



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

**Summative Evaluation Report  
2017-2018**



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# CONTENTS

<u>Figures</u>	3
<u>Tables</u>	4
<b><u>Overview and History</u></b>	<b>6</b>
<b><u>Student enrollment, Demographics and Attendance</u></b>	<b>7</b>
<u>Enrollment</u>	7
<u>Demographics</u>	7
<u>Regular Student Attendance</u>	9
<u>Average Daily Attendance</u>	9
<u>Program Retention (multi-year)</u>	10
<b><u>Program Operations</u></b>	<b>11</b>
<u>Academic Year Operations</u>	11
<u>Program Activities</u>	13
<b><u>Quality of Staffing</u></b>	<b>14</b>
<u>Personnel</u>	14
<u>Staff Development and Training</u>	14
<b><u>Goals, Objectives, Activities and Benchmarks</u></b>	<b>16</b>
<b><u>Objective Assessment</u></b>	<b>19</b>
<u>Evaluation Design and Methods</u>	19
<u>Objective Status Snapshot</u>	21
<u>Goal 1: Increase student learning in reading, mathematics and science</u>	22
<u>Additional Academic Progress</u>	28
<u>Goal 2: Improve student attendance, behavior and active participation in the classroom</u>	29
<u>Goal 3: Provide opportunities for families of participating students to improve literacy, language and parenting skills.</u>	32
<u>Parent Satisfaction Results</u>	34
<b><u>Observations</u></b>	<b>38</b>
<u>Student Satisfaction</u>	39
<u>Program Staff Survey</u>	42

<u>Focus Sessions</u>	46
<u>Success Stories</u>	47
<u>Georgia Afterschool &amp; Youth Development Quality Standards (ASYD): Quality</u>	
<u>Element 3 / Environment &amp; Climate</u>	48
<b><u>Progress Towards Sustainability</u></b>	<b>50</b>
<b><u>Overall Recommendations</u></b>	<b>53</b>

Coffee County Board of Education is the subgrantee of a 21<sup>st</sup> Century Community Learning Centers grant awarded under the Georgia Department of Education. The program is implemented by the Boys & Girls Club of the Coffee County Region.

## Figures

Figure 1: GMAS Comparison.....	6
Figure 2: Enrollment Profile .....	9
Figure 3: Gender Profile .....	10
Figure 4: ADA of Regular Attendees.....	12
Figure 5: 3 Year Regular Attendees .....	12
Figure 6: Academic Year Operations.....	13
Figure 7: Staff Survey Question: Training.....	17
Figure 8: Impact and Result Level .....	21
Figure 9: Common Data Elements - ELA.....	24
Figure 10: ELA Report Card Results .....	24
Figure 11: Common Data Elements - Math.....	25
Figure 12: Math Report Card Results .....	26
Figure 13: Science Report Card Results .....	27
Figure 14: Report Card Improvements .....	27
Figure 15: 3 Year ELA GMAS.....	29
Figure 16: 3 Year Math - GMAS .....	29
Figure 17: School Day Absences.....	31
Figure 18: Teacher Behavior Improvement from Survey .....	32
Figure 19: Teacher Survey Results .....	33
Figure 20: Parent Survey Responses .....	37
Figure 21: Program Satisfaction - Parent.....	38
Figure 22: Student Survey Responses .....	41
Figure 23: Student Survey Activities .....	42
Figure 24: Lowest Rated Activities from Student Survey .....	43
Figure 25: Program Staff Survey Results .....	45
Figure 26: Program Activities from Staff Survey .....	46
Figure 27: Success Stories.....	49

## Tables

Table 1: Multi-Year Target and Enrollment Comparison .....	9
Table 2: Student Grade Levels .....	9
Table 3: Race and Ethnicity .....	10
Table 4: Student Characteristics 2017-2018.....	10
Table 5: Regular Attendees .....	11
Table 6: Attendance Days .....	11
Table 7: Average Daily Attendance .....	11
Table 8: Program Activities .....	15
Table 9: Professional Development and Training .....	17
Table 10: Goals and Objectives.....	18
Table 11: Average Point Increase by Grade - ELA .....	25
Table 12: Average Point Increase by Grade - Math.....	26
Table 13: Report Card Results .....	28
Table 14: ELA GMAS Results .....	29
Table 15: Math GMAS Results .....	29
Table 16: Science GMAS Results.....	30
Table 17: APR Teacher Survey Results .....	33
Table 18: Family Sessions.....	35
Table 19: Common Data Elements Parent Survey .....	36
Table 20: Common Data Elements Student Survey .....	41
Table 21: Student Survey Grade 3-7 Questions .....	44
Table 22: ASYD Quality Element 3.....	50
Table 23: Partnerships.....	52



**100% Program Objectives  
MET**

## OVERVIEW AND HISTORY

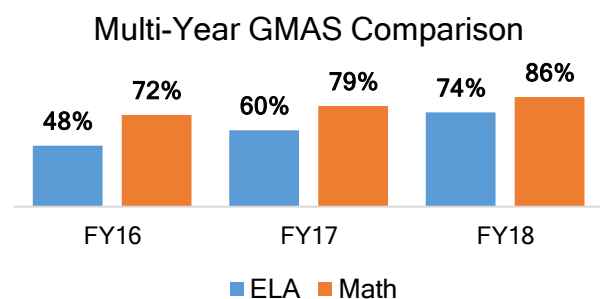
The purpose of Georgia's Title IV, Part B, 21st Century Community Learning Centers Program is to provide federal funds for communities to establish or expand activities in community learning centers that operate during out-of-school hours and serve three specific purposes:

- 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; and
- 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>)

In May 2018, the Coffee County School District, in partnership with the Boys & Girls Club of Coffee County Region, completed its fourth year of the 21<sup>st</sup> Century Community Learning Centers program. The program provides afterschool programming for 110 and summer programming for 100 targeted low performing students. Students attend one of five targeted Coffee County Schools: Coffee Middle School; Eastside Elementary School; Indian Creek Elementary School; Satilla Elementary School and Westside Elementary School. The program provides intentionally designed programs and activities for students in grades Kindergarten - 8<sup>th</sup>, focused on improving academic achievement in English Language Arts, Mathematics and Science. Remediation and skill building academic strategies include utilizing certified teachers to provide individual, small group tutoring and homework assistance. 21<sup>st</sup> CCLC program students also participate in youth enrichment programs designed to complement the academic programs and traditional school day (ex. technology and arts). Families of 21<sup>st</sup> CCLC students are offered an array of support opportunities to assist with increasing their knowledge and support of the educational process of their students.

Figure 1: GMAS Comparison



With the conclusion of year 4, the 21<sup>st</sup> CCLC program shows success in achieving objectives, surpassing original target numbers and overall reflects a quality designed program with significant impact.

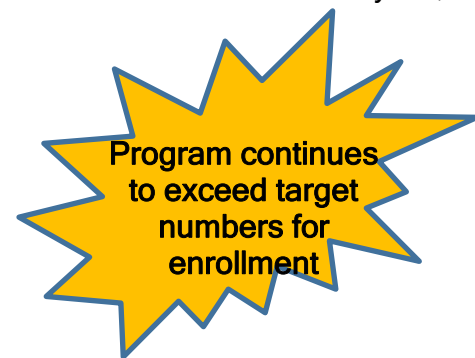
# STUDENT ENROLLMENT, DEMOGRAPHICS AND ATTENDANCE

## Enrollment

With the intention of ensuring a high level of program participation, the 21<sup>st</sup> CCLC program implemented an aggressive recruitment and enrollment plan. The proposed target number, as approved in the awarded application (FY15) is 110 students. For the fourth year in a row, the program exceeded the target number. During the 2017-2018 academic school year, Coffee County 21<sup>st</sup> CCLC enrolled 138 students.

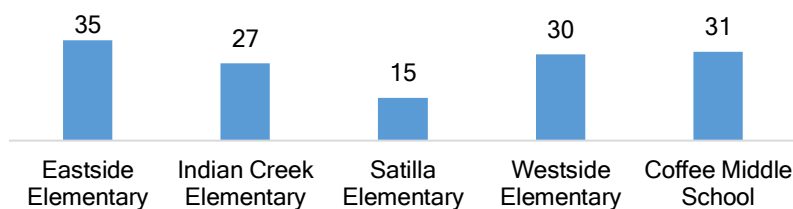
Table 1: Multi-Year Target and Enrollment Comparison

	FY18	FY17	FY16	FY15
<b>Target</b>	110	110	110	110
<b>Enrolled</b>	138	158	203	151
	125%	144%	185%	137%



The program enrolled students representing more than 50% of Coffee County School District elementary and middle schools.

Figure 2: Enrollment Profile



## Demographics

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

### *Grade Levels of Student Attendees*

Table 2: Student Grade Levels

138 students	K	1	2	3	4	5	6	7	8
21 <sup>st</sup> CCLC	8	10	10	22	29	28	22	9	----

### *Race and Ethnicity of Student Attendees*

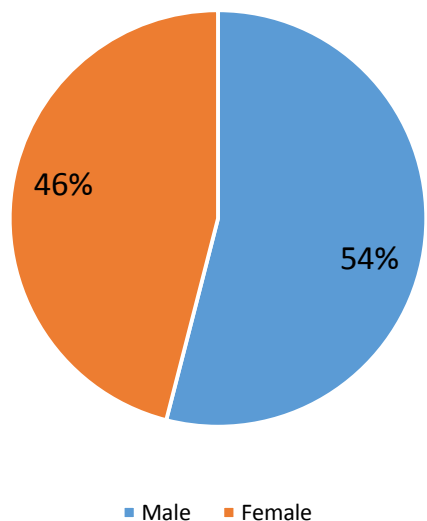
As shown in Table 3, 21<sup>st</sup> CCLC students were identified as “Black (not of Hispanic origin),” “Hispanic,” “Two or More Races,” or “White (Not of Hispanic origin).” Although 106 students were identified as “Black (not of Hispanic origin),” the enrollment reflects the program was successful in drawing from all racial and ethnic identities.

Table 3: Race and Ethnicity

138 students	Black (not of Hispanic origin)	Hispanic	Two or More Races	White (not of Hispanic origin)
21 <sup>st</sup> CCLC	106	10	4	18

### *Gender of Student Attendees*

Figure 2: Gender Profile (n=138) 2017-2018



Gender was reported for all 138 students enrolled in the 2017-2018 academic year program. Fifty-four percent (n=75) were male and 46% (n=63) were female, resulting in an equitable degree of gender equity.



