Comments about the Afterschool Program)*



Table 16 FY21 Professional Development

Date	Topic(s)	Number Attending	Hours	Total Hours
7/29/2020	Cayen: Ready for FY21, Reimbursement Requests	1	2	2
7/30/2020	Principles for Budget Utilization, Integrating Virtual Learning into 21st CCLC	1	2	2
7/31/2020	21st CCLC Updates, Reaching Families in a Digital World	1	2	2
8/5/2020	Maximizing Collaboration, Model for Ongoing Program Evaluation	1	2	2
8/6/2020	Effective Communication Strategies for Distance Learning, Utilizing Resource to Support Program Development	1	2	2
8/17/2020	Google Classrooms,	22	1	22
8/18/2020	COVID-19 Procedures, Mandated Reported	19	1	19
9/10/2020	Advantage: Communication Strategies, Virtual Retention, Professional Etiquette in Virtual Learning Environments	1	2	2
9/29/2020	Georgia Afterschool Network	14	1	14
10/27/2020	iCampus	20	1	20
11/12/2020	Student Engagement Strategies	17	1	17
11/18/2020	GADOE 21st Programming Updates	1	2	2
1/11/2021	Program Evaluation Webinar	1	2	2
1/11/2021	Utilizing Google Classroom review for virtual program	19	1	19
1/12/2021	Student Engagement Strategies	16	1	16
1/20/2021	Carryover Utilization Webinar	1	2	2
2/23/2021	Afterschool at Home - how to use effectively	20	1	20
3/17/2021	Spring EdVantage: Summer, on-site and virtual programs	1	2	2
3/30/2021	14 Social Media Applications and 12 Steps to Self Care	21	1	21
4/20/2021	Cayen Database end of year	1	1	1
4/27/2021	Afterschool at Home Volume 3 STEM Kits	18	1	18
5/13/2021	GADOE: Summative Evaluation Training	1	1.5	1.5
<b>208.5 hours / 22 events</b>				

**FY21 Staff Survey: I have received training and the professional development I need to do my job well. 100% (n=24) of staff reported strongly agree or agree.**

# GOALS, OBJECTIVES, ACTIVITIES AND BENCHMARKS

The Coffee County 21<sup>st</sup> CCLC program goals, objectives and general activities are presented in the following tables.

Table 17 FY21 Goal 1

Goal 1	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<b>Increase student learning in reading, mathematics, and science.</b>	1.1: A minimum of 60% of students regularly participating in the program (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their reading grade.	Report Card Grades	<b><i>Subjects Reading, Mathematics, Science</i></b> Small group instruction Computer-based modules	4 times per year (term based) report card review
	1.2: A minimum of 60% of students regularly participating in the program (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their mathematics grade.		Project Based Learning  Homework Assistance	
	1.3: A minimum of 60% of students regularly participating in the program (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their science grade.		Individual Pull Out Tutoring  Remediation and Skill Building Activities	
	1.4: The percentage of regularly participating students scoring developing learners achievement or above on the ELA section of the state assessment will be a minimum of 60%.	GA Milestones Assessment	Tutoring and Mentoring	GA Milestones Assessment once a year in the spring
	1.5: The percentage of regularly participating students scoring developing learners achievement or above on the mathematics section of the state assessment will be a minimum of 60%.			
	1.6: The percentage of regularly participating students scoring developing learners achievement or above on the science section of the state assessment will be a minimum of 60%.			

Table 18 FY21 Goal 2

Goal 2	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<b>Improve student attendance, behavior, and active participation in the classroom.</b>	2.1: A minimum of 90% of the students regularly (30 days or more) participating will be absent from school less than 10% if enrolled days.	School attendance records	Small group sessions which emphasize rewards for regular attendance.  Positive reinforcement programs	4 times per year (term based)
	2.2: A minimum of 70% of students regularly (30 days or more) participating who need to improve will demonstrate improvement in behavior.	Classroom teacher survey  Communication with teachers	Social and Emotional Learning  Role Playing Smart Girls, Passport of Manhood, Smart Moves, NetSmartz  Life skills and conflict management programs	Annual Spring Survey  Ongoing
	2.3: A minimum of 70% of students regularly (30 days or more) participating who need to improve will demonstrate improvement in class participation.	Classroom teacher survey  Student Survey  Communication with teachers	Teamwork activities  Project based and problem solving activities  Enrichment Programs Arts Recreation Club Fridays, Dance with performances  Focus group sessions	Annual Spring Teacher Survey  Annual Spring Student Survey  Ongoing  Daily staff observation to identify students not participating

Table 19 FY21 Goal 3

Goal 3	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<b>Provide opportunities for families of participating students to improve literacy, language and parenting skills.</b>	3.1: A minimum of 60% of CLC students' families will participate in at least two family night sessions.	Family event sign-in sheets  Parent Satisfaction Survey	Parent enrichment and engagement events	Monthly logs collected  Annual Spring Survey
	3.2: A minimum of 85% of the parents who attend at least one parent session will state they have increased knowledge regarding their personal growth or encouraging and supporting their child's academic success.	Parent Participant Session survey following each session	Parent training session such as PASS, which covers a variety of parenting skills and supports for students	Surveys collected following each session, minimum of three sessions

# OBJECTIVE ASSESSMENT

## Evaluation Design and Methods

The evaluation of the Coffee County 21<sup>st</sup> CCLC program is based on a continuous improvement model, building on the design foundation approved in the FY20 awarded application. The design uses a mixed method approach of quantitative measures (i.e., state assessment results, report card results, survey results, demographics and attendance) and qualitative measures (i.e., program observations, focus groups and operational documents). The intent is to assess the short-term, intermediate and long-term impact, ultimately meeting program goals and objectives. The evaluation design will incorporate and report on multi-year comparisons, results and outcomes for the five year projected program.

Varieties of methods were employed to gather both quantitative and qualitative data. Using a team approach, data was provided by the Coffee County School district and 21<sup>st</sup> CCLC program staff to the external evaluator. The program utilized the Cayen Afterschool 21 database to populate student demographics, program attendance, report card results, staffing, student and parent program activities, partnership data and results from Teacher Surveys. Coffee County School District provided regular school day attendance. Program staff forwarded professional development and volunteer logs to the evaluator for analysis. Staff, students and parents completed end of the year surveys via Survey Monkey. The evaluator conducted two site observations, one that included a youth focus session. The evaluator reviewed program operating documents, social media and had regular communication with the Director. A data collection timeline was developed by the evaluator with input from program staff at the beginning of the program year.

Figure 6 FY21 Data Schedule

<b>Data Collection</b>	<b>Fall 2020</b>	<b>Spring 2021</b>
GMAS Results		
Report Card Data		
School Day Attendance		
Teacher Survey		
Program Staff Survey		
Student Survey		
Parent Survey		
Observation Visits		
Cayen Afterschool Analysis		
Focus Session(s)		
Program Logs (volunteer, professional development, parent sessions)		










Data analysis includes descriptive analysis on program and participant characteristics and inferential analysis (ex. t-tests) to examine any significant changes. As appropriate to the data source, the evaluator implemented a triangulation method for assurances. Microsoft Excel and statistical software (SPSS) were utilized for data analysis.



Recreation team games

## Objective Status Snapshot FY21

Table 20 FY21 Objective Snapshot

Goal 1: Increase student learning in reading, mathematics and science.		Evidence
Objective 1.1: A minimum of 60% of students regularly participating (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their reading grades.		80% of students improved or maintained an "A" or "B" average in their ELA grade
Objective 1.2: A minimum of 60% of students regularly participating (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their mathematics grades.		74% of students improved or maintained an "A" or "B" average in their math grade
Objective 1.3: A minimum of 60% of students regularly participating (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their science grades.		75% of students improved or maintained an "A" or "B" average in their science grade
Objective 1.4: The percentage of regularly participating students scoring developing learners achievement or above on the ELA section of the state assessment will be a minimum of 60%		63% of students scored at developing level or above
Objective 1.5: The percentage of regularly participating students scoring developing learners achievement or above on the mathematics section of the state assessment will be a minimum of 60%		86% of students scored at developing level or above
Objective 1.5: The percentage of regularly participating students scoring developing learners achievement or above on the science section of the state assessment will be a minimum of 60%		85% of students scored at developing level or above
<b>Goal 2: Improve student attendance, behavior and active participation in the classroom.</b>		
Objective 2.1: A minimum of 90% of the students regularly (30 days or more) participating will be absent from school less than 10% of enrolled days.		93% of students were absent from school less than 10% of enrolled days
Objective 2.2: A minimum of 70% of students regularly (30 days or more) participating who need to improve will demonstrate improvement in behavior.	<b>DID NOT MEET</b>	44% demonstrated improvement in behavior
Objective 2.3: A minimum of 70% of students regularly (30 days or more) participating who need to improve will demonstrate improvement in class participation.	<b>DID NOT MEET</b>	64% demonstrated improvement in class participation
<b>Goal: 3 Provide opportunities for families of participating students to improve literacy, language and parent skills.</b>		
Objective 3.1: A minimum of 60% of CLC students' families will participate in at least two family night sessions.		70% participated in at least two family night sessions
Objective 3.2: A minimum of 85% of the parents who attend at least one parent session will state they have increased knowledge regarding their personal growth or encouraging and supporting their child's academic success.		92% have increased their knowledge related to their personal growth or encouraging and supporting their child's academic success

## Goal 1: Increase student learning in reading, mathematics and science

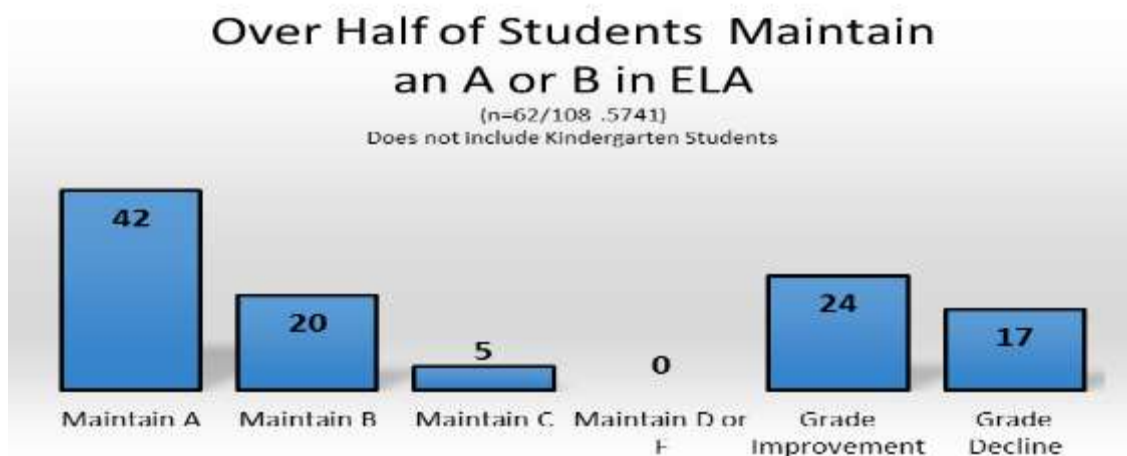
The Coffee County 21<sup>st</sup> CCLC program has six objectives that focus on academic achievement for participating students in the subjects of reading (ELA), math and science.

Student report cards for regular (30 days or more) attending students are collected, matched and analyzed for each nine-week term (1<sup>st</sup> through 8<sup>th</sup> grades). Two consecutive term grades (Mid-term and Final) are analyzed for students (9<sup>th</sup> grade) with block scheduling. The objective status, utilizing student report cards, is based on the progress and growth between Term 1 and Term 4 and block scheduling comparisons between T1 and T2 or T3 to T4. Report card numeric grades are analyzed for regular attending students representing 1<sup>st</sup> through 9<sup>th</sup> grades for ELA and Math (n=108 matched report cards). Kindergarten (4 matched report cards) grades are standards based for ELA and Math. Students representing grades K through 2<sup>nd</sup> (n=25) receive standards based scores (ex. "2") in Science. For the purpose of the 21<sup>st</sup> CCLC Common Data Element reporting requirement standard based scores have been converted. For example, a "2" converts to "Satisfactory" which equates to a "C" for the Common Data Element Form. **Standard based scores are not included in the objective outcomes.**

Objective 1.1: A minimum of 60% of students regularly participating (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their reading grades.