### *Additional Student Characteristics*

The program reported on additional student characteristics: Limited English Proficiency, Free or Reduced Lunch, Special Education services and Household data.

Table 4: Student Characteristics 2017-2018

138 students	Limited English Proficient			Special Education			*Free / Reduced Lunch		
	Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
21 <sup>st</sup> CCLC	132	6	0	4	134	0	138	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.



**Coffee County 21<sup>st</sup> CCLC is helping to optimize healthy child development.** Fifty-four percent (54%) of enrolled students report living in a single parent (mother or father) household, followed by 40% living with both parents. The remaining students live with a guardian (n=5) or grandparents (n=3). “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 has been deemed as the minimum dosage of services to impact academic and/or behavioral outcomes. The 21<sup>st</sup> CCLC program reported an astounding 91% (n=126) regular student attendees.

Table 5: Regular Attendees

	#
Target Number	110
Number enrolled	138
Number attending 30 days or more	126
Percent attending 30 days or more	<b>91%</b>



Table 6: Attendance Days

How many days students enrolled attended the program	Number	Percent
< 30	12	8.7%
30-60 days	8	5.8%
61-90 days	9	6.5%
<b>&gt; 91</b>	<b>109</b>	<b>79%</b>
Total Enrollment	138	100%

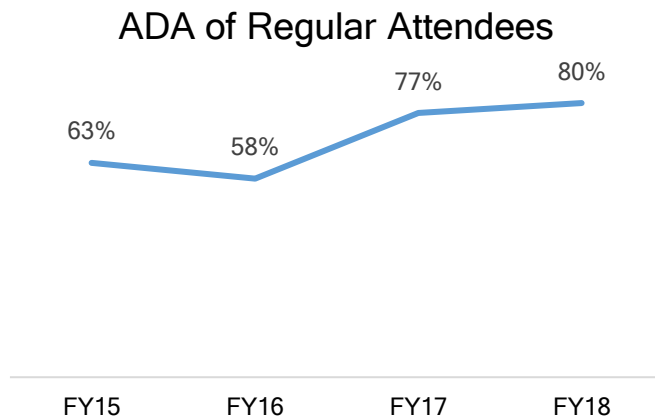
### Average Daily Attendance

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 21<sup>st</sup> CCLC program reported average daily student attendance of **101** students.

Table 7: Average Daily Attendance

	Average Daily Attendance	Program Average Daily Attendance
Fall Session (August 22, 2017 - December 20, 2017)	102	<b>101</b>
Spring Session (January 9, 2018 - May 11, 2018)	100	

Figure 3: ADA of Regular Attendees

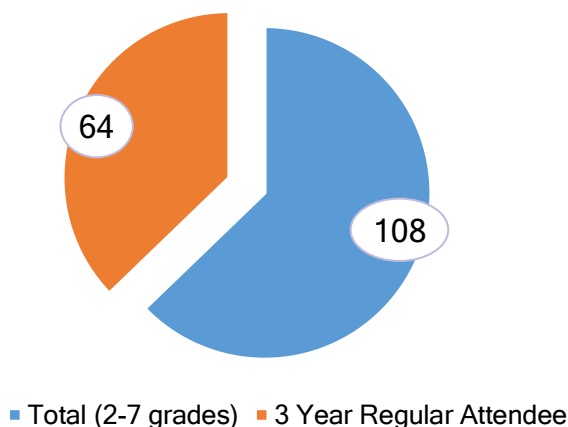


In multi-year comparison, FY18 has the greatest ADA of regular attendees.

### Program Retention (multi-year)

The Coffee County 21<sup>st</sup> CCLC program exhibits impressive multi-year student retention. This is another sign the program has strong student and parent engagement and implements retention efforts. These students have been exposed to a significant dosage of intentionally planned programming to impact outcomes. Of the 108 regular attending students in grades second - seventh (Kindergarten and First grades removed from analysis in FY18), 59% (n=64) have attended the program as regular attendees in FY16, FY17 and FY18.

Figure 5: 3 Year Regular Attendees



Youth Focus Teamwork Activity

*I have been going to the Boys and Girls 2 years. The Boys and Girls Club has helped make my grades go up. It has also helped me by giving me a place to go after school. The thing I like most about the club is Friday programs such as on Friday 5<sup>th</sup> grade does STEM. I would recommend this club to others because it's a place where you have a real teacher to help you with your homework and you also have fun. So you should really come to Boys & Girls Club because it is the best. (student, 5<sup>th</sup> grade)*

# PROGRAM OPERATIONS

## Academic Year Operations

The 21st CCLC program operates Monday thru Friday from 2:20pm to 7:00pm (2:20pm-6:00pm for Elementary grades and 3:30pm-7:00pm for Middle grades). The 2017-2018 program dates were August 22, 2017 thru May 11, 2018 for a total of **152 days**. Due to the Solar Eclipse (1 day), Hurricane Irma (5 days) and the GHSA football playoff and championship games (3 days - program did not have access to buses for student transportation), total days the program operated was slightly less than previous years.

Figure 6: Academic Year Operations

	Total Number of weeks site was open	Number of days per week site was open	Number of hours / week site was open				Total number of days site operated			
			Before School	During School	After School	Weekend / Holiday	Before Schools	During School	After School	Weekend / Holiday
21st CCLC	30.4	5	n/a	23.33	n/a	n/a	n/a	n/a	152	n/a

Students arrive at the program immediately after school and enter a visually stimulating, highly energized, organized and welcoming environment. Students are provided a nutritious snack and dinner in the literacy café and participate in a rotation schedule focused of academic and enrichment activities. The academic focus of the program is on reading, math and science. Individual and small group instruction with certified teachers is utilized with an emphasis on foundation, remediation and skill building. Daily homework (Power Hour) help is also provided. Weekly enrichment activities are designed to complement the learning process and expose students to an array of stimulating, high yield activities. They include technology programs, art, physical activity, game room, STEM, and leadership based activities, such as SMART Moves. A favorite of participants is “Friday Clubs”, which offer short-term sessions with highly engaging activities such as Music, Spanish, Gardening, Cooking classes and Sign Language. The addition of playground equipment in FY18 (swing set, soccer and kickball fields) offer students a variety of organized and free play opportunities.

## Elementary Program Schedule

Time	K-2 Grades	3 <sup>rd</sup> grade	4 <sup>th</sup> Grade	5 <sup>th</sup> grade
2:20pm - 3:00pm	Arrival / Snack and Literacy Cafe	Arrival / Snack and Literacy Cafe	Arrival / Snack and Literacy Cafe	Arrival / Snack and Literacy Cafe
3:00pm-3:30pm	*Art / Tech / STEM / Smart Kids /Triple Play	*Art / Tech / STEM / Smart Kids /Triple Play	*Art / Tech / STEM / Smart Kids /Triple Play	*Art / Tech / STEM / Smart Kids /Triple Play
3:30pm - 4:15pm	Academics and Power Hour / Triple Play	Academics and Power Hour / Triple Play	Academics and Power Hour / Staff Pick	Academics and Power Hour / Games room
4:15pm - 5:00pm <i>Friday Club days 3:30pm - 5:00pm (Clubs rotate grades every few weeks)</i>	Enrichment No Bake Cooking	Enrichment STEM	Enrichment Art / Music	Enrichment Athletics / Sports
5:00pm - 5:45pm	*Dinner and Triple Play / Staff Pick / Games room / Back Pocket	Dinner and Triple Play / Staff Pick / Games room / Back Pocket	Dinner and Triple Play / Art / Games room / Back Pocket	Dinner and Triple Play / Art / Games room / Back Pocket
5:45pm-6:00pm	Dismissal	Dismissal	Dismissal	Dismissal

\* Program Activities are based on days of the week

## Middle School Program Schedule

Time	6 - 7 Grades
3:40pm- 4:00pm	Arrival / Snack and Literacy Cafe
4:00pm - 5:00	Academics / Power Hour
<i>Friday Club days 4:00pm - 5:00pm (Clubs rotate grades every few weeks)</i>	Spanish / Technology / Gardening/ Friday Club Days
5:00pm - 6:00pm	*Smart Moves / Art / Technology / STEM
6:00pm-6:15pm	Dinner
6:15pm-7:00pm	Enrichment / Stand Up to Bulling/ Games Room and Dismissal

\* Program Activities are based on days of the week

Parent sessions are scheduled several times a year with the intention of prompting and achieving active involvement, engagement and providing skill based education. Sessions are typically held after 4:00pm and usually last from one to two hours. Sessions are facilitated by program staff or special community guests specializing in specific topics. Often sessions

include a joint parent and student activity. The following represents a sample program schedule.

#### Parent Involvement and Engagement Program Schedule

Time	Parent Session Schedule (10/20/2017)
2:20pm-3:00pm	Arrival / Snack and Literacy Cafe
3:00pm - 4:00pm	Follow regular program schedule
3:40pm - 4:00pm	Middle School Snack / Literacy Cafe
4:00pm - 5:00pm	Project No More Bullying K-5 <sup>th</sup> & Middle School
5:00pm - 6:00pm	Elementary Dinner & Games room / Middle School outside for Triple Play
6:00pm-7:00pm	Middle School Dinner & Games room
	<b>Parent Session: Project No More Bullying</b> <b>Interactive Presentation:</b> <b>Facilitator: Tangala Robinson-Coney</b>

\*\* Parent Program Schedule based on specific parent session being offered

#### Program Activities

The primary activities of the Coffee County 21<sup>st</sup> CCLC program are listed below and are identified in the program database (Cayen Afterschool 21).

Table 8: Program Activities

• Academic Support with Certified Tutors	• Homework Assistance (Power Hour)
• STEM	• Structured Recreation
• Technology	• Arts (including cultural and creativity)
• College and Career Readiness	• Game room
• Character & Leadership (ex. No More Bullying, community service)	• Healthy Lifestyles (ex. SMART Moves)
• Literacy and Brain Breaks	• Project Based Learning (ex. Gardening)
• Clubs (ex. Cooking, Drama, Spanish, Sign Language, Music)	• Outside Free Play / Triple Play
• Parent Involvement	• Parent Enrichment

*I would like to place a spotlight on the Coffee County Boys & Girls Club, My children, XX and XX, LOVE coming each afternoon. They hate to leave if I come earlier than pick up time. My daughter will tell me to make all her appointments after 6:00pm so she can stay until it closes! I do want to say that the adults at the BGC truly love the children there and it shows in all their action. My daughter's homework is completed each day and she enjoys sharing all the activities they do each week. My son, a 6<sup>th</sup> grader, enjoys the game room and conversations he shares with other students and the teachers. He likes the structure of the classroom and the high expectations of respect for others placed by his teachers. He also loves the fact that certified teachers are there to help with assignments if needed. I can't say enough about Mr. Brown, Mrs. Smith and the other adults at the Boys & Girls Club. I am truly grateful my children are there and surrounded by such loving and caring adults. (parent email on 3/7/2018)*

# 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. Lead by a dynamic Program Director, with high expectations for program quality, the 2017-2018 academic year employed 28 paid staff members. The staff included: a Program Director, Family Services Coordinator; Data Entry Clerk; 5 certified teachers; 20 paraprofessionals and/or other non-certified staff. Seventy-nine percent (79%) of the staff were female and 21% were male. Sixty-six percent (66%) were identified as African American, 31% White and 3% as Other. The program is well-staffed and was successful in maintaining the student to staff ratio expectations (**10:1 for academics and 15:1 for enrichment activities**). In addition, the program was complemented with regularly serving volunteers and community members.



The retention percent is based on the number of staff in *Cayen Afterschool 21* who have worked in the program during Fall or Spring academic sessions each fiscal year.

The program exhibits significant staff retention and according to the FY18 Staff Survey **100% of the respondents (n=22) feel valued as a member of the afterschool program staff.**

## Staff Development and Training

To enhance management practices and support program services, staff participated in ongoing professional development and training opportunities. Eighteen (18) opportunities were documented (5 management focused and 13 program, services and operating focused). The average attendance for management sessions was 2 participants and 13 participants for program, services and operating sessions. This is a significant increase from previous years, when the average ranged from 2-5 participants. The FY18 increase is attributed to the inclusion of development and training topics during regularly scheduled staff meetings. Staff received **261 hours** of development and/or training in various topics.

Table 9: Professional Development and Training

Date	Topic(s)	Number Attending	Hours	Total Hours
7/11/2017	21st CCLC Summer Training: Program and Finance	2	3.5	7
7/12/2017	21st CCLC Summer Institute: Program Strategies	1	6.5	6.5
8/14/2017	21 <sup>st</sup> CCLC Handbook and Strategies to Meet Objectives	18	2	36
8/15/2017	Developing Effective Lesson Plans and Classroom Management	16	2	32
8/16/2017	SMART Moves Curriculum	14	2	28
8/23/2017	Cayen Afterschool 21 Management	2	3	6
9/26/2017	5 C's of Effective Discipline	18	1	18
9/27/2017	Brown Bag: Literacy Awareness Training	2	4	8
10/25/2017	Mandated Reporting Training and Certificates	17	1	17
12/6/2017	Tri-Region Brown Bag:	1	3	3
1/8/2018	CPR Training	5	3.5	17.5
1/22/2018	Using Data and Evaluation to Strengthen Your 21 <sup>st</sup> CCLC Programs: webinar	1	1	1
1/30/2018	Effective Tutoring	20	1	20
2/27/2018	The Learning Farm Software	19	1	19
3/27/2018	Using the Learning Farm in the Classroom	19	1	19
4/24/2018	Pedestrian Safety: Practice Session	16	1	16
5/8/2018	Brown Bag: Funtology and Summer Programs	1	5	5
5/15/2018	Cayen Afterschool 21 tips: webinar	2	1	2
<b>261 hours / 18 events</b>				

Figure 7: Staff Survey Question: Training

	Total Responses	Strongly Agree	Somewhat Agree
I have received training and professional development I need to do my job well.	22	73%	27%

### Georgia Afterschool & Youth Development Quality Standards: Quality Element 6:

Staffing and Professional Development  
The Coffee County 21<sup>st</sup> CCLC program continues (assessment FY17) to exhibit quality programming standards in the areas of: performance evaluations, on-going professional development and training, competent skill based staff, mandated reporting compliance, staff to student ratios and holding regular staff meetings.

# GOALS, OBJECTIVES, ACTIVITIES AND BENCHMARKS

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

Table 10: Goals and Objectives

Goal 1	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmarks
<b>Increase student learning in reading, mathematics, and science.</b>	1.1: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their reading grades.	Report Card Grades	Small group instruction Computer-based modules	4 times per year (term based) report card review
	1.2: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their mathematics grades.		Project Based Learning	
	1.3: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their science grades.		Homework Assistance Individual Pull Out Tutoring	
	1.4: The percentage of actively participating students meeting or exceeding the state standard on the reading section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%	GA Milestones Assessment	Remediation and Skill Building Activities	GA Milestones Assessment once a year in the spring
	1.5: The percentage of actively participating students meeting or exceeding the state standard on the mathematics section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%		STEM	
	1.6: The percentage of actively participating students meeting or exceeding the state standard on the science section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%		subjects Reading Math Science	



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 85% of the students actively participating in the program will be absent from school for 10 days or less.	School attendance records	Small group sessions that emphasize rewards for regular attendance.  Positive reinforcement programs	4 times per year (term based)
	2.2: A minimum of 65% of students actively participating in the program will demonstrate improvement in behavior.	Classroom teacher survey  Communication with teachers	Character Development and Leadership  Resilience Skills  SMART MOVES  Life skills and conflict management programs	Annual Spring Survey  Ongoing
	2.3: A minimum of 65% of students actively participating in the program will demonstrate improvement in class participation.	Classroom teacher survey  Student Survey  Communication with teachers  Program observation for student participation	Teamwork activities  Project based and problem solving activities  Enrichment Programs Arts Recreation Club Fridays  Healthy Nutrition  STEM  Game Room	Annual Spring Teacher Survey  Annual Spring Student Survey  Ongoing  Daily staff observation to identify students not participating

Goal 3	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
Provide opportunities for families of participating students to improve literacy, language and parenting skills.	3.1: A minimum of 50% 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: Parents who need English language instruction will be identified and 75% of those identified will participate in sessions to improve English usage.	Pre- and post-self-evaluation of English  Session sign in logs	English proficiency sessions using English only conversations	Weekly or as need is identified  Logs Collected following each session
	3.3: A minimum of 80% of the parents who attend at least one PASS session will state that they have gained increased knowledge regarding encouraging and supporting their child's academic success.	Parent Participant Session survey following each session	PASS (parents assuring student success) program 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 FY15 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, interviews and operational documents). The intent is to assess the short-term, intermediate and long term impact, ultimately meeting program goals and objectives.

Figure 8: Impact and Result Level

Impact and Result Levels		
Short	Intermediate	Long (2020)
How many of the students attended the afterschool program at least 30 days?	To what extent were: academic achievement (grades) attendance discipline behavior class participation homework completion year-end status  affected by participation in this program?	Did participants decide to remain in school (i.e., not drop out)?
How were these students <sup>1</sup> :  * outlook on life * feeling about relationships affected by participating in the program?		Did participant graduate from high school on-time?
To what extent did their adult family members participate in literacy and related education development activities?		

FY15 Application page 9

A variety of methods were employed to gather both quantitative and qualitative data. Using a team approach, data was collected and provided by the Coffee County School district and 21<sup>st</sup> CCLC program staff to the external evaluator (Catherine Hendrix). 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, GMAS results and year end promotion data. Program staff forwarded student, parent and staff surveys, professional development and volunteer logs to the evaluator for analysis. Three site observations were conducted by the evaluator that included both a youth and parent focus session. In addition the evaluator reviewed program operating documents

(monitoring folders) and had on-going communication with the program director. A data collection timeline was developed by the evaluator with input from program staff at the beginning of the program year.







Data Collection	Fall 2017	Spring 2018
GMAS Results		
Teacher Survey		
Program Staff Survey		
Student Survey		
Observation Visits		
Cayen Afterschool 21 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.



Enrichment Activities

## Objective Status Snapshot

Goal 1: Increase student learning in reading, mathematics and science.		Evidence
Objective 1.1: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their reading grades.	 MET	70% (n=83) improved their grade or maintained an "A" or "B" average
Objective 1.2: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their mathematics grades.	 MET	63% (n=74) improved their grade or maintained an "A" or "B" average
Objective 1.3: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their science grades.	 MET	67% (n=79) improved their grade or maintained an "A" or "B" average
Objective 1.4: The percentage of actively participating students meeting or exceeding the state standard on the reading section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%	 MET	74% (n=74) scored at the developing learners achievement level or above on the ELA section of GMAS
Objective 1.5: The percentage of actively participating students meeting or exceeding the state standard on the mathematics section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%	 MET	86% (n=86) scored at the developing learners achievement level or above on the Math Section of GMAS
Objective 1.6: The percentage of actively participating students meeting or exceeding the state standard on the science section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%	 MET	70% (n=20) scored at the developing learners achievement level or above on the science section of GMAS
<b>Goal 2: Improve student attendance, behavior and active participation in the classroom.</b>		
Objective 2.1: A minimum of 85% of the students actively participating in the program will be absent from school for 10 days or less.	 MET	96% (n=121) were absent from school for 10 days or less
Objective 2.2: A minimum of 65% of students actively participating in the program will demonstrate improvement in behavior	 MET	86% (n=78) who needed to improve, demonstrated improvement in behavior
Objective 2.3: A minimum of 65% of students actively participating in the program will demonstrate improvement in class participation	 MET	90% (n=100) who needed to improve (n=100), 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 50% of CLC students' families will participate in at least two family night sessions.	 MET	70% of students' families participated in at least two family night sessions
Objective 3.2: Parents who need English language instruction will be identified and 75% of those identified will participate in sessions to improve English usage.	 MET	There were no parents identified as needing English language instruction
Objective 3.3: A minimum of 80% of the parents who attend at least one PASS session will state that they have gained increased knowledge regarding encouraging and supporting their child's academic success.	 MET	99% stated that they have gained increased knowledge regarding 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 measurable objectives that focus on academic achievement for participating students in the subjects of reading, math and science.

Student report cards are collected, matched (126) and analyzed for the first, second and fourth nine week terms. The 2017-2018 objective status, utilizing student report cards, was based on the progress and growth between Term 2 and Term 4. Report cards utilizing numeric grades were analyzed for regular attending students representing 1<sup>st</sup> thru 7<sup>th</sup> grades for ELA and Math. Kindergarten (8 students) grades are standards -based and not included in the objective status for ELA or Math. Students representing grades K thru 2<sup>nd</sup> (n=26) receive standards based scores (ex. "S") in Science and are not included in the science objective (1.3) analysis.