**Met Objective 1.1:** 80% of students regularly participating (attending at least 30 days) improved or maintained an "A" or "B" average in their ELA grade.

Figure 7 FY21 ELA Results





- 18 students improved by one letter grade
- 6 students improved by two letter grades
- 5 students improved their grade from a D or F to a C or B
- 5.25 average point increase for GWC students from mid-term to final
- Greater ELA Improvements made in FY21 (80%) than FY20 (77%)

Table 21 FY21 CDE for ELA

4A. English Language Arts – Regular Attendees					
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
0	25	17	62	6	2

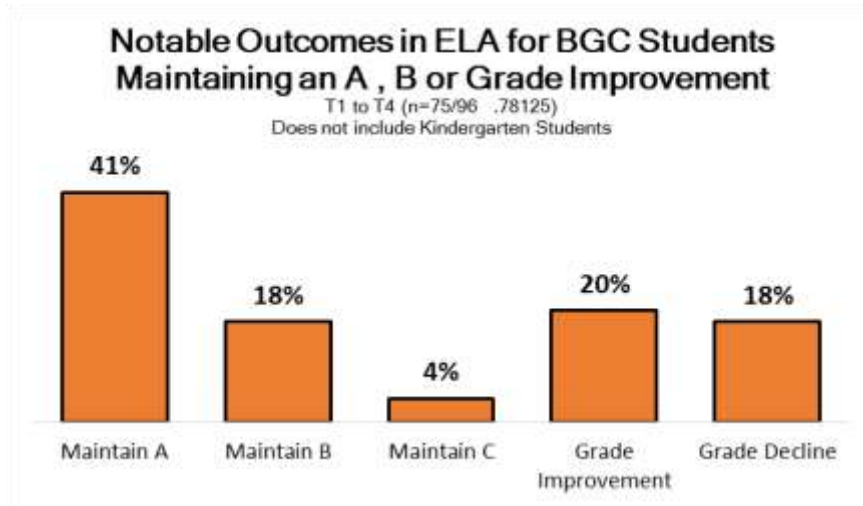
The Common Data Element form includes results for four Kindergarten students. One student received an ELA standards based assessment of “1” (Fall) and “2” (Spring) and is included under the grade increase box. One student maintained a “2” for the entire year. This converts to an “S” for satisfactory and due to the pre-developed CDE form is reflected as a “C” for reporting measures. Two students maintained an assessment of “1” (Fall and Spring). This converts to a “U” for unsatisfactory and is reflected under “D” on the CDE form. Kindergarten students are not included in the objective 1.1 outcome.

*Read Across America*



## Site Based Outcomes: ELA

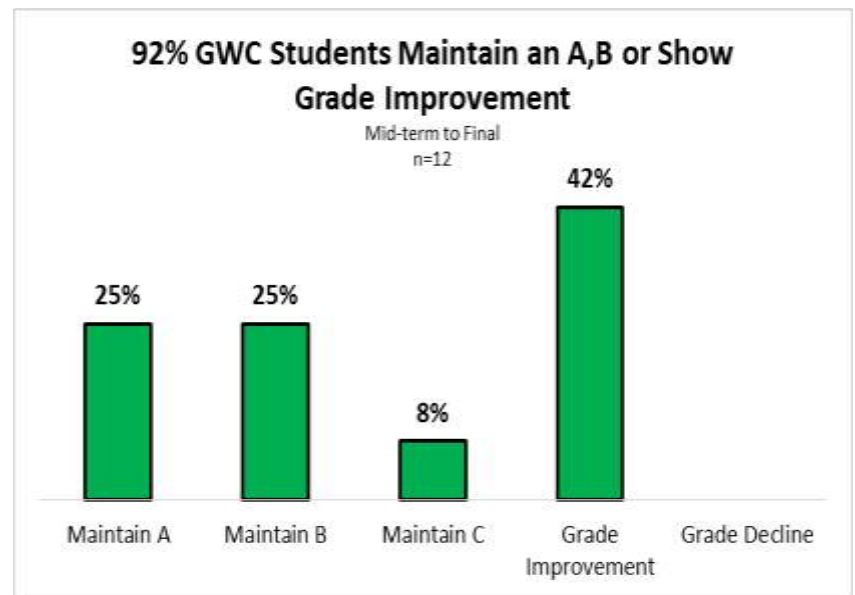
Figure 8 FY21 BGC ELA Results



**BGC Site 78%  
Maintain A or  
B or Improve  
Grade**

Figure 9 FY21 GWC ELA Results

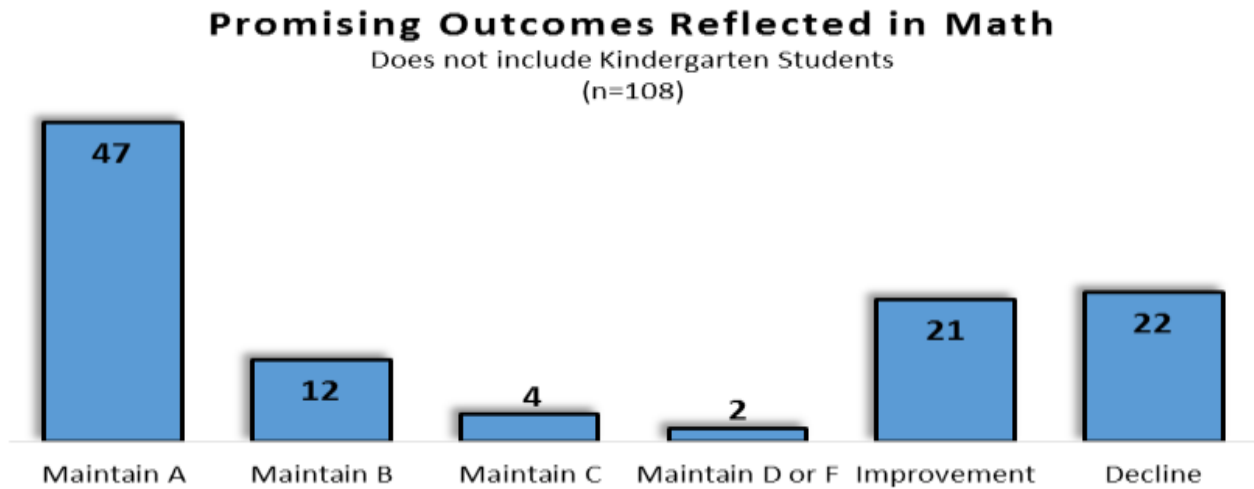
**GWC Site  
92% Maintain  
A or B or  
Improve  
Grade**



**Objective 1.2:** A minimum of 60% of students regularly participating (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their mathematics grades.

**Met Objective 1.2:** 74% of students regularly participating (attending at least 30 days) improved or maintained an "A" or "B" average in their math grade.

Figure 10 FY21 Math Results



- 16 students improved by one letter grade
- 5 students improved by two or more letter grades
- GWS students taking Math during the 3<sup>rd</sup> and 4<sup>th</sup> Block showed an average point increase of 5.75 points, compared to Block 1<sup>st</sup> and 2<sup>nd</sup> reflecting an average point increase of 2.5
- The objective outcome was almost equal in relation to the site attended. Seventy-four percent (74%) of students attending the BGC site maintained an A, B or improved their grade and 75% of students attending the GWC site maintained an A, B or improved their grade.

Figure 11 FY21 CDE Math

4B. Math – Regular Attendees					
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
0	23	22	59	4	4

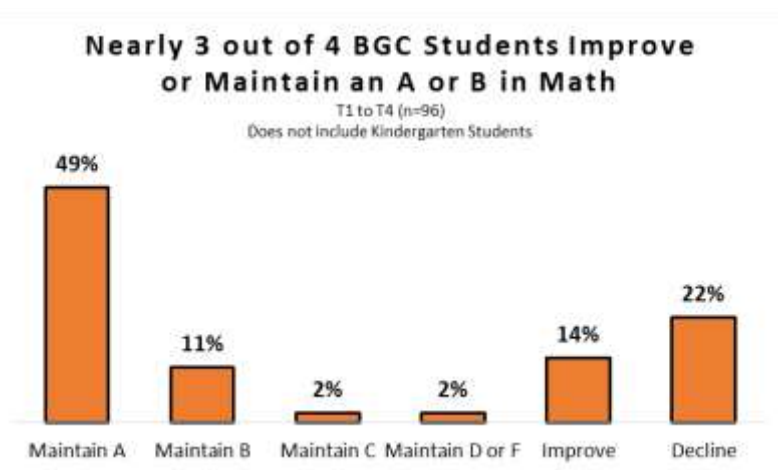
As with ELA grades on the Common Date Element form, the CDE form includes Math results for four Kindergarten students. Two students received a Math standards based assessment of “1” (Fall) and “2” (Spring) and are included under the grade increase box. Two students maintained a “1” for the entire year. This converts to an “U” for unsatisfactory and due to the pre-developed CDE form is reflected as a “D” for reporting measures. Kindergarten students are not included in the objective 1.2 outcome.



*It is a beautiful day to prepare for a Math test.*

## Site Based Outcomes: Math

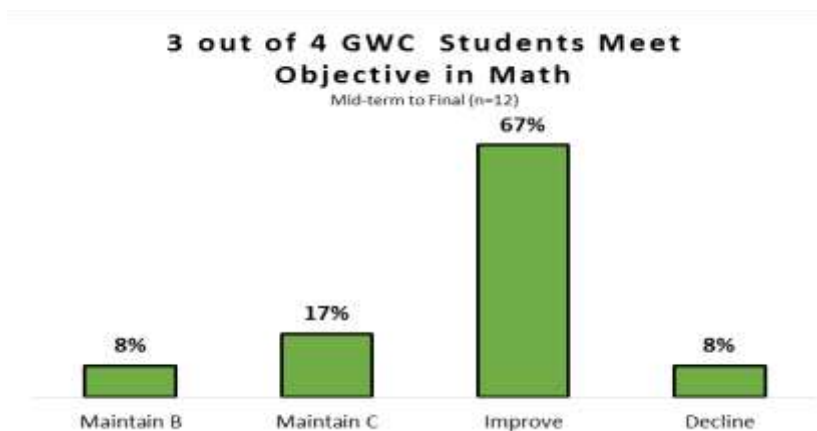
Figure 12 FY21 BGC Results Math



**71 Students Maintain A or B or Improve Grade**

Figure 13 FY21 GWC Results Math

**75% Maintain B or Improve Grade**

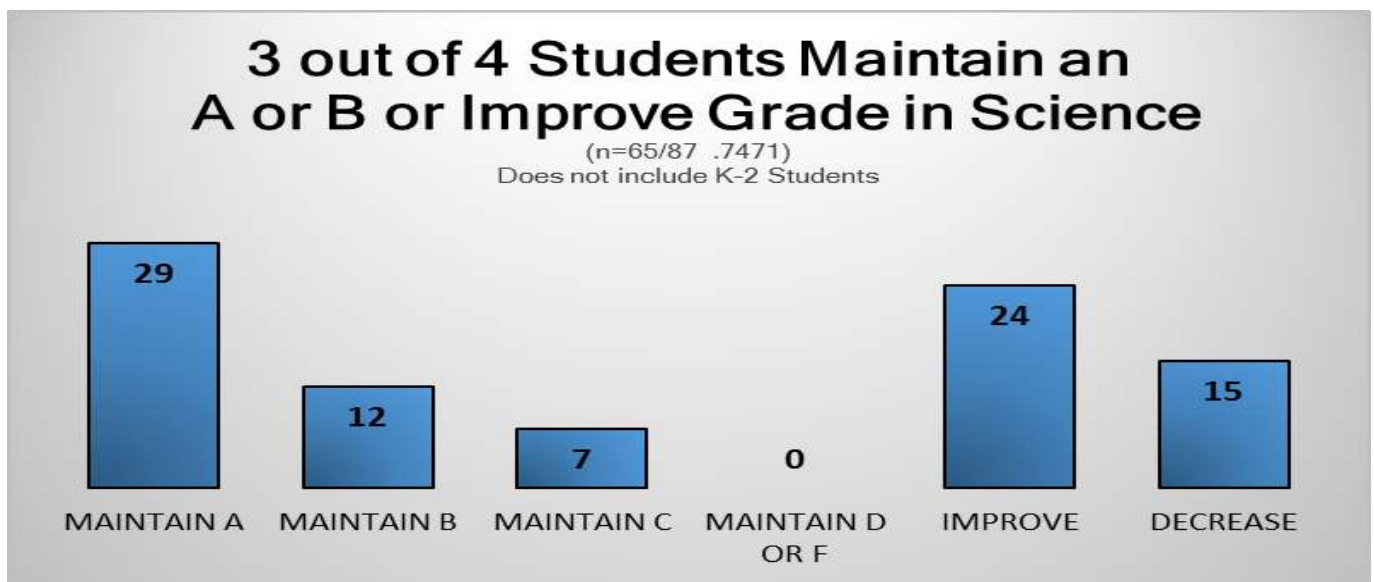


Objective 1.3: A minimum of 60% of students regularly participating (attending at least 30 sessions) will improve or maintain an "A" or "B" average in their science grades.