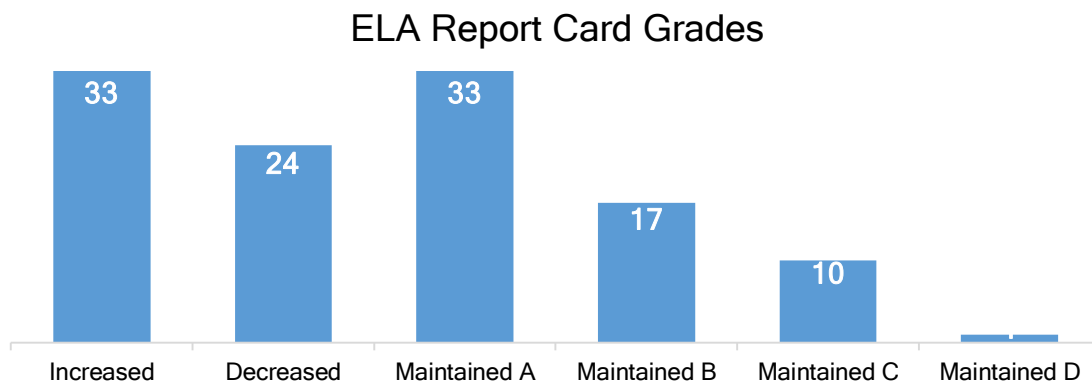
Objective 1.1: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their reading grades.

**Met Objective 1.1:** 70% of students actively participating (attending at least 30 days) in the program improved or maintained an "A" or "B" average in their ELA grade.

Figure 9: Common Data Elements - ELA

English Language Arts - Regular Attendees					
Regular Attendees without Grades	Regular Attendees with grade increase (1st to 2nd Semester)	Regular Attendees with grade decrease (1st to 2nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
8	33	24	50	10	1

Figure 10: ELA Report Card Results



- 28 students improved by one letter grade
- 5 students improved by 2 letter grades
- 11.6 average point increase for students who improved their grade by at least one letter grade

Table 11: Average Point Grade - ELA

GRADE	AVERAGE POINT INCREASE
1st	4.25
2nd	3.5
3rd	7.1
4th	7.2
5th	5.4
6th	9.6
7th	7.5

Sixth grade students had the highest average point increase of those students (n=8) who had any increase in points (not grades). Sixth grade students increased their ELA grade by an average of 9.6 points, followed by 7<sup>th</sup> grade students (n=4) with an average of 7.5 and 4<sup>th</sup> grade students (n=15) with an average of 7.2 points.

*Watched a student go from failing to passing and behavior improve (program staff success statement)*

ELA grades improved from Fall to Spring (student average improved from 84 to 85).

Objective 1.2: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their mathematics grades.

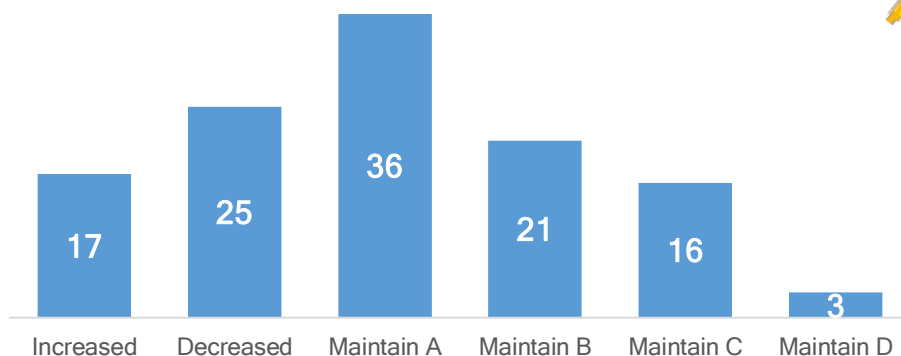
**Met Objective 1.2:** 63% of students actively participating (attending at least 30 days) in the program improved or maintained an "A" or "B" average in their math grade.

Figure 11: Common Data Elements - Math

Math - Regular Attendees					
Regular Attendees without Grades	Regular Attendees with grade increase (1st to 2nd Semester)	Regular Attendees with grade decrease (1st to 2nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
8	17	25	57	16	3

Figure 12: Math Report Card Results

## Math Report Card Grades



63% improved or maintain A or B in Math grades

- 17 students improved by one letter grade
- 9 students improved from a “B” to an “A”
- 6 student improved from a “C” to a “B”
- 2 students improved from a “D” to a “C”

Table 12: Average Point Increase by Grade - Math

GRADE	AVERAGE POINT INCREASE: Math
1st	2
2nd	3.2
3rd	4.2
4th	2.75
5th	4.27
6th	6.9
7th	5

Sixth grade students had the highest average point increase of those students (n=9) who had any increase in points (not grades). Sixth grade students increased their ELA grade by an average of 6.9 points, followed by 7<sup>th</sup> grade students (n=3) with an average of 5 and 5<sup>th</sup> grade students (n=11) with an average of 4.27 points.



STEM Activities

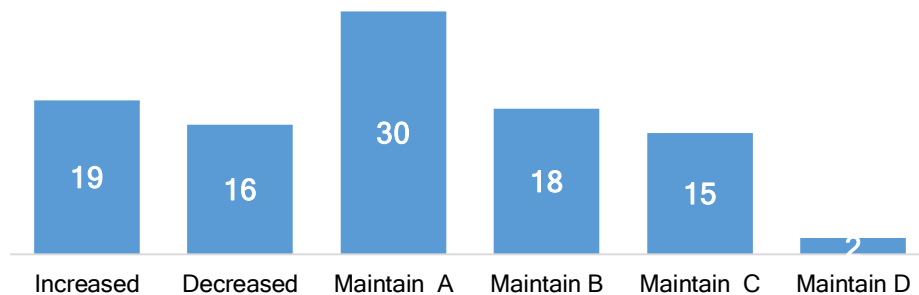


Objective 1.3: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their science grades.

**Met Objective 1.3:** 67% of students actively participating (attending at least 30 days) in the program improved or maintained an "A" or "B" average in their science grade.

Figure 13: Science Report Card Results

### Science Report Card Results (n=100)



- 18 students raised their grade by one letter grade
- 1 student raised his grade by THREE letter grades
- 48% maintained an "A" or "B" during the school year

### Report Card Outcome Summary

**More than 60% of 21<sup>st</sup> CCLC Students  
Improve or Maintain an A or B grade in ELA, Math and Science Grades**

Figure 14: Report Card Improvements

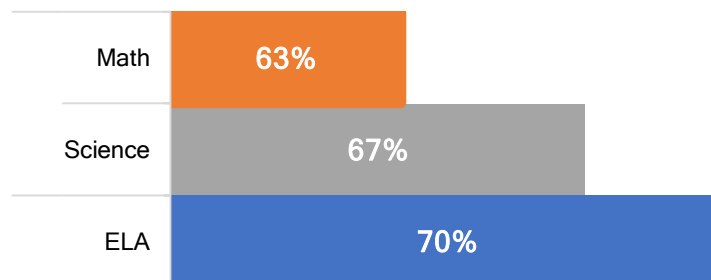


Table 13: Report Card Results

	ELA			Math			Science	
	#	%		#	%		#	%
Increased grade by at least one letter	33	28%		17	14%		19	19%
Decreased grade by at least one letter	24	20%		25	21%		16	16%
Maintained A or B	50	42%		57	48%		48	48%
Maintained C	10	8%		16	14%		15	15%
Maintained D or F	1	1%		3	3%		2	2%
<b>Objective Status</b>								
Improved by at least one grade or maintained an A or B all year	83	70%		74	63%		67	67%
118 students matched grades for ELA and Math (does not include Kindergarten) 100 students matched grades for Science (does not include Kindergarten, 1st or 2nd)								

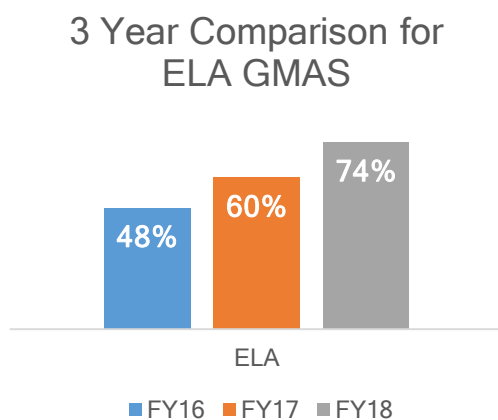
The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive assessment system that measures the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, Science, and Social Studies ([www.gadoe.org](http://www.gadoe.org)) The assessment was administered Spring 2018 and 21<sup>st</sup> CCLC program students in grades 3 through 7 (n=100) took the English Language Arts and Mathematics Assessment, and additionally students in grade 5 (n=26) took the Science assessment. There are four categories of achievement: beginning learner, developing learner, proficient learner, and distinguished learner. Coffee County School District provided GMAS results to the evaluator for analysis. GADOE will upload scores in Cayen Afterschool 21 in the Fall.

Objective 1.4: The percentage of actively participating students meeting or exceeding the state standard on the reading section of the Georgia Milestone Assessment System will be a minimum of 65%.

**Met Objective 1.4:** 74% of actively participating students scored at the developing learners achievement level or above on the ELA section of the Georgia Milestone Assessment.

Table 14: ELA GMAS Results

Figure 15: 3 Year ELA GMAS



ELA Milestones	Number Students	Percent Students
Beginning (1)	26	26%
Developing (2)	52	52%
Proficient (3)	19	19%
Distinguished (4)	3	3%
Total students	100	100%

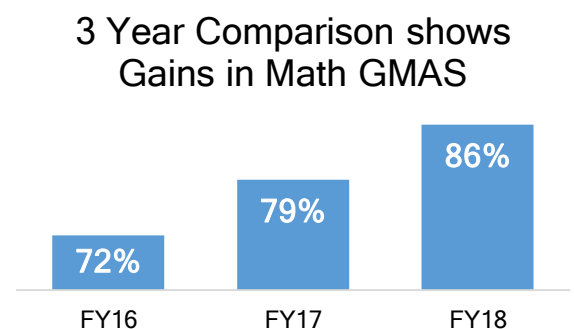
Objective 1.5: The percentage of actively participating students meeting or exceeding the state standard on the mathematics section of the Georgia Milestone Assessment System will be a minimum of 65%.

**Met Objective 1.5:** 86% of actively participating students scored at the developing learners achievement level or above on the mathematics section of the Georgia Milestone Assessment.