**Met Objective 1.3:** 75% of students regularly participating (attending at least 30 days) improved or maintained an "A" or "B" average in their science grade.

Standard based scores are not included in the objective outcome for Kindergarten through second grade students. Coffee County Schools does not convert standard based scores as a practice for assessment. Report card numeric grades are analyzed for regular attending students representing 3<sup>rd</sup> through 9<sup>th</sup> grades for Science (n=87 matched report cards).

Figure 14 FY21 Science Results



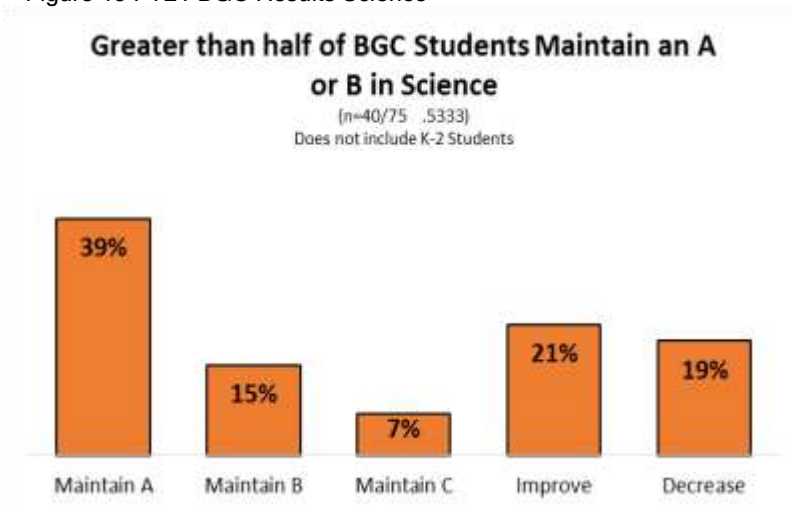
- 20 students improved their grade by one letter grade (3<sup>rd</sup> - 9<sup>th</sup>)
- 4 students improved their grade by two letter grades (3<sup>rd</sup> - 9<sup>th</sup>)
- 7, K-2 grade students maintained a "2" (Satisfactory) from Fall to Spring as reported with their standards based grade
- 10, K-2 grade students improved from a "1" in the Fall to a "2" in the Spring as reported with their standards based grade
- BGC site students (3<sup>rd</sup> - 8<sup>th</sup>) average remained a high "B" from Fall 2019 to Spring 2021
- GWC students show significant objective improvement from FY20 (44%) to FY21 (75%)



*2<sup>nd</sup> and 3<sup>rd</sup> grade students learning about flood control by building their own dams from items found outside*

## Site Based Outcomes: Science

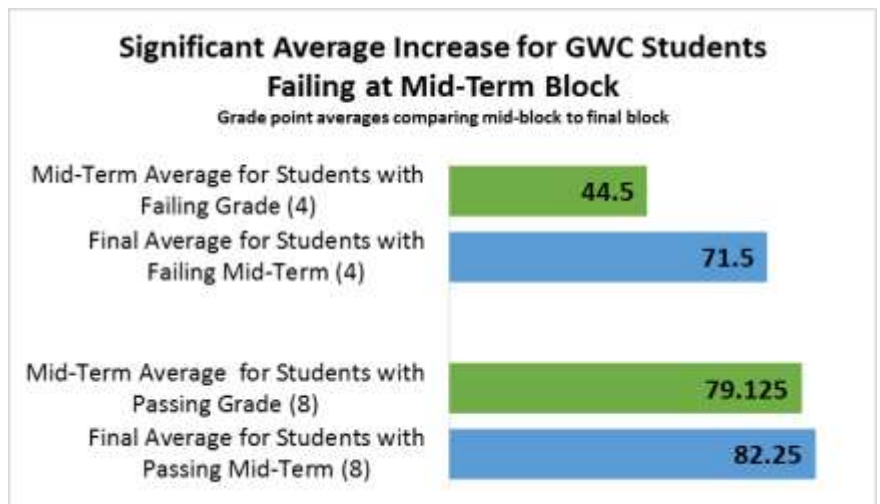
Figure 15 FY21 BGC Results Science



75% Maintain A, B or Improve Grade

Figure 16 FY21 GWC Results Science

75% Maintain B or Improve Grade 9/12





## Report Card Outcome Summary

### Table 22 FY21 Report Card Summary

	ELA			Math			Science	
	#	%		#	%		#	%
Increased grade by at least one letter	24	22%		21	19%		24	28%
Decreased grade by at least one letter	17	16%		22	20%		15	17%
Maintained A or B	62	57%		59	55%		41	47%
Maintained C	5	5%		4	4%		7	8%
Maintained D or F	0	0%		2	2%		0	0%
Objective Status								
Improved by at least one grade or maintained an A or B all year	86	80%		80	74%		65	75%
108 students matched grades for ELA and Math (does not include Kindergarten)								
87 students matched grades for Science (does not include Kindergarten, 1st or 2nd)								

Figure 17 FY21 Report Card Comparison

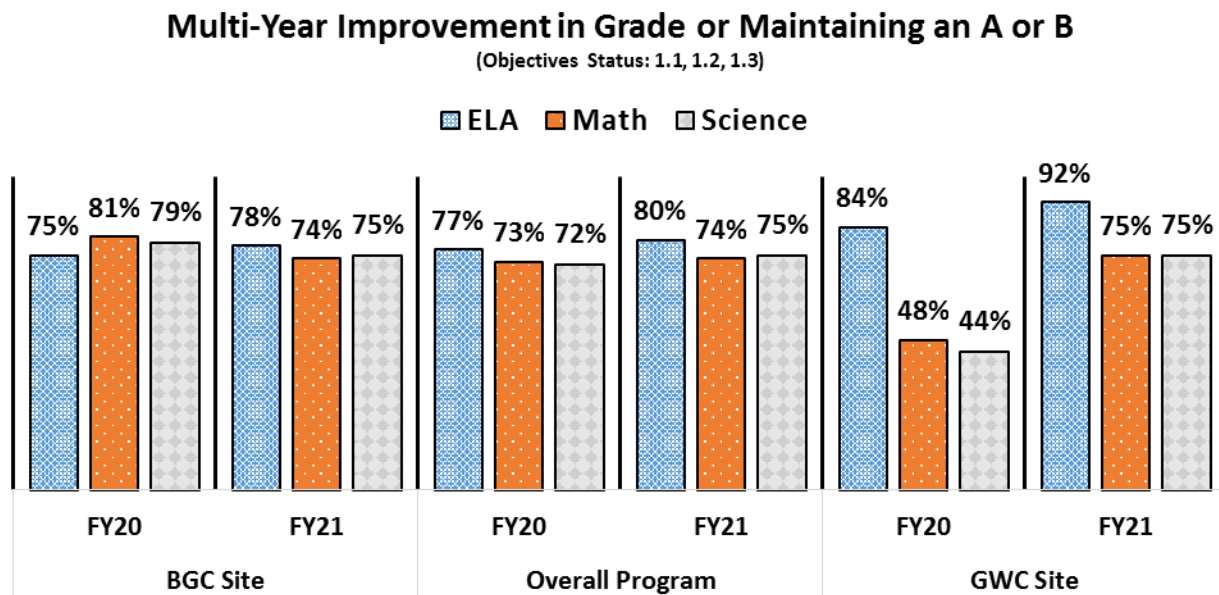


Table 23 FY21 Grade Academic Objective

Academic Objective Yearly Results Comparison					
ELA		Math		Science	
A minimum of 60% of students regularly participating will improve or maintain an "A" or "B" average in their Reading grade.		A minimum of 60% of students regularly participating will improve or maintain an "A" or "B" average in their Math grade.		A minimum of 60% of students regularly participating will improve or maintain an "A" or "B" average in their Science	
FY20	FY21	FY20	FY21	FY20	FY21
77%	81%	75%	74%	72%	76%

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive assessment system that measures the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, Science, and Social Studies. The assessment is administered each spring and students in grades 3 through 8 complete the assessment. GMAS assessment results in the areas of ELA, Mathematics and Science are used for the measurement of 21<sup>st</sup> CCLC program objectives for students 3rd through 8th grades. 21<sup>st</sup> CCLC 9<sup>th</sup> grade students take the End of Course (EOC) assessment in Mathematics. The results are incorporated in the students' final grade and are not included in objective status.



Objective 1.4: The percentage of regularly participating students scoring developing learners achievement or above on the ELA section on the state assessment will be a minimum of 60%.

**MET Objective 1.4:** 63% of regularly participating students scored at the developing learners achievement level or above on the ELA section of the state assessment.

Table 24 FY21 ELA GMAS Results

ELA Milestones FY21	Number Students	Percent Students
Beginning (1)	26	37%
Developing (2)	29	41%
Proficient (3)	14	20%
Distinguished (4)	2	3%
Total Students	71	100%

The achievement level of “developing” is considered meeting the state standard. Seventy-one, 3rd-8th grade students, of the 75 regularly attending students reported ELA GMAS score levels. Twenty-three percent (16) of students reported proficient or distinguished learners’ achievement, while 37% (26) were reported with beginning learners’ achievement.

Objective 1.5: The percentage of regularly participating students scoring developing learners achievement or above on the mathematics section of the state assessment will be a minimum of 60%

**MET Objective 1.5:** 86% of regularly participating students scored at the developing learners achievement level or above on the mathematics section of the state assessment.

Table 25 FY21 GMAS Math Results

The achievement level of “developing” is considered meeting the state standard. Sixty-one, 3rd-8th grade students, of the 75 regularly attending students reported Math GMAS levels. Thirty-five percent (25) of students reported proficient or distinguished learners’ achievement, while 14% (10) were reported with beginning learners’ achievement.

Math Milestones FY21	Number Students	Percent Students
Beginning (1)	10	14%
Developing (2)	36	51%
Proficient (3)	22	31%
Distinguished (4)	3	4%
Total Students	71	100%

Objective 1.6: The percentage of regularly participating students scoring developing learners achievement or above on the science section of the state assessment will be a minimum of 60%

**MET Objective 1.6: 85% of regularly participating students scored developing learners or above on the science section of the state assessment.**

Table 26 FY21 GMAS Science Results

Science Milestones FY21	Number Students	Percent Students
Beginning (1)	3	15%
Developing (2)	13	65%
Proficient (3)	4	20%
Distinguished (4)	0	0%
Total Students	20	100%

The achievement level of “developing” is considered meeting the state standard.

Twenty, 5<sup>th</sup> and 8<sup>th</sup> grade students, of the 22 regularly attending students reported Science GMAS levels. Twenty percent (n=4) of students reported proficient or distinguished

learners’ achievement, while 15% (n=3) were reported with beginning learners’ achievement.

Previous GMAS comparison data is not available. GMAS were not taken in FY20 due to the COVID-19 pandemic.

The following is a statement regarding FY21 assessments “*USED has made it clear they will not waive federal testing requirements for 2020-21. This means Georgia will have to proceed with administering the Georgia Milestones assessment this spring. I completely disagree with this decision, and believe it shows the continued disconnect between Washington, D.C. and the realities of the classroom. At this point, our focus is on ensuring this disheartening decision does not harm the health and safety of any Georgia student*” (State School Superintendent, February 2021 following the denial of 2020-2021 testing waivers). At a December 2020 called meeting the State Board of Education (SBOE) approved Superintendent Woods’ recommendation to reduce the course grade weight of end of course (EOC) assessments to 0.01% of students’ grades. Additionally, Superintendent Woods directed all districts with a flexibility contract to use information other than Georgia Milestones scores for promotion and/or retention decisions (Accountability Waiver 2021).