Figure 4: 3 Year Math - GMAS

Table 15: Math GMAS Results

Math Milestones	Number Students	Percent Students
Beginning (1)	14	14%
Developing (2)	46	46%
Proficient (3)	32	32%
Distinguished (4)	8	8%
Total students	100	100%



Beginning Learners **decreased** from 24 students in FY17 to 14 students in FY18. Proficient Learners **increased** from 28 in FY17 to 32 students in FY18. **Distinguished Learners increased 50% from FY17 to FY18 (4 to 8).**

Objective 1.6: The percentage of actively participating students meeting or exceeding the state standard on the science section of the Georgia Milestone Assessment System will be a minimum of 65%.

**Met Objective 1.6:** 77% of actively participating students scored at the developing learners achievement level or above on the science section of the Georgia Milestone Assessment.

Table 16: Science GMAS Results

Science	Number Students	Percent Students
<b>Beginning (1)</b>	6	<b>23%</b>
<b>Developing (2)</b>	12	<b>46%</b>
<b>Proficient (3)</b>	6	<b>23%</b>
<b>Distinguished (4)</b>	2	<b>8%</b>
<b>Total students</b>	<b>26</b>	<b>100%</b>



## Additional Academic Progress

### *School Day Absences*

Of the regularly participating students with school day absences (n=102), the average number of days missed was four days during the school year.

### *End of Year Promotion Status*

Ninety-eight percent (98%) of the regularly participating students were promoted to the next grade and 2% were retained.

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

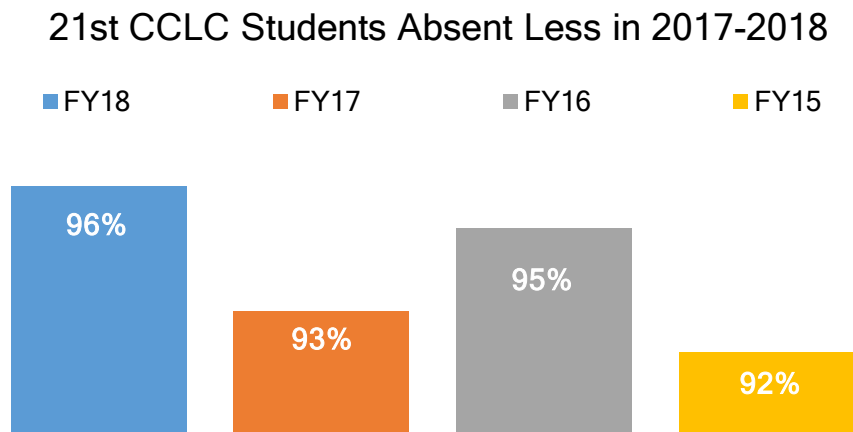
The Coffee County 21<sup>st</sup> CCLC program has three objectives that fall under Goal 2 that measure behavior of participants. Data results for the three behavior based objectives were obtained from the following:

School Absences	Coffee County School student records
Student Behavior	Teacher Survey (return 126)
Class Participation	Teacher Survey (return 126)

Objective 2.1: A minimum of 85% of the students actively participating in the program will be absent from school for 10 days or less.

**Met Objective 2.1: 96% of actively participating students in the program were absent from school for 10 days or less.**

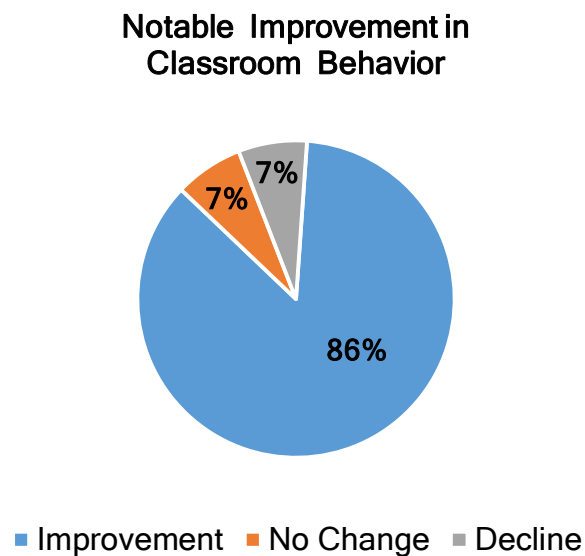
Figure 5: School Day Absences



Objective 2.2: A minimum of 65% of students actively participating in the program will demonstrate improvement in behavior.

**Met Objective 2.2: 86% of actively participating students in the program, who needed to improve (n=78), demonstrated improvement in behavior.**

Figure 18: Teacher Behavior Improvement from Survey



Objective 2.3: A minimum of 65% of students actively participating in the program will demonstrate improvement in class participation

**Met Objective 2.3:** 90% of actively participating students in the program, who needed to improve (n=100), demonstrated improvement in class participation.

*“My success story is student X. When he first came to the Boys & Girls Club he was very shy and did not have many friends. He now has many friends. X also never would share a story he had written or do anything when it came to getting up in front of the class. Now getting up in front of the class is no problem for him.” (program staff member)*

School day teachers report the **greatest improvements in academic performance, classroom participation, student motivation to learn and completing homework.**

Figure 19: Teacher Survey Results

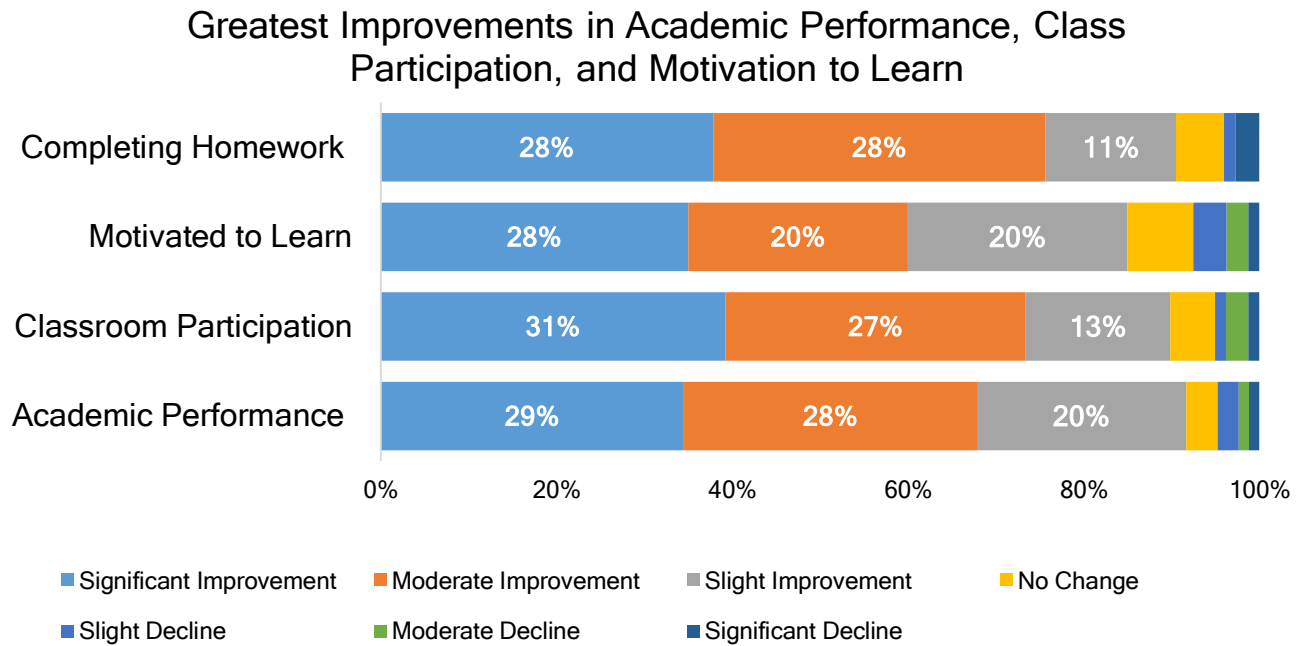


Table 17: APR Teacher Survey Results (n=126)

Percent Responses To: To what extent has the student changed:	DID NOT NEED TO IMPROVE	NEEDED TO IMPROVE	Percent of students who needed to improve						
			SIGNIFICANT IMPROVEMENT	MODERATE IMPROVEMENT	SLIGHT IMPROVEMENT	NO CHANGE	SLIGHT DECLINE	MODERATE DECLINE	SIGNIFICANT DECLINE
1. Turning in his/her homework on time.	28%	72%	27%	21%	17%	4%	2%	0%	2%
2. Completing homework to your satisfaction.	25%	75%	28%	28%	11%	4%	1%	0%	2%
3. Participating in class.	21%	79%	31%	27%	13%	4%	1%	2%	1%
4. Volunteering	17%	83%	24%	21%	21%	14%	0%	2%	1%
5. Attending class regularly.	48%	52%	27%	12%	6%	6%	2%	0%	0%
6. Is attentive in class.	22%	78%	27%	24%	17%	6%	2%	2%	1%
7. Behaving well in class.	28%	72%	25%	18%	19%	5%	2%	2%	1%
8. Academic performance.	16%	84%	29%	28%	20%	3%	2%	1%	1%
9. Coming to school motivated to learn.	20%	80%	28%	20%	20%	6%	3%	2%	1%

Percent Responses To: To what extent has the student changed:	DID NOT NEED TO IMPROVE	NEEDED TO IMPROVE	Percent of students who needed to improve						
			SIGNIFICANT IMPROVEMENT	MODERATE IMPROVEMENT	SLIGHT IMPROVEMENT	NO CHANGE	SLIGHT DECLINE	MODERATE DECLINE	SIGNIFICANT DECLINE
10. Getting along well with other students.	29%	71%	21%	22%	17%	6%	4%	0%	1%

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 three measurable objectives that target parent involvement and engagement. Data results for the objectives was obtained from family session sign-in logs, identification of family characteristics and family session surveys.

Objective 3.1: A minimum of 50% of CLC 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.**

Ninety-six parents of participating students (138) attended at least two of the 5 family sessions (7 family sessions were held, however 2 sessions did not have participation). The program was able to document 191 duplicated parents / guardians attending all of the parent sessions (Common Data Elements Form).



Table 18: Family Sessions

Date / Session		Description	Hours	# of Attendees
8/17/2017	21st CCLC Kick-Off Family Literacy	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. How to support the overall educational process was shared. The educational portion included information on the solar eclipse.	2	65
9/28/2017	Effective Communication	Participatory session on effectively communicating with your student and how to support your child in the education process using the Parent Portal	1	5
10/13/2017	Fire & Safety and Prevention Day	Attendees were provided education regarding fire safety practices. The Douglas City and County Fire Departments facilitated interactive activities, provided safety resources and held a demonstration. Career exploration information was also provided including, salary and education requirements.	2	*
10/20/2017	No More Bullying	Attendees were provided education and actively participated in a No More Bullying session, designed to define, understand and overcome bullying.	2	*
10/26/2017	Family Reading and Writing Night with Lights on Afterschool	Attendees participated in reading and writing activities designed to enforce the educational process, with their student. In addition a presentation was provided on wildlife and reptiles native to the area, allowing for STEM practices to be shared in the field of animal science.	2	44
12/18/2017	Financial Literacy and Holiday Event	Attendees were provided education regarding financial literacy and budgeting (re-enforcing STEM). Students performed holiday skits showcasing Friday Club activities such as sign language and chorus.	2	86
2/22/2018	Healthy Heart and Education	Promoting STEM (science of heart), parents were provided an education session on healthy lifestyle choices, heart health and wellness.	1	9
<b>Total Attendance</b> <b>7 events /</b> <b>*attendance sheets not kept for these events</b>				

According to the Parent Satisfaction Survey, parents indicate they would like to participate in the following programs: Game Night, Bullying Programs, Leadership, Cooking, Academic Success, Family Day, Test Taking Skills, Homework Tips and Study Habits.

Twenty-one percent (21%) of parents indicated Monday as the preferred program day, however the remaining days of the week ranged from 18% to 14% (Sunday was not a choice on the survey).

Objective 3.2: Parents who need English language instruction will be identified and 75% of those identified will participate in sessions to improve English usage.

**Met Objective 3.2:** There were no parents identified as needing English language instruction during the 2017-2018 school year.

Objective 3.3: A minimum of 80% of the parents who attend at least one PASS session will state that they have gained increased knowledge regarding encouraging and supporting their child's academic success.

**Met Objective 3.3:** 99% of the parents who attended at least one PASS session stated that they have gained increased knowledge regarding encouraging and supporting their child's academic success.

*"I didn't have parent portal on my phone but now I do and I am able to keep up with my child's grades." (parent survey from Effective Communication and Parent Portal session held on 9/28/2017)*

## Parent Satisfaction Results

Table 19: Common Data Elements Parent Survey

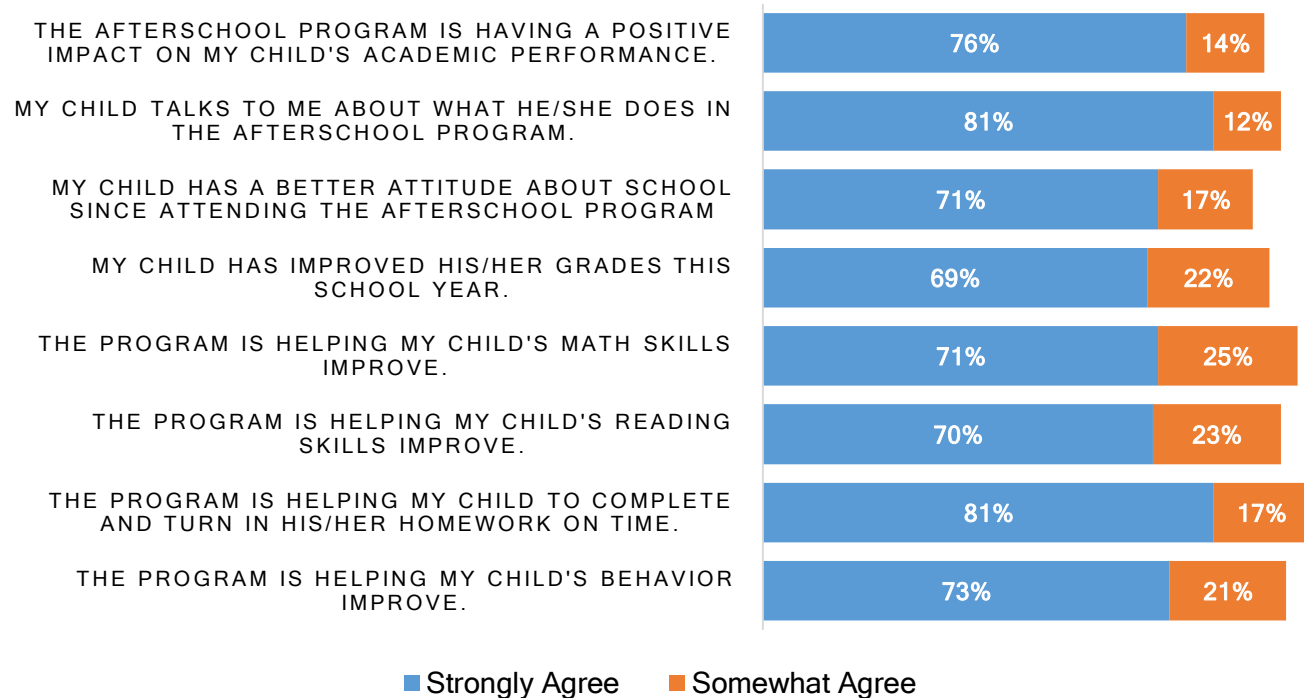
Number of Surveys	Child's behavior improved		Completing homework		Program Satisfaction	
	Strongly Agree or Agree Number	Neither Agree or Disagree Number	Strongly Agree or Agree Number	Neither Agree or Disagree Number	Strongly Agree or Agree Number	Neither Agree or Disagree Number
97	92	4	96	0	94	3

Parents completed program satisfaction and information surveys consisting of 16 questions (rating scaled, open ended and opinion focused). Ninety-five percent (n=120) of regularly participating students had a parent / guardian complete a survey.



An impressive, **98% of parents reported the program is helping their child complete and turn in their homework on time**, followed by 96% indicating the program is helping their child's Math scores improve.

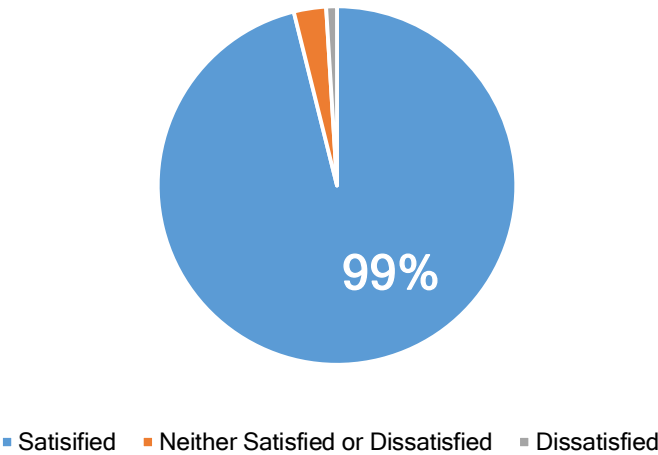
Figure 20: Parent Survey Responses

**Program Helps Students Complete Homework**

Only 5% (n=6) 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?” This response clearly demonstrates evidence about how much the program is needed in Coffee County. Most parents indicated willing to pay a monthly fee ranging from \$50.00 (34%) to some “other” amount (28%) for their child to attend the afterschool program. Thirty-one percent (n=37) responded “unable to pay.”

Figure 21: Program Satisfaction - Parent

Nearly 100% of Parents are Satisfied with the 21st CCLC Program



99% of parents report wanting their child 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. Responses were grouped by themes. Overwhelmingly parents indicate they like their student completing homework and school work. Sixty-eight parents indicated not wanting to change anything about the afterschool program.

One thing I like about the afterschool program is:	
Homework/School Work Completion (45)	Helpful (3)
Activities/Programs (15)	Fun Friday (3)
Teachers/Staff (10)	Social Skills (3)
Safe Place to be for my child (6)	The love kids are shown (2)
Keeps my child busy (6)	Nothing/NA (2)
Allow children to be around positive leaders (5)	Hours (2)
Positive learning environment (4)	It helps them learn (2)
Everything, Fun for kids, It helps single parents, discipline and respect, food, Preparing my child for the future, Mr. Bull is a great mentor, It touches personal, social, and academic skills, activities and skills they learn here really makes a difference, We love the positive overall impact, My child loves being with other children and gets along with everyone, Preparing my child for the future, The educational trips throughout the summer, My child gets to meet new people and have activities he doesn't have in school like Black History program, Helpful for my schedule, He has the opportunity to communicate and learn with children after school that are in his age group, The one on one time with school work and learning new things, My son enjoys the program.	

### One thing I would change about the afterschool program is:

Nothing/NA/Not a Thing (68)	More activities about everyday life (3)
More Communication with parents (4)	Food (3)
More time with homework (4)	Curbside pickup (2)
Age limit (3)	Bigger facility (2)
More one on one time with children (3)	
More tutoring, More bullying programs, The hours; having it on the weekends, More interaction with other BGC clubs and sports, Make it bigger to help more families, Nothing, everything is great, My child needs to work in quiet environment during homework, First year attending, not sure, Small number of children because my child is ADD and easily distracted, Be open to other school areas such as Broxton because the program would benefit my nephew who attends Broxton Elementary	