## Additional Academic Progress

End of Year Promotion Status (*Coffee County School District Retained Student Roster Report*)

End of the school year promotion status was reviewed for regular participating students. **One, 4<sup>th</sup> grade, student was retained.**

## Goal 2: Improve student attendance, behavior and active participation in the classroom

The Coffee County 21<sup>st</sup> CCLC program has three objectives under Goal 2 that measure behavior of participants. Data results for the three behavior based objectives is obtained from the following:

School Absences	Coffee County School student records
Student Behavior	Teacher Survey (return 112)
Class Participation	Teacher Survey (return 112)

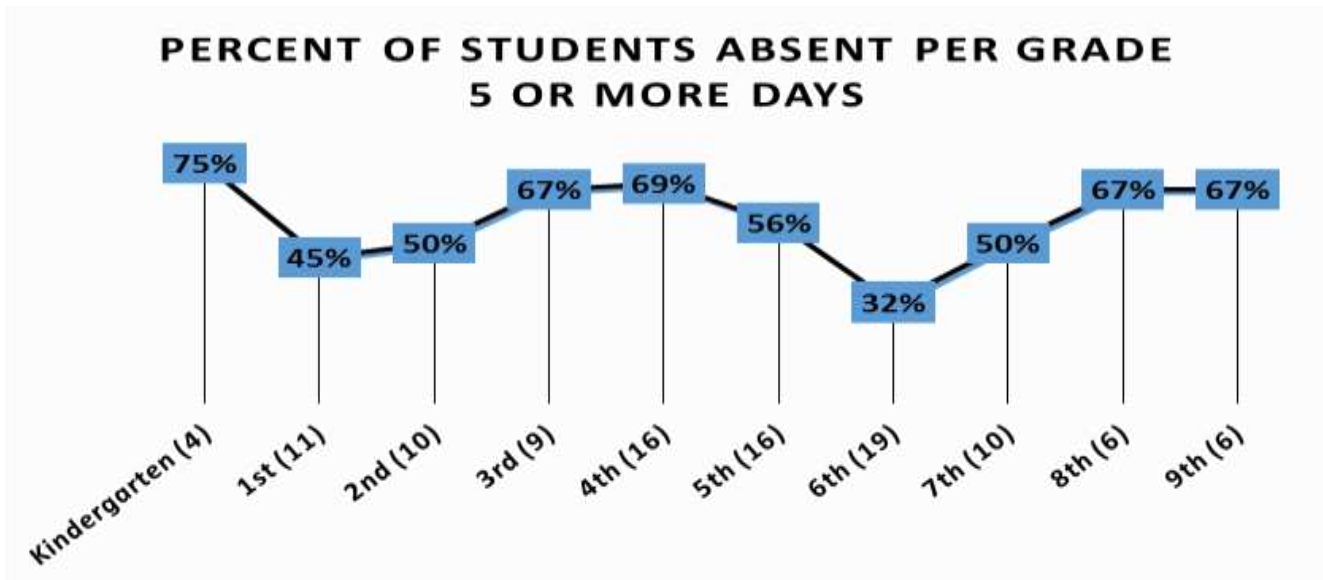
**Objective 2.1:** A minimum of 90% of the students regularly (30 days or more) participating will be absent from school less than 10% of enrolled days.

**MET Objective 2.1:** 93% of regularly participating students were absent from school less than 10% of enrolled days.

The Coffee County School District recorded 173 school days in 2020-2021. School day absences were collected for 107 of the 112 of the regularly participating students (30 days or more). Of the 96 regularly participating students with school day absences, the average number of marked absences was 6.98 days. Eleven students were recorded with no absences. Fifty percent (n=48/96) of students with absences missed between 1 and 5 days and 29% (n=28/96) of students with absences missed between 6 and 10 days. Twenty students (21%) had recorded absences of more than 10 days. Seven students were recorded with absences (ranging from 17 days to 31 days) greater than 10% of their enrollment days. All students were enrolled for the entire school year (173 days). Sixth grade students (19) had the lowest number of recorded absences and 4<sup>th</sup> (16) grade students

had the highest number of recorded absences. The following figure reflects the percent of students per grade with 5 or more recorded absences.

Figure 17 FY21 5 or More School Day Absences



Objectives 2.2 and 2.3 are measured with results from the regular Teacher Surveys.

**Objective results are based on the survey analysis for those students who needed to improve and not the total population of regular participating students.** The FY21 21<sup>st</sup> CCLC APR Teacher Survey includes ten questions with an answer choice of, “Did Not Need to Improve”.

**Objective 2.2:** A minimum of 70% of students regularly participating who need to improve will demonstrate improvement in behavior.

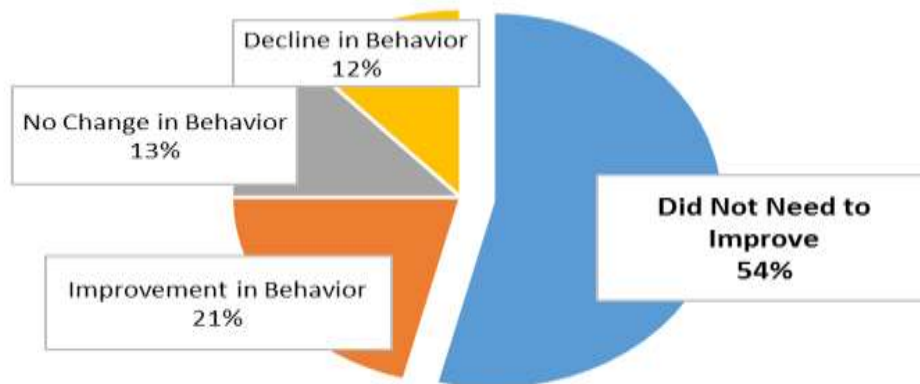
**Did Not Meet Objective 2.2:** 44% of students regularly participating, who needed to improve (n=23 of 52), demonstrated improvement in behavior.

Regular classroom teachers responded with significant improvement, moderate improvement or slight improvement on the teacher survey for students who needed to improve in behavior. Twelve percent (n=6 of 52) responded with significant improvement, 17% (n=9 of 52) responded with moderate improvement and 15% (n=8 of 52) responded with slight improvement. Teachers responded 54% (n= 60 of 112) of regular participating students did

not need to improve in their behavior (BGC site 55 (55%) students and GWC site 5 (42%) students).

Figure 18 FY21 Teacher Survey Behavior

**Behavior Expectations High , More than 50% of Students  
Did Not Need to Improve Behavior**  
(n=112)



*“At the beginning of the year, Student R was very outspoken without using the correct procedures. However, within four-five weeks after school started, he respected class procedures and showed tremendous progress in these behavior areas.”*  
(2020-2021 Teacher Survey for 4<sup>th</sup> grade student)

*“Student A does very well in class. She behaves well and completes all of her assignments that I give her. I think this program really focuses on promoting this type of behavior for students.”*  
(2020-2021 Teacher Survey for 2<sup>nd</sup> grade student)

The FY21 objective result of 44% improvement is significantly lower than FY20 of 84% improvement in behavior, however the percent of those not needing to improve was higher in FY21 (54%) than FY20 (35%). According to the theoretical linkage between afterschool experiences and student outcomes in elementary and middle grades, after-school program dosage influences intermediate and longer-term outcomes, measured as improved social skills and interpersonal behavior (*Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs, October 2007*). Reflecting a two-year student retention rate of 86% and three-year rate of 57%, one could assume multi-year behavior expectations have directly influenced the outcome of the FY21 objective.

Objective 2.3: A minimum of 70% of students regularly (30 days or more) participating who need to improve will demonstrate improvement in class participation.

**Did Not Meet Objective 2.3: 64% of students regularly participating, who needed to improve (n=47 of 73), demonstrated improvement in class participation.**

Regular classroom teachers responded with significant improvement, moderate improvement or slight improvement on the teacher survey for students who needed to improve class participation. Twenty-six percent (n=19 of 73) responded with significant improvement, 22% (n=16 of 73) responded with moderate improvement and 16% (n=12 of 73) responded with slight improvement. Thirty-five percent (n=39 of 112) of teachers responded, did not need to improve in their behavior, for regular participating students (BGC site 38 (38%) students and GWC site 1 (8%) student).

For students who attended the Boys & Girls Club site, regular classroom teachers responded for those who needed to improve (n=62) with 66% improvement, 24% no change and 10% decline in class participation. For students who attended the George Washington Carver site, regular classroom teacher responded for those who needed to improve (n=11) with 55% improvement, 27% no change and 18% decline in class participation.

A substantial difference from FY20 results (83% improvement) to FY21 (66% improvement), the percent of students reported as not needing to improve mirrored at 35%.

*“Student J struggled to keep up with the pace of class in the first semester of the year. He would rarely volunteer to answer problems on the board or in open discussion. Since joining the Boys and Girls Club I have seen SIGNIFICANT increase in his participation, his confidence, and his will to learn new concepts. I am grateful for the Boys and Girls Club staff for helping Student J to reach these goals.”*  
(2020-2021 Teacher Survey, 9<sup>th</sup> grade student)

*“Student L has always been very sweet and hardworking, but I can see that her confidence in her work and ability to complete tasks has greatly increased. She participates more in class and often wants to offer assistance to others.”*  
(2020-2021 Teacher Survey, 4<sup>th</sup> grade student)

*“My student's confidence has grown since attending the Boys & Girl's Club. He is more likely to volunteer to answer questions or lead an activity than before.”*

*(2020-2021 Teacher Survey, grade not identified)*

*"Student K did very well when she attended the Boys and Girls Club. She no longer is a part of it and I have seen a decline in her grades and her academic progress. She isn't as motivated to learn or as attentive in class as she used to be. I think that this program is great, and it helped her grades when she attended it."*

*(2020-2021 Teacher Survey, 2<sup>nd</sup> grade student)*

*Working on class participation and volunteering in class 5<sup>th</sup> grade students wrote their own story about a Magical Scarecrow and then shared it with the class.*



### **Goal 3: Provide opportunities for families of participating students to improve literacy, language and parenting skills.**

The Coffee County 21<sup>st</sup> CCLC program has two measurable objectives that target parent involvement, engagement and knowledge base. Objective results are obtained from family session sign-in logs, identification of family households and session exit surveys. Adhering to social distancing recommendations from the CDC and implementing COVID-19 precaution protocols the FY21 program implemented creative delivery avenues to continue to provide family programming. Delivery methods included holding parent sessions outside, scheduled and recorded virtual sessions, parent google classroom, and social media live sessions. Even with challenges, the FY21 program maintained regular parent contact.

Objective 3.1: A minimum of 60% of CCLC students' families will participate in at least two family night sessions.

**MET Objective 3.1: 70% of students' families participated in at least two family night sessions.**

Of the 112 regular attending students, representing 70 households, 70% (n=49 of 70) of families or a family representative (ex. grandparent) attended at least two of the 3 family sessions offered. The program was able to document 158 duplicated families / guardians attending family sessions including the 3 Parent Advisory Meetings. (FY21 Common Data Elements Form). Families had an opportunity to participate in 9.5 hours of engagement programs in FY21. With the challenges of implementing family sessions due to social distancing restrictions, meeting this objective is a tremendous accomplishment.

Table 27 FY21 Family Attendance

Boys & Girls Club and George Washington Carver		
Number of Family Sessions Attended	Number of Households who Attended	Number of Students Represented by Household Attendance
0	3	3
1	17	21
2	28	44
3	14	30
4	4	8
5	3	4
6	1	2
71% of regular attending students had a family member attend 2 or more of ALL sessions offered (including Advisory Committee sessions)		

The Boys & Girls Club site reported 69% (45 of 65 households) of regular attending students had a family member attend two or more family sessions, while the George Washington Carver site reported 45% (5 of 11 households). Almost 34% of Boys & Girls Club site family households attended three or more sessions offered. The following table reflects the Family Sessions held during the 2020-2021 academic year.



Table 28 FY21 Family Sessions

Date / Session		Description	Hours	# of Attendees
8/20/2020	Parent Involvement and strategies to support education with program and academic expectations. (on-site)	Attendees were provided with information about the 21st CCLC program, objectives and activities offered during the year. The Parent Handbook was reviewed and behavior and attendance policies were shared. Strategies for supporting student education were shared.	2	53
9/19/2020	Parent Advisory Meeting (virtual)	A discussion was held on effective communication strategies between BGC staff and parents; Friday programs; types of parent programs to offer and program concerns and suggestions	1	11
11/19/2020	Financial Strategies and Student Talent Show (on-site and FB live)	Program was held outside of BGC. Attendees learned about holiday financial strategies and were treated to student talent show. Event was on-site and streamed on FB live.	1.5	63
12/13/2020	Parent Advisory Meeting (virtual)	Skin care and make up tips was provided by Mary Kay Consultant. A review of Google Classroom was discussed for parents to use to make postings of recipes, inspirational dialogue and share ideas and program concerns and suggestions	2	5
3/31/2021	Black History Jeopardy (FB Live)	Attendees provided support to students during a game of Jeopardy focusing on Black History.	1	18
5/1/2021	Parent Advisory Meeting (virtual)	14 Social Media Applications Parents Need to Know About	2	8
<b>Total Attendance</b> <b>6 events / 9.5 hours offered / 158 duplicated attendees</b>				

According to the FY21 Parent Satisfaction Survey, parents indicate they would like to participate in the following programs or activities: Mental Health Topics, Financial Planning, Student Performances, Cookouts and Family Movie Nights. Of the 68 open-ended responses, 17 parents responded with “anything”, “anything that includes parents” or “I don’t know” to the question, “What kind of family events would you be interested in attending?”

Thirty percent (30.1%) of parents who answered the question (n=103) indicated **Friday as the preferred family session program day**, followed by 25% (n=26) selecting Thursday and 16.5% (n=17) selecting Tuesday. Sunday was not a choice on the survey.

**Objective 3.2:** A minimum of 85% of the parents who attend at least one parent session will state they have increased knowledge regarding their personal growth or encouraging and supporting their child's academic success.

**Met Objective 3.2:** 92% of the parents who attended at least one parent session stated they have increased their knowledge related to their personal growth and 95% reported an increase in encouraging and supporting their child's academic success.

*"The program was wonderful. The financial information was great."  
(Exit Parent Survey; Financial Strategies' and Student Talent Show)*

Eighty-eight percent of parents (n=54 of 61) attending the Financial Strategies and Student Talent Show (n=54/61) and Black History Jeopardy (n=15/17) session responded "very satisfied" to the question, "How satisfied are you with today's program". A combined 89% (n=69/78) attending both sessions also reported increased knowledge related to their personal growth. Additionally, 92% (n=71/77) of attendees reported an increase in encouraging and supporting their students' success. \*The objective measurement reported in the results is from the Financial Strategies and Student Talent Show only.

*"Awesome program, learned about how to set up a college fund for my kids. Thanks!"  
(Exit Survey, Talent Show and Financial Strategies, parent)*

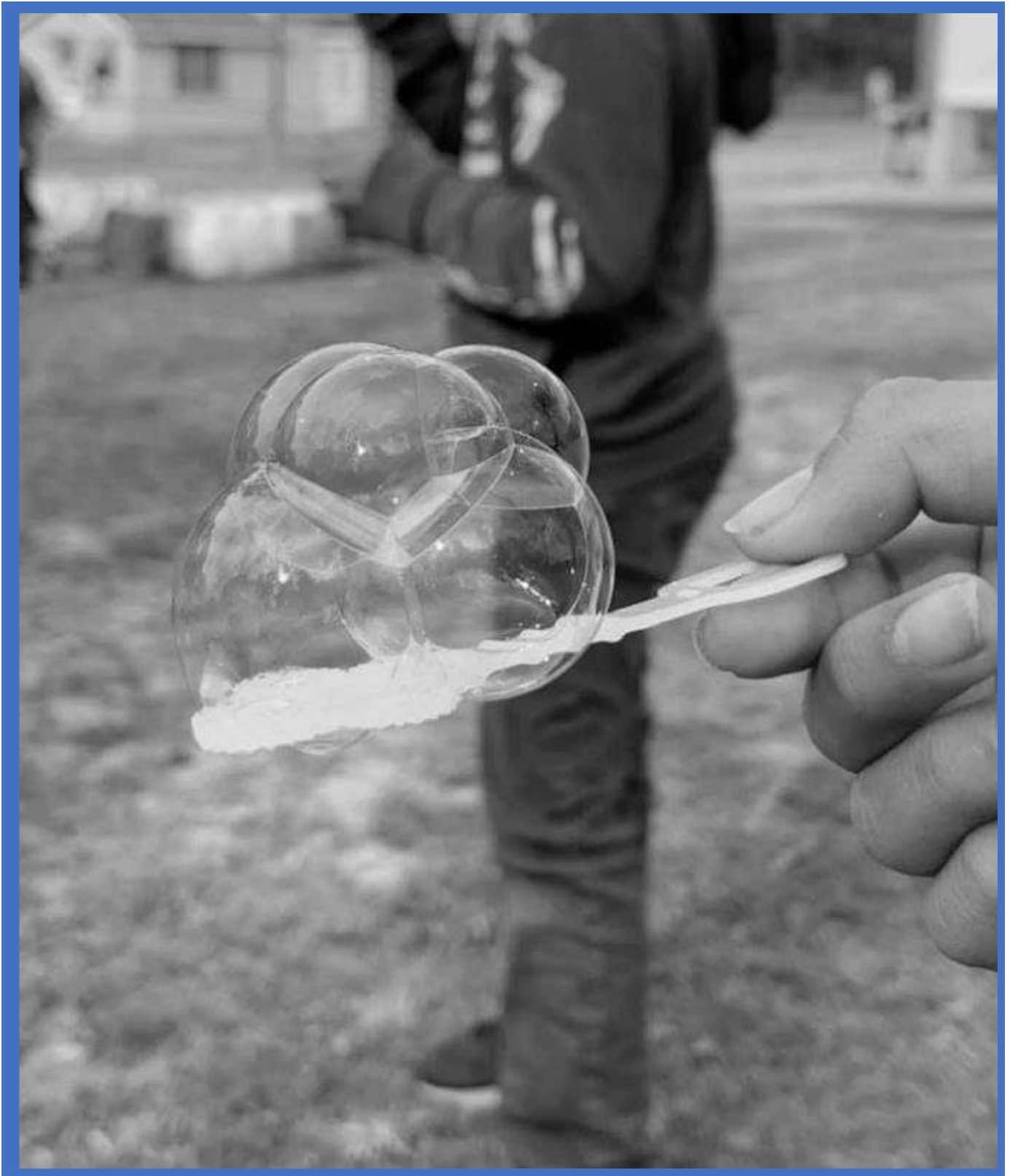
*"It was a great talent show. And it showed students that we support them and their individual gifts."  
(Exit Survey, Talent Show and Financial Strategies, parent)*



*"I was not able to attend the talent show, but I viewed it on Facebook."  
(Exit Survey, Talent Show and Financial Strategies, parent)*

*Outside Parent Program*

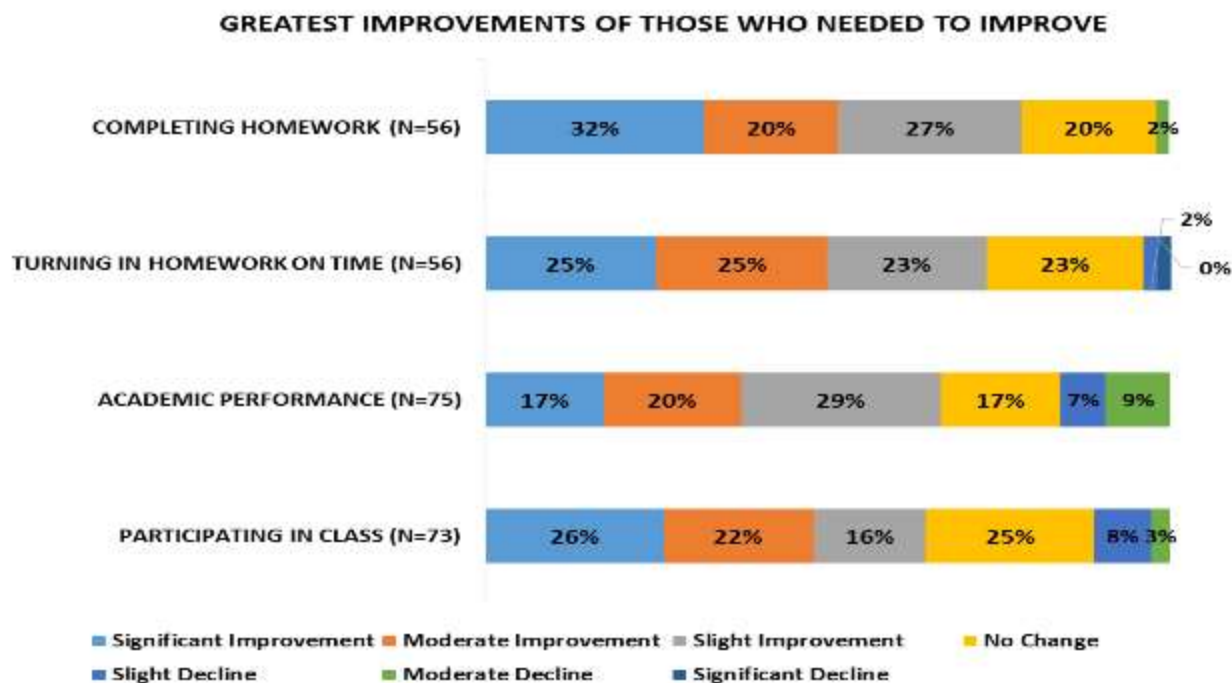
## OBSERVATIONS



## School Day Teacher Observations

School day teachers' report, of those who needed to improve, the **greatest improvements** are **completing homework to the teachers' satisfaction**, turning in homework on time, academic performance and participating in class.

Figure 19 FY21 Teacher Survey for Improvements



*"Student D has improved his grades, which I feel is due to receiving additional help after school from the B&G club."  
(2020-2021 Teacher Survey, 4<sup>th</sup> grade student)*

*"Since participating in the Boys & Girls Club, his academic grades have improved due to turning in work on time and completing previous missed assignments."  
(2020-2021 Teacher Survey, grade unknown)*

*This student went from considering dropping the Honors Algebra 1 class to making an A in the class. She has been instrumental in recruiting other students for the program also.  
(2020-2021 Teacher Survey, 9<sup>th</sup> grade student)*

Table 29 FY21 CDE Teacher Surveys

5C. Regular School Day Teacher Surveys				
Number of Teacher Surveys Completed	Behavior		Homework Completion	
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve
Number	Number		Number	
112	23	60	44	56

Table 30 FY21 Teacher Survey Results

## FY21 21st CCLC APR Teacher Survey Results

Percent Responses To:	DID NOT NEED TO IMPROVE	NEEDED TO IMPROVE	Percent of students who needed to improve						
To what extent has the student changed:			SIGNIFICANT IMPROVEMENT	MODERATE IMPROVEMENT	SLIGHT IMPROVEMENT	NO CHANGE	SLIGHT DECLINE	MODERATE DECLINE	SIGNIFICANT DECLINE
1. Turning in his/her homework on time.	50%	50%	25%	25%	23%	23%	2%	0%	2%
2. Completing homework to your satisfaction.	50%	50%	32%	20%	27%	20%	0%	2%	0%
3. Participating in class.	35%	65%	26%	22%	16%	25%	8%	3%	0%
4. Volunteering	27%	73%	24%	23%	11%	39%	1%	0%	1%
5. Attending class regularly.	69%	31%	23%	11%	23%	37%	6%	0%	0%
6. Is attentive in class.	33%	67%	24%	17%	12%	25%	15%	5%	1%
7. Behaving well in class.	54%	46%	12%	17%	15%	29%	15%	8%	4%
8. Academic performance.	33%	67%	17%	20%	29%	17%	7%	9%	0%
9. Coming to school motivated to learn.	36%	64%	19%	18%	13%	33%	6%	7%	4%
10. Getting along well with other students.	59%	41%	11%	7%	20%	52%	4%	7%	0%