## OBSERVATIONS



## Student Satisfaction

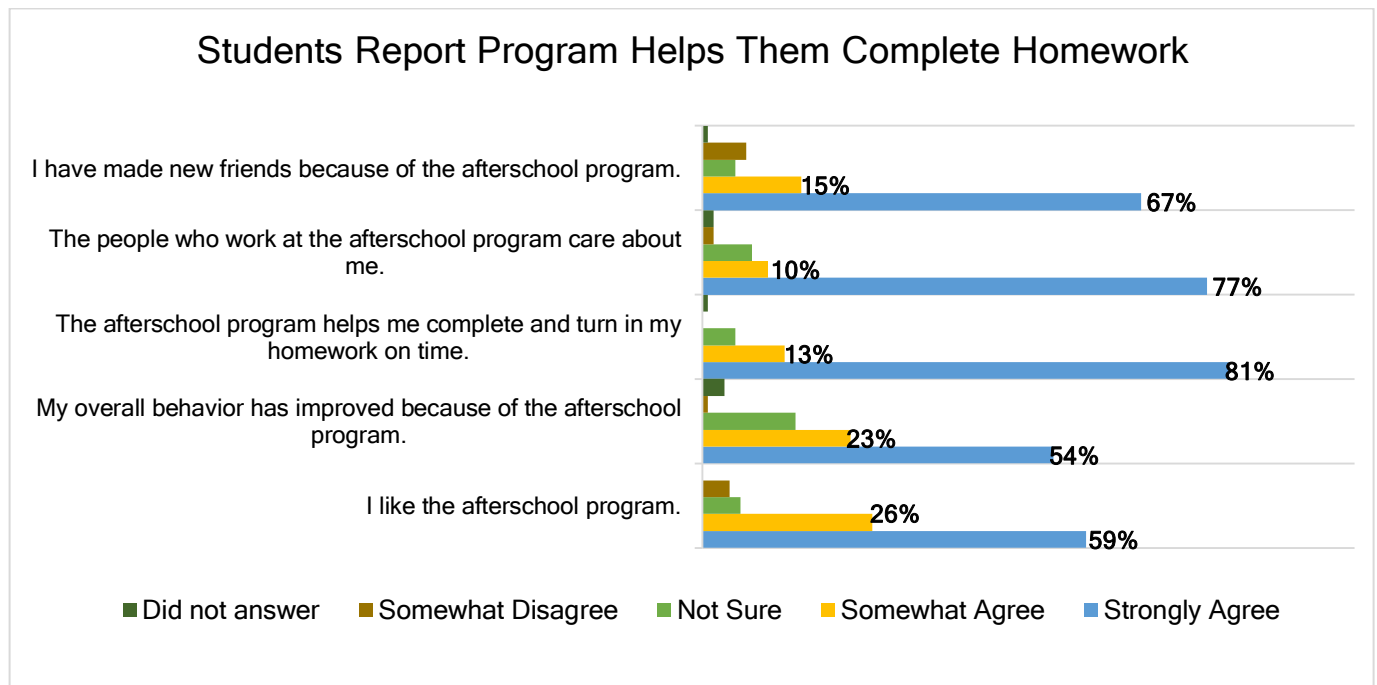
In the spring of 2018, a student satisfaction survey was administered to students who regularly participated in the 21<sup>st</sup> CCLC program. Surveys were slightly altered for grade levels (K-2, 3-5, and middle school) and 94% (n=119) of surveys were returned and analyzed. The purpose of the survey was to measure student attitudes of the program.

Table 20: Common Data Elements Student Survey

Number of Surveys	Behavior improved		Completing homework		Program Satisfaction	
	Strongly or Somewhat Agree Number	Neither Agree or Disagree Number	Strongly or Somewhat Agree Number	Neither Agree or Disagree Number	Strongly or Somewhat Agree Number	Neither Agree or Disagree Number
119	91	17	111	6	101	7

Student survey responses for the identical questions on all three surveys are summarized below.

Figure 22: Student Survey Responses

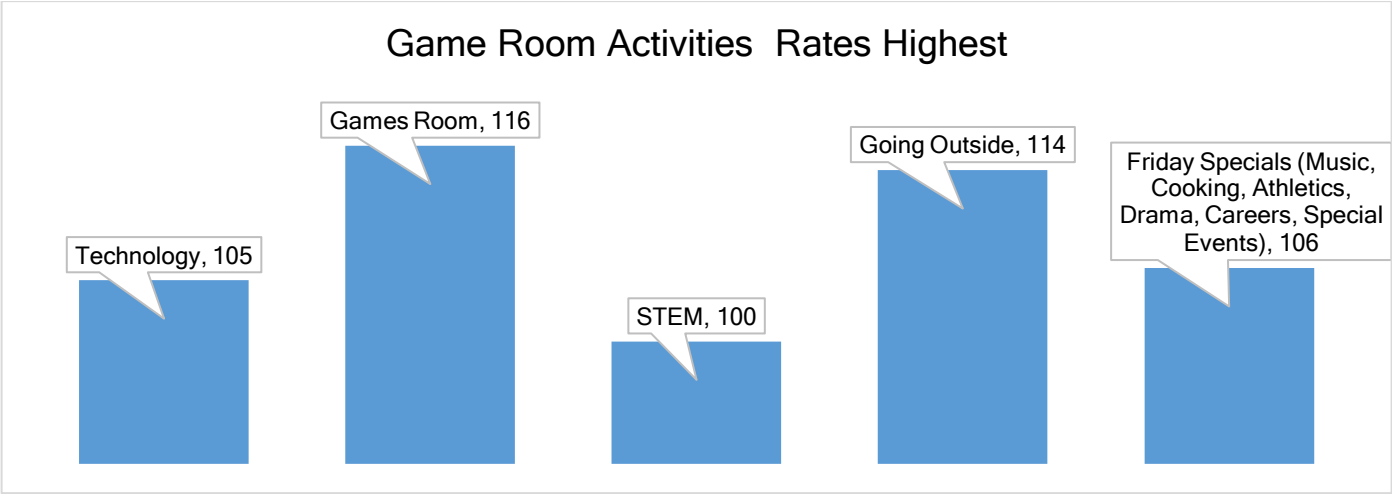


Notable results include: 94% of students indicate the program helps them complete and turn in their homework on time, **87% indicate people who work at the afterschool program care about them** and 85% of the students report they like the afterschool program.



Student Responses Regarding Program Activities:

Figure 23: Student Survey Activities



Students (n=116) indicate liking the game room (games room, as identified on the program schedule, refers to activities held in the game room. For example, playing board games and indoor basketball hoops game) most of all the program activities, followed by going outside, Friday Specials (Clubs), Technology and STEM. The top two rated responses, mirrored the open ended responses to what you like best about the afterschool program (all responses were themed).

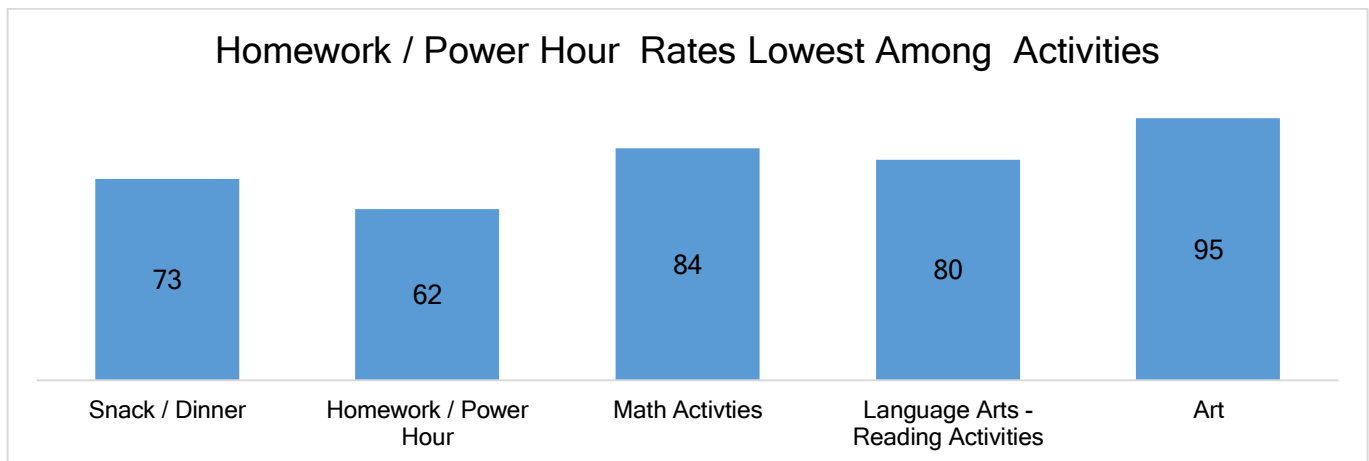


Games Room Activities

What do you like BEST about the afterschool program?	
Games room (34)	Outside (26)
Homework (13)	Fun Friday (8)
Friends (7)	Technology (6)
Art (4)	Basketball (4)
Staff (3)	Playing (3)
STEM (3)	It is fun (3)
Activities (3)	Mr. Bull (2)
Increased Grades (2)	
Soccer; Summer camp, I like that we have different programs, That we get food and protection, Help with Math, Reading, I like snack, Get help, Everything, I don't know, Helps me	



Figure 24: Lowest Rated Activities from Student Survey



Students (62) report homework / Power Hour at the lowest (do not like) of all the activities in the program. The lowest two rated responses, mirrored the open ended responses to what you like least about the afterschool program (all responses were themed).

#### What do you like LEAST about the afterschool program?

Power Hour (32)	Outside (4)
Food (19)	Homework (3)
I don't know/Nothing/Not Sure (9)	Art (2)
Behavior Consequences (6)	Bullying (2)
Attitudes of Others (5)	Groups (2)
Playground, Rodents, STEM, Air, The time is too short, Inside, They have a dog and I am allergic, Staying too long, Math, Language Art, Music in the Friday Special, Sometimes the games room, The teachers, Having assigned seats	

Students responded to what they would like to change about the afterschool program.

#### What would you CHANGE about the afterschool program?

Food (21)	Air Conditioning (2)
Nothing/I Don't Know (19)	Rodents (2)
Outside (12)	Building (2)
Power Hour (8)	More Activities (2)
Games room (6)	Art (2)
More Fieldtrips (3)	Have Phones (2)
Homework (2)	
2 pools and more staff, Don't give us bad food and don't change teachers, baseball, slide, The tires, Build a stage for girls to dance, Fence, I want to have a soccer team in the summer and have a real game, Swings, Practice Social Studies, STEM, My grades, Make different sections for all the sports, Get a playground, How people act, Some of the teachers, The football field.	



Students in grades K-5 (n=95) responded to the survey question, “I feel safe at the afterschool program.” Eighty-three percent (83%) of the students responded favorably (strongly agreed: 67% or somewhat agreed: 16%) to feeling safe while at the afterschool program.