## Parent Observations

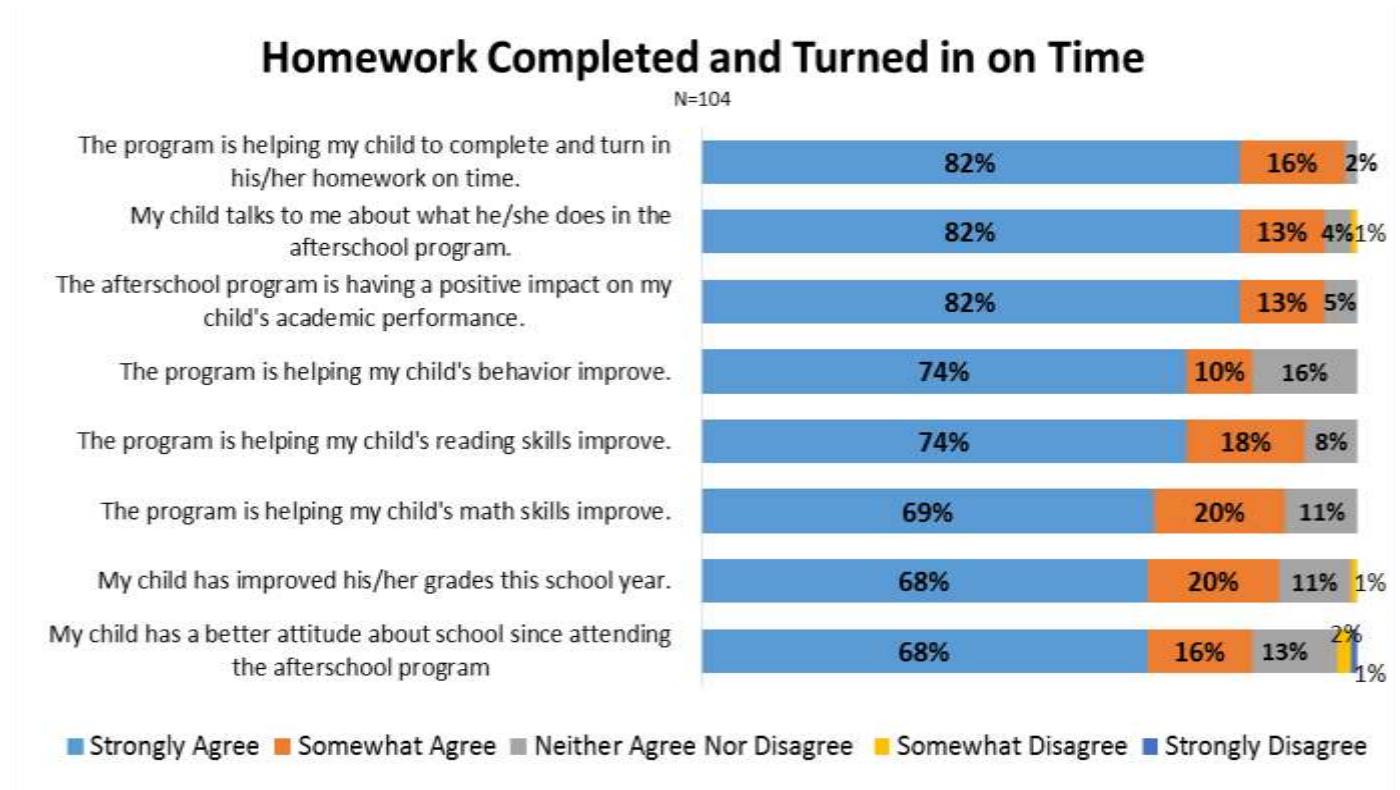
Parents completed program satisfaction and information surveys consisting of 15 questions (rating scaled, open ended and opinion focused) for each of their children attending the program. Ninety-two percent (n=104 of 112) of regularly participating students had a parent / guardian complete a survey.

**94% of parents agree the program is having a positive impact on their child's academic performance**

Table 31 FY21 CDE Parents

<b>5B. Parent Surveys</b>						
Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
104	87	17	102	2	102	2

Figure 20 FY21 Parent Survey Results



Only 3% (3 of 104) of parents reported, “My child would go someplace else for activities” to the question “If the afterschool program was not available, where would your child go after school?” Almost 70% (72 of 104) of parents indicated their child would stay at home or go to another home supervised by a parent, relative, friend or sitter. Twenty-one percent (n=22 of 104) of parents stated their child would stay home alone if the afterschool program was not available. These responses clearly demonstrate the need in Coffee County for the program.

**98% of parents indicate they want their children to continue participating  
in the afterschool program next year.**



Parents had the opportunity to respond to open ended questions regarding what they liked about the program and what they would change about the program. Overwhelmingly **parents shared they like their student receiving help with homework, like the staff and like having a somewhere for their child to go.**

"One thing I like about the afterschool program is:"



building experimental environment children friends school district  
 great learning experimental program well friends home  
 child enjoys program teacher kids work  
 child somewhere go good child helps homework  
 help things staff Positivity homework love learn  
 provides great learning enjoys program well learning experimental environment  
 well friends school Everything

One thing I like about the afterschool program is...

*"The awesome staff and how much they love the kids and do everything to help them progress in school and at home."*  
 (FY21 Parent Survey)

*"It not only helps with homework but it builds a strong relationship with the kids. It's very family oriented."*  
 (FY21 Parent Survey)

Seventy-two percent (n=69 of 96) of parents indicated not wanting to change anything about the afterschool program. For those that chose to respond with detail, food, a larger building, needing a gym and better playground outdoor activities were referenced as things to change in the afterschool program.

One thing I would change about the afterschool program is...

*"I would like to see the club get a bigger, better facility where they can have advanced technology, indoor gym, and can service more children."*  
 (FY21 Parent Survey)

*"I would change the kitchen... it needs to be bigger to accommodate for better equipment to cook with, to increase storage capacity and they need a walk in cooler/freezer so they can accept larger donations of frozen foods too! This would enable the facility to provide healthier foods and a larger selection for the staff to choose from for the kids meals.*

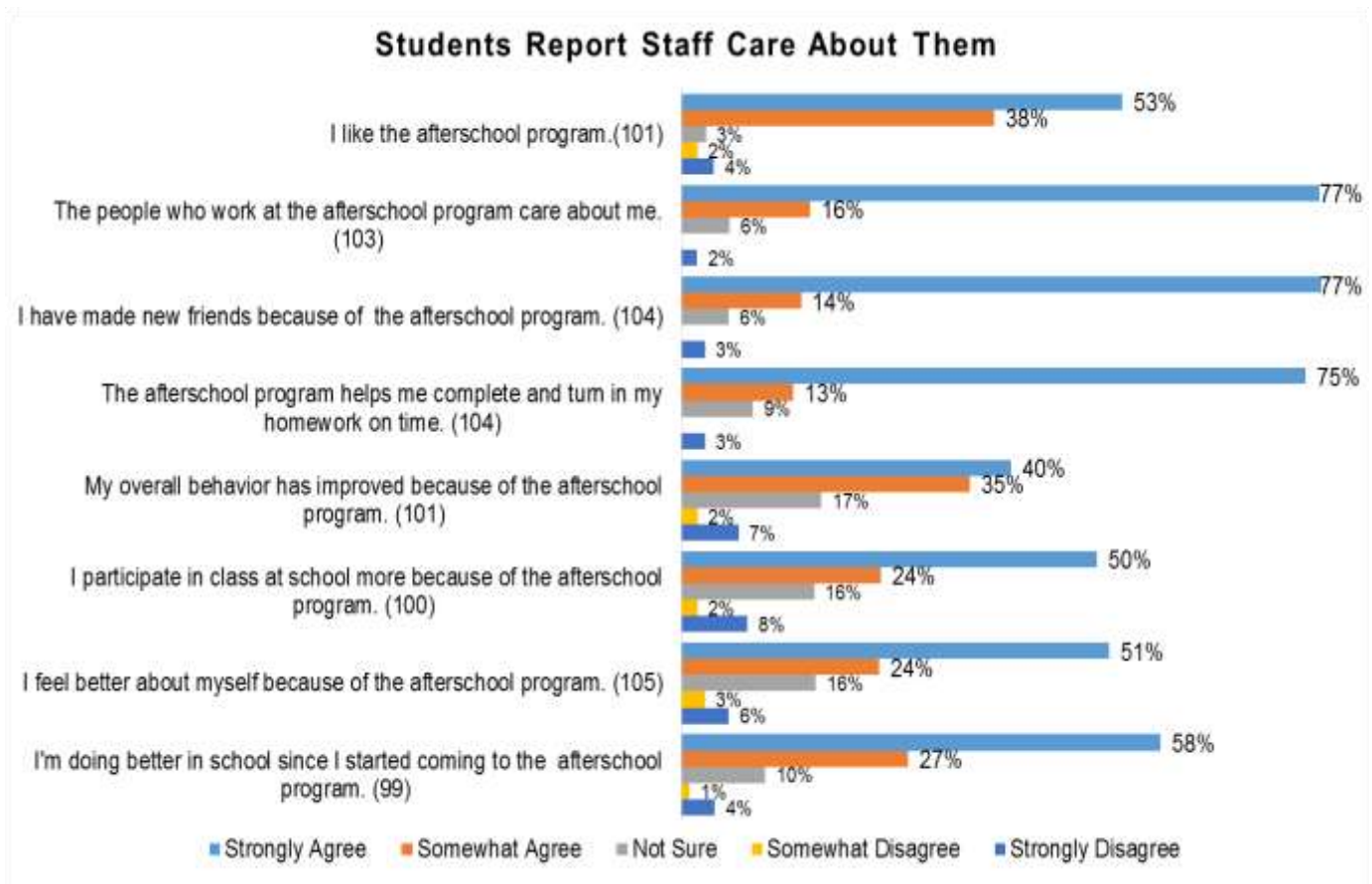
(FY21 Parent Survey)

Surveys were collected from 95% (n=95 of 100) of parents with a child attending the Boys & Girls Club site and 75% (n=9 of 12) of parent with a child attending the George Washington Carver site.

## Student Observations

Spring of 2021, a student satisfaction survey was administered to students who regularly (30 days or more) participated in the 21<sup>st</sup> CCLC program. Surveys were slightly altered for grade levels (K-5 and 6-9) and 94% (n=105 of 112) of surveys were returned and analyzed. The purpose of the survey was to measure student attitudes of the program. As a result of program closures in FY20 due to the pandemic, student survey comparison data is not available.

Figure 21 FY21 Student Survey Results





Notable results include: **92% indicate people who work at the afterschool program care about them**, 91% of students indicate they like the program and 91% of the students report they have made new friends because of the afterschool program. Directly related to program behavior objectives, 74% (n=74/100) of students agree their overall behavior has improved and they participate in class at school more because of the after school program.

The student survey included a listing of program activities. Student responses regarding program activities they like (in order) follow:

Table 32 FY21 Activities Liked

Boys & Girls Club Site	GWC Site
Going Outside (100%)	Going Outside (95%)
Friday Fun Days (93%)	Games (93%)
ARTS (91%)	Friday Fun Days (84%)
Technology (89%)	Technology (84%)
Games (88%)	ARTS (82%)
STEM (84%)	STEM (68%)
Power Hour (83%)	Power Hour (65%)
ELA Activities (79%)	Math Activities (59%)
Math Activities (78%)	Snack (54%)
Snack (68%)	ELA Activities (45%)

Students were asked to respond to 3 open ended questions; What do you like best, What do you like least and What would you change about the afterschool program? All survey responses were forwarded to the Program Director.

*"I like how all of my teachers care about me and help me."*



Students in grades K-5 (n=60 of 61) responded to the survey question, "I feel safe at the afterschool program." Ninety-three percent (93%) of the students responded favorably, 78% **strongly agreed** and 15% somewhat agreed, to feeling safe while at the afterschool program.

Students in grades 6-9 (n=44) responded to two survey questions regarding future learning and education. Ninety-three percent (93%) of students responded, “I want to graduate from high school” and 88% responded favorably to “I want to continue my education beyond high school”. The 21<sup>st</sup> CCLC program advocates and promotes education with career exploration activities and life skills.

**O**verall student survey responses  
demonstrate positive perceptions  
of the afterschool program

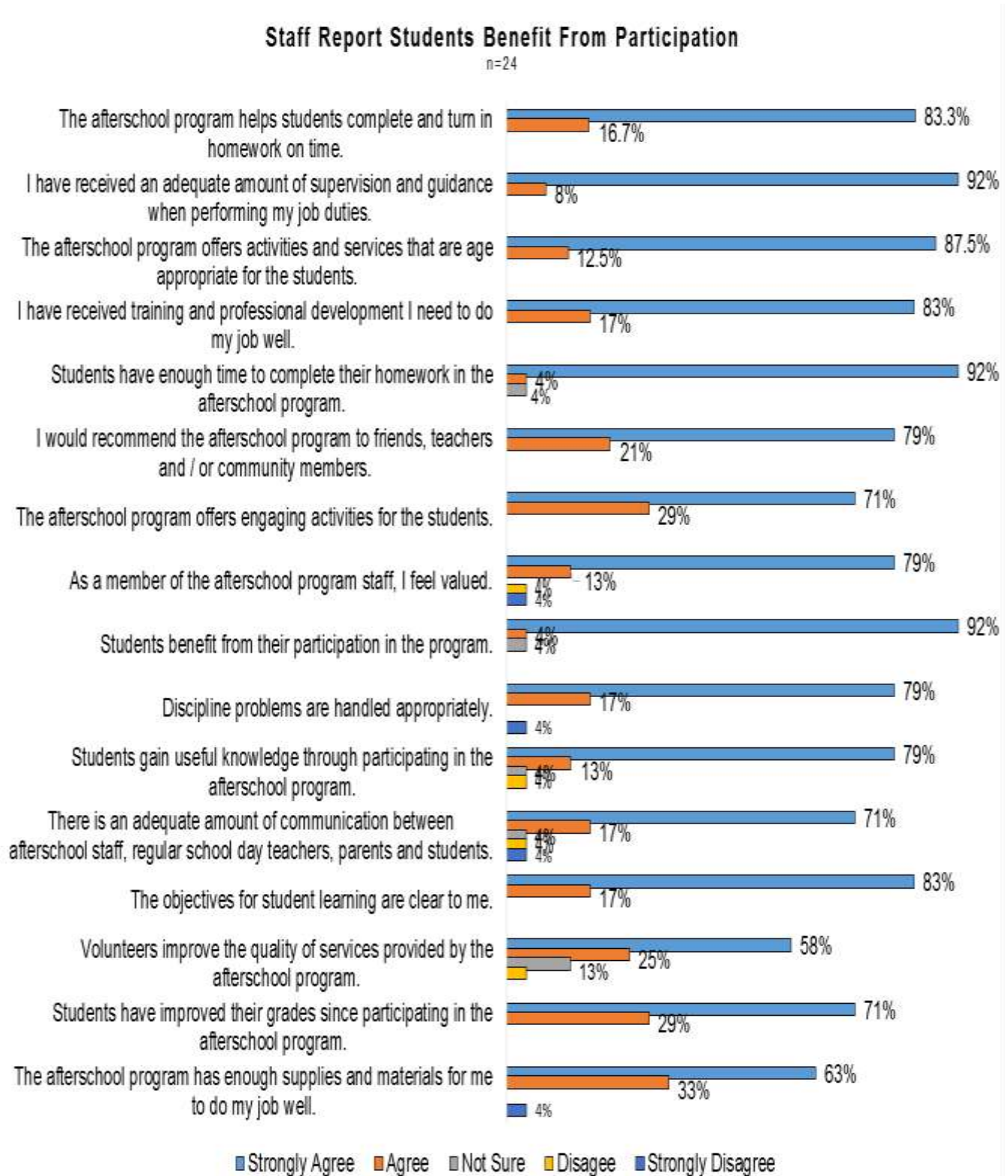
### **Staff Observations**

Program staff play a vital role in the success of the program and achieving program outcomes. Staff implement the day-to-day operations and are often the first ones to identify program successes and areas for improvement. Thus, it is critical to obtain their opinion and perception about the program. Staff completed a survey in the spring of 2021 consisting of sixteen questions, two open ended questions and a program or student success statement. Twenty-four (24) staff members completed the survey.

**O**verwhelmingly staff survey responses demonstrate favorable  
perceptions of the afterschool program and working environment  
satisfaction.

The majority of program staff responded favorably with strongly agree or agree to 88% (n=21 of 24) of the survey questions. Two staff members responded with *disagree* or *strongly disagree* to the question, “There is an adequate amount of communication between afterschool program staff, regular school day teachers, parents and students”. Ninety-two percent (n=22/24) of staff responded with *strongly agree or agree* to the question “As a member of the afterschool program staff, I feel valued” and 83% (n=20/24) responded strongly agree to the question “The objectives for student learning are clear to me”.

Figure 22 FY21 Staff Survey



## RELATIONSHIPS

### A frequent theme

A sample of the open-ended questions from the staff survey are provided below. A complete copy of results were forwarded to the Director.

Table 33 FY21 Staff Comments Strengths

<b>What are the strengths of the afterschool program?</b>
The strengths are kids staying on top of their work
It helps students achieve their goals and stay on top of their grades
keeping the kids first at all times
People that match the demographic of the students we are trying to help.
Building positive relationships with students outside of the normal school setting.
Helping students to be better
They we're here to help the teen with home work, but it also gives them a place to go and not in the streets. We're able to build a relationship with them
Students receive assistance with homework and they are fed before going home.
Giving the kids a voice. Allowing them to be engaged and develop more social relationships outside of school environment.
Being involved with the kids and helping them improve in the classroom and also in life skills
There is a set schedule to be followed daily, which provides a routine for students to follow.
The after school program has potential to increase student engagement and knowledge with academics, however, it's difficult to find dependable staff.
Extra homework help to improve students' grades. Social skills they gain.
The after school program offers valuable tutoring sessions to students. It also teaches life skills and offers socialization with their peers.
Positive environment, build self-confidence in students, create indoor/outdoor fun and life skill activities for students, have group discussions, giving students the ability to bring out their inner talents
The biggest strength is being able to improve student performance at their regular school.
It gives the parents the comfort of knowing they do not have to worry about their children. The kids get the help they need to complete and understand their homework in a timely manner. For a lot of our children the BGC is a safe haven,
Students are able to complete homework and get extra help if needed. The students are also able to build positive relationships and life long friendships through social interactions. Mr. Bull is the biggest strength we have! He is always there for the students and staff!
Able to work with kids that need extra help.
Compassion for the kids.
Helping students to get confidence and be consistent with their works
*Positive interaction opportunities for students *Students receive extra academic help
Genuine care for students and their education

Table 34 FY21 Staff Comments Improve

What needs to be improved in the afterschool program?
more outside activities
Some parents don't support us when we try to let them know concerns about their children and their homework, behavior etc.
More programs to build public speaking would greatly benefit our kids.
I will be glad when we can have speakers again
More activities for the teens to do. I know COVID was a big issues this year.
A better facility with a gym so that students can play.
Give the kids more freedom. You don't want to put too much schooling on them when they've just did 8 hrs of it. Allow them to have fun after power hour more with multiple of activities of their choice, because it is about the kids first.
More engaging activities for the kids
A better AC unit and more room for sports outside.

*"So blessed to be a part of this amazing family!  
 Thank you for all you do for our students and us!"  
 (BGC Staff member, Facebook post)*

Staff were asked to provide a student or program success statement, which can be found, embedded in the report. However, the statements are also provided in the table below.

Table 35 FY21 Staff Success Stories

Student or Program Success Statements:
I enjoy going to the Boys and Girls Club because they help me understand my work more clearly
when this kid never finished their homework and turned it in, now that he attends the club he now turns in his homework finished and receive a passing grade.
We have students who went from failing to passing by being in the program and as long as the parents support our efforts we see improvement.
The whole program is great.
I have had students that did not know any sight words. Now he is one of the best readers in class.
We had a teen that was failing his class, when he started coming to the BGC his grades increased. We also gave him the love and support that he needed. You don't know what teen are going through sometimes they need someone to vent to.
My student is turning in their homework and their grades have improved with the bgc.
I'm proud of the whole Teen Center kids. They show and prove everyday that they can, and they will. They all have a gift so it is hard for me to point out just one success statement. all of their grades are improving.
Thank you so much for working with me, I now feel like I am somebody and I can do it.
We have worked one on one with a student and math facts. He was happy to know how to make arrays to help solve problems.
A student was failing some of his classes. Every day he would have me check his grades. When his average came up, he said will you let my mother know. He also sent me an email telling me know he had passed a test.
A lot of the students in my class have improved in their homework participation and improved their grades because of this program.
One of the 2nd grade students was very shy. We had a BGC talent show. The student wanted to participate in the talent show. After having a long talk with the student, she built self-confidence where she participated in the talent show earning 2nd place.
We had a student at one time that was battling with self harming themselves. The student was able to talk and build a bond with certain staff members which in the end turned their life around for the better.
I had a student that was failing at the beginning of the year. Every day I worked I took up extra time with her on her math facts and anything else I could help her with. I also made sure she knew I loved her! Today, she is passing all of her subjects with a b average!
I have witnessed a lot of kids behavior improve since being in the program.
Proof is in the Pudding! LOOK at the GRADES!!!!
I pledge to be successful and grateful
Because of the Boys and Girls Club, I have several students who have improved academically and socially.

Open-ended responses by staff reflect academic,  
social and emotional needs of students are  
being met by the program.

## Success Stories

Table 36 FY20 Program Success Stories

Program Staff	
I had a student that was failing at the beginning of the year. Every day I worked I took up extra time with her on her math facts and anything else I could help her with. I also made sure she knew I loved her! Today, she is passing all of her subjects with a B average!	
Community Member: Facebook	Parent
This was so precious! I was working today and received my goody bag and special note! Thanks so much for thinking of all the hospital workers! We appreciate your kindness! (community service project)	My child can get the extra help with classes that I can not provide. I know her work is done and correct when she leaves the club
School Day Teacher	Student: K-5 Survey
I have had *Brian Boys and Girls Club teacher email me to check in and see if there is anything she can help him with regarding his homework or if he needs extra help in any other area. I truly appreciate her reaching out to me and having "Brian's best interest at heart regarding him being successful in and out of the classroom!"	I like that I have friends that I can have fun with and that I feel safe.
Parent	Focus Group (5 ) Students
The relationships she has built with her teachers and friends is wonderful. She always has positive things to say and she enjoys going to BGC.	What is something new you have learned during the afterschool program that you have not learned at school. <i>"Spanish, How not to be a bully, we use the 3-D printer and pens to make fun things and do a lot of experiments that we don't get to do at school"</i>
Program Staff	School Day Teacher
Students are able to complete homework and get extra help if needed. The students are also able to build positive relationships and life long friendships through social interactions. Mr. Bull is the biggest strength we have! He is always there for the students and staff!	*John loves the Boys & Girls Club and the teachers there. He has built positive relationships with them. Since going to the Boys & Girls Club, he always completes his homework and turns it in. His grades have also improved because the teachers help him study and have taught him how to be organized! The Boys & Girls Club has been a blessing to us & we are thankful for it!
Student: 6-9 survey	Email from Student
The thing I like best about the afterschool program is that I'm starting to understand things more in school that I didn't understand before.	<i>"Hey it is me Mr. Bull thanks for letting me be here it is the best place ever I have enjoyed this place so much and I am so glad I am here thanks so much because it's like the only place I have fun"</i>
School Day Teacher	Students(2) Focus Group
Eli has really matured this year. His participation in the Boys & Girls program has clearly had an impact on his ability to behave & perform well in school. He seems more focused, more respectful, & more willing to learn from his mistakes.	<i>"Mr. Shawn teaches us life skills. He teaches us how to make the right decisions and tell us to make sure we do not get in trouble at school"</i>
Parent	Parent Program Participant
It is helping my son build character and provides a safe place for him to do his homework	The program was wonderful. The financial information was great.
	Student Support
We supported the American Heart Association and one of our very own *Brian by wearing red today to honor *Brian (facebook post)	



## PROGRESS TOWARDS SUSTAINABILITY

As emerging needs of students (learning loss and emotional), parents and the community are identified as a result of the COVID-19 pandemic, long-term program sustainability is not only essential but also critical. In FY21 the program implemented numerous strategies providing awareness of and sharing formal and informal program needs and outcomes with local, state and federal stakeholders to build and strengthen support. The Director with guidance from the Boys & Girls Club Board of Directors continued to cultivate and nurture strong community partnerships that assisted with filling gaps and meeting additional needs of the program. As a result of new operating practices dictated by COVID-19 precautions, new immediate needs (face masks, hand sanitizer, cleaning wipes and desk dividers) were identified and those needs were met by community partners (Coca-Cola and Family Dollar).

In 2020-2021, partnerships contributed by making improvements within the BGC site facility along with providing program materials and supplies, providing and facilitating activities, providing volunteer staffing and food for special events for both the BGC and GWC sites. The Boys & Girls Club Board of Directors and 21<sup>st</sup> CCLC Advisory Committee met regularly to assess program operations and identify potential resources and strategies to assist with efforts to secure long-term program sustainability. Large fund raising events were again put on hold during FY21 (example Kickin' It for Kids, end of the year banquet) out of COVID-19 precaution. Smaller fundraising efforts, such as selling a donated smoker/grill and a plant sale were implemented in FY21. Nineteen partners are identified in Cayen with an estimated \$49,296 in program contributions (in-kind, goods and materials and staffing). This is a slight increase from FY20 (\$47,600).



Boy Scout Troop 859 Eagle Scout Project



First National Bank of Coffee County





Wal-Mart DC of Douglas



Ice Cream Warehouse

Table 37 FY21 Partnerships

Community Partner / Agency	Role	Estimated Dollar Value of
Community Foundation of Central Georgia	Type: Community-Based Organization or other Non-Profit	
	Raised Funds	\$3,500.00
Central Missionary Baptist Church Inc.	Type: Faith-Based Organization	
	Raised Funds	\$500.00
Ice Cream Warehouse (Brandon Davis)	Type: For-Profit Entity	
	Provided In-Kind Donations	\$500.00
Optima Chemicals	Type: For-Profit Entity	
	Raised Funds	\$5,000.00
R.W. Griffin Feed, Seed & Fertilizer, INC	Type: For-Profit Entity	
	Raised Funds	\$1,000.00
Ricketson Construction Company	Type: For-Profit Entity	
	Raised Funds	\$500.00
United Way Of South Georgia	Type: For-Profit Entity	
	Raised Funds	\$3,750.00
Wal-Mart Distribution Center	Type: For-Profit Entity	
	Provided In-Kind Donations	\$10,546.00
Walmart Distribution Transportation	Type: For-Profit Entity	
	Provided In-Kind Donations	\$500.00
The Kind Foundation (Empatico Grant)	Type: Nationally Affiliated Nonprofit Agency - Other	
	Raised Funds	\$750.00
BB & T	Type: Other	
	Raised Funds	\$5,000.00
David & Charlene McElroy	Type: Other	
	Raised Funds	\$5,000.00
Douglas Lions Club	Type: Other	
	Raised Funds	\$500.00
First National Bank	Type: Other	
	Raised Funds	\$1,750.00
FUMC Aldergate Class	Type: Other	
	Raised Funds	\$600.00
Southwire	Type: Other	
	Raised Funds	\$3,000.00
Sunbelt	Type: Other	
	Provided In-Kind Donations	\$450.00
Coffee County Sheriff's Department	Type: Other Unit of City or County Government	
	Raised Funds	\$1,150.00
Douglas National Bank	Type: Other Unit of City or County Government	
	Raised Funds	\$5,300.00

Sustainability efforts also include continuing to cultivate the support from community agencies and volunteers. In addition to community agencies providing time to facilitate special programming and events, the program relies on volunteers for day-to-day support. The Coffee County 21<sup>st</sup> CCLC program documented **1,923.19 volunteer hours** among 5 individuals. Volunteers assist with mandatory temperature checks of students entering the buildings, preparing and serving snacks and dinners, helping with homework, disinfecting tables and classrooms and doing whatever is asked of them by the Director. FY21 reflected more volunteer hours than FY20 (1394.23 hours).

Table 38 FY21 Volunteers

Month	# of Volunteers	Hours Provided	Month	# of Volunteers	Hours Provided
Aug-20			Jan-21	5	184.65
Sep-20	5	184.2	Feb-21	5	279.69
Oct-20	5	313.45	Mar-21	5	59.59
Nov-20	5	237.56	Apr-21	5	258.9
Dec-20	4	142.65	May-21	5	262.5



Eighty-three percent (83%) of program staff agree volunteers improve the quality of services provided by the afterschool program. (FY21 Staff Survey)

### Community Mentor

An amazing mentor, Mr. Brandon Roe worked with the students for several weeks and developed a strong relationship with them. Mr. Roe left the area in May to join his teammates in South Dakota for another exciting season of Arena Football. The students will miss him.



## Georgia Afterschool & Youth Development Quality Standards (ASYD):

### Quality Element 4: Relationships

Coffee County 21<sup>st</sup> CCLC program implements the continuous improvement model, utilizing the guiding principles of the ASYD Quality Standards. In a year of uncertainty, challenges and an environment demanding flexibility, positive relationships among staff, youth, families and the community are essential to program success. The program exhibits the guiding principle *"A quality program fosters and nurtures positive relationships and interactions among staff, youth, families, and communities; provides a tolerant and respectful environment that is safe from teasing, bullying, and violence; and promotes diversity"* (ASYD).

The external evaluator utilized Element 4 / Relationship Standards as an assessment measure. Following are evidence notes of the standards.

Table 39 FY21 ASYD Element 4 Relationships

Quality Element 4: Relationships		
	Standard	Evidence Notes from Evaluator
4.1	Builds positive relationships with youth that are supportive and nurturing	Students are welcomed by staff as they enter the building (usually by the Director) and are called by name. Students feel comfortable verbally sharing with staff (focus session) and feel cared for by staff (student survey). Students know staff talk to teachers about them (focus session). Expectations of students are shared often by staff (classroom observations and visuals). Staff identify students needing extra attention (academically and emotionally) and meet needs, connect resources as appropriate. Staff "KNOW" students and family (family life, likes, etc.). Staff share themselves with students (ex. Mr. Shaun is a veteran). "I can go to Mr. Bulls office to talk to him when I need to" (focus session)
4.2	Ensures that staff are role models of positive and respectful adult relationships	Staff feel valued (survey data), staff have high level of working satisfaction (open-ended survey data). Staff meet often to plan programs and activities together (ex. themes for summer build on each other). Staff does "extra" (ex. making jeopardy board, celebration events for students). RETENTION rate high (multiple years). Director maintains high expectations of staff at all times - limited staff issues. Staff feel BGC is "family" (open ended questions). Staff celebrate success and show compassion for each other (verbal and observations). Parents reference staff as best part of program (survey). Staff act appropriate and professional around students (observations)
4.3	Incorporates relationship-building opportunities among peers and ensures that youth interact with one another in positive ways	Rotation activities include group work and peer to peer learning (observations). Organized physical activity includes team games. Students attend the program from multiple schools giving students opportunities to make new friends (survey data, focus group, verbal sharing). Student showcases (ex. talent show, jeopardy) gives students opportunity to "support" each other (visual, verbal sharing). Students respectful of peer during presentations or sharing (observations). Teens participate in fun team activities implemented (ex. scavenger hunt, dance offs, minute to win it) promoting strategy, teamwork and leadership (observations). Program enrollment represents almost equal genders and multiple races (enrollment). Programs include cultural program (schedule)
4.4	Teaches and encourages use of conflict resolution skill among youth	Program implements programs foster development of resiliency skills - Smart Moves, Smart Girls, Passport to Manhood (program schedule). Bullying Prevention regular topic in program (focus group). Mentoring relationships assist with life skills including behavior expectations (focus group), social media review (ex. Mr. Shawn told me I needed to behave in school and respect my teachers). Staff model positive communication and provide reflection and choices when student misbehave (observation). Student K-5 feel safe at program (survey)
4.5	Reinforces positive behavior and employs strength-based techniques to address behavior issues	Program has limited behavior challenges as expectations have been shared for years (survey data, observations). All staff reinforce behavior expectations. Staff use re-direction and remain calm as addressing challenges with students (observations). Rewards and celebrations used to reinforce overall success and hard work, including behavior (observations, program schedule). Communications among staff, teachers and parents assist with behavior challenges.

## OVERALL RECOMMENDATIONS

The 21<sup>st</sup> CCLC program is implemented by a team of dedicated individuals, guided by an exceptional Director with high expectations. The ability of the staff to successfully adjust to new operating procedures and program challenges, which continued during FY21 because of COVID19, are evident. Staff execution of daily COVID19 precautions, staff being prepared to implement activities in person or virtually, creative approaches to maintain relationships with students and parents while continuing to provide quality programming and activities is exceptional. The results of the summative evaluation is a testament to the hard work that has occurred during the FY21 program year.

Ninety-two percent (92%) of the target enrollment was met (Boys & Girls Club: 95% and George Washington Carver: 80%). Ninety-three percent (93%) of students attended the program for 30 days or more, with 74% of those students attending for more than 89 days. The average daily attendance was 71% of the total enrollment, equating to an ADA of 85 students. Eighty-two percent (82%) of program objectives (9) were met. Two objectives were not met, however one of those objective could have been impacted by the achievement of multi-year program retention. School day teachers and parents agreed that improved academic performance was a result of the program. Staff members referenced academic, social and emotional needs that are being met for the students. Positive relationships among students, parents and staff was exhibited by qualitative data. The staff retention rate from FY20 to FY21 was 92%.

Eighty percent (80%) of the students regularly participating (attending at least 30 days) in the program improved or maintained an "A" or "B" average in their ELA grade and 74% of students regularly participating improved or maintained an "A" or "B" average in their math grade. Ninety-three percent (93%) of regularly participating students were absent from school less than 10% of enrolled school days. Ninety-five percent (95%) of parents reported being satisfied with the afterschool program and 98% want their student to continue participating in the program. Eighty-five percent (85%) of the parents who attended at least one parent session stated they have increased their knowledge related to their personal growth or encouraging and supporting their child's academic success.

The two site facilities implemented new COVID19 precaution measures (temperature checks, masks, no rotations, sanitation centers, desk dividers, hourly cleaning) while maintaining a visually stimulating, safe and welcoming environment for students, parents and visitors. Program activities are age appropriate, challenging and engaging. Family and community partnerships strengthen operations, programming, and assist in meeting student and family needs.

2020-2021 was the second year of the cohort FY20 21<sup>st</sup> CCLC grant funded program that continued to be impacted by challenges because of the COVID19 pandemic. Within the model of continuous improvement, recommendations to enhance the program and for consideration are summarized below.

- Based on the outcome of objective 2.2 consider revising the objective as multi-year program participation with consistent expectations produces long-term impact and outcomes. Not meeting objective 2.2 perhaps could be viewed as a positive rather than a negative in regards to program impact.
- Continue to utilize the ASYD Standards as the foundational practice for program development and operations.
- When appropriate and safe, re-open the games room for students at the Boys & Girls Club site.
- Continue to foster community relationships and target those that might contribute to long-term sustainability.
- Continue to include skill based professional development topics during scheduled staff meetings. Consider providing topics on strategies for active participation and implement strategies in rotations to allow students to “practice” participating in class (ex. place the student’s name at the end of question)

- Continue on-going recruitment efforts for the Teen Center and perhaps request assistance from current parents in the efforts. Maintain ongoing communication with GWC administration and teachers and request assistance with student recruitment.
- Maintain communication among staff and regular school day teachers, especially in regards to academics and class participation. Perhaps a mid-year class participation measure could be implemented.
- Consider implementing family programs with topics identified within the summative report (ex. mental health, financial strategies, and student performances) and parent survey. When deemed appropriate, offer a series of educational topics in person (example stress management, building a family team and positive behavior strategies)
- Program dosage has been proven to influence short term and long-term objectives. Work with the evaluator to create an easy tool to identify the multi-year program retention of students.
- Continue the youth, parent advisory, focus sessions, and consider implementing appropriate ideas / suggestions in a timely manner, which will assist with program ownership, specifically at the Teen Center.
- Staff retention is a strong indicator of program success. The Director should continue to be supportive of staff and provide on-going guidance even to the most seasoned employees. Positive relationships among the leadership and staff create and influence the overall environment of the program.



Picture provided by Windi Renee Photography

For more information on the 21<sup>st</sup> CCLC program  
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\* Copies of complete survey results, including open-ended responses for the teacher, student, parent and staff surveys are available upon request.