Students representing grades 3-7 (n=94) favorably responded to the following questions:

Table 21: Student Survey Grade 3-7 Questions

		Strongly Agree		Somewhat Agree	
		#	%	#	%
I'm doing better in school since I started coming here. (3-5 and 6-7)	94	51	54%	27	29%
I feel better about myself because of the afterschool program. (3-5 and 6-7)	94	48	51%	22	23%

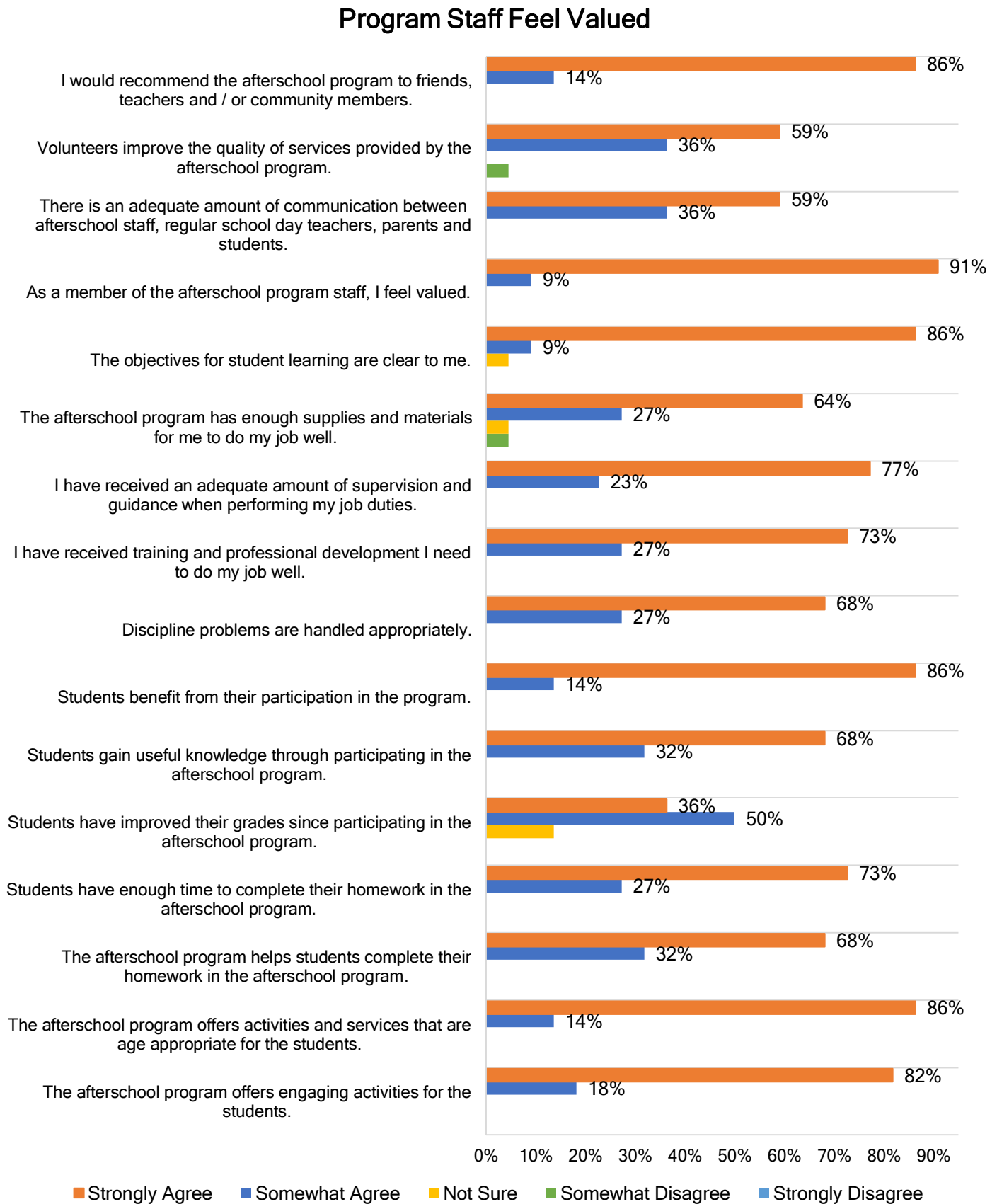
All students representing grades 6-7 (24) reported wanting to graduate from high school and continue their education beyond high school.

**Overall the student survey responses demonstrate positive perceptions of the afterschool program.**

### Program Staff Survey

Program staff play a vital role in the success of our 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 2018 consisting of sixteen questions, program activity ratings and two open ended questions. Twenty-two (22) staff members completed the survey. Program staff responses are summarized in Figures 25 and 26.

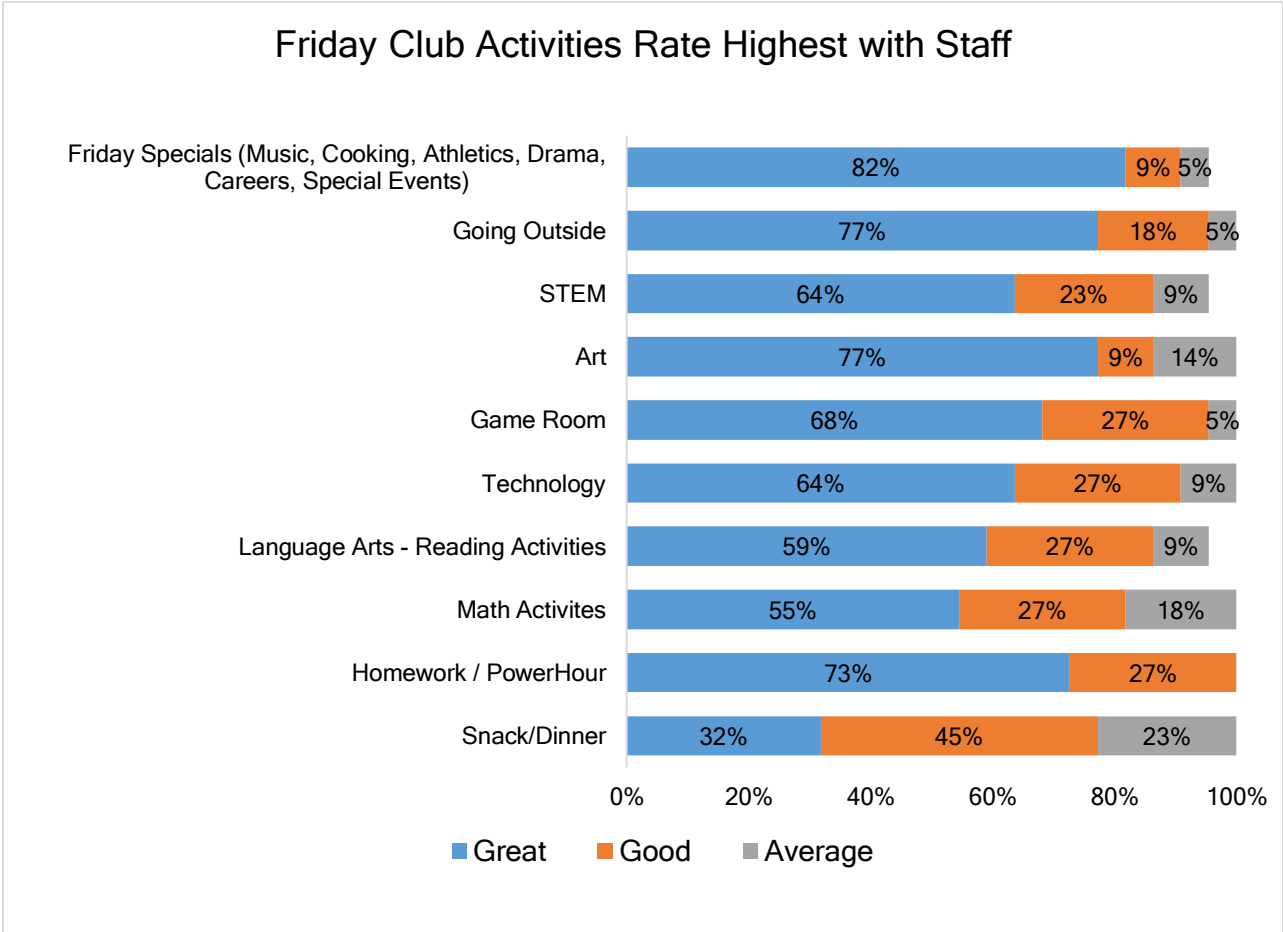
Figure 25: Program Staff Survey Results



The majority of program staff responded favorably with strongly agree or somewhat agree to 75% of the survey questions. Three staff members indicated they were *not sure* to the question, “Students have improved their grades since participating in the afterschool school.”

Staff were asked to rate the program activities by using great, good, average, bad or terrible. No activities were rated bad or terrible. Following are the activity results based on staff opinion.

Figure 26: Program Activities from Staff Survey



Friday Club Activities ranked highest with 82% of program staff reporting great, followed by going outside and art with 77% reporting great. The lowest ranked activities were Math (18% reporting average) and Snack / Dinner (23% reporting average).

Results from the open ended questions are provided below.

What are the <u>strengths</u> of the afterschool program?
Everyone works well together and the students know what is expected of them
Encouraging students to strive for better

Social development for the children
Staff
Students are able to complete computer assignments that don't have internet at home
Students have a positive environment to play work and learn in
Being able to work closely with students on their academics. Being positive role models
Safe place for students to go afterschool
Confidence builder
Students have access to additional tutoring
Power Hour
We offer students a variety of opportunities to learn, grow and have fun and help them with homework and life skills
Teamwork, everyone works together and everyone is like a family
Homework help - preparing students for upcoming test and assessments
The activities that we offer the student
Helping students become academically successful in the classroom

What needs to be <u>improved</u> in the afterschool program?
Stock supplies for activities
Communication between parents and staff. We need parents to volunteer.
Too many chances given with discipline
We need more time with homework and knowing whether the kids have homework or not
None needed
Technology and supplies/materials in stock
Quality counseling sessions for students
College students need to stay off their phones
Snack items for kids
Parent involvement
Not sure
Being able to work in smaller groups, K-2 needs certified teacher
Parents need to get involved more
The program is working well
I would like to community leaders to come in once per month

Program staff were asked to provide a student or program success statement, which can be found throughout the report, however are also provided below.

Student or Program Success Statements:
The students seem to enjoy the rotations every 6 weeks and the Friday specials
Friday program activities allow volunteers and community members to take part
Children are more engaged and feel a sense of belonging

Students have learned various information and skill in Friday programs
Watched a student go from failing to passing and behavior improve
The students seem to enjoy the Friday program. We have students going around speaking Spanish and some kids even say they have made stuff at home, like they have made here in the cooking class.

#### Additional Comments from the Program Staff Survey:

Additional Comments about the afterschool program:
Better air conditioning
Students are getting extra help in small groups and individual help when needed
A grandmother came in February into Mr. Brown's office and praised the pullouts and how they have helped. Getting better everyday
The ability to have access to students grades, so we can check on grades before progress reports/report cards. We would be able to see missing assignments. Remind 101: Teachers are emailing homework assignments.
I like the small group mentoring opportunities. Students seem to engage more and focus on the tasks we are working on

**Overall the program staff survey responses demonstrate favorable perceptions of the afterschool program and the working environment.**



#### Focus Sessions

Mid-year focus sessions were held with K-2 students (8), 4-7 grade students (8) and six parents representing 13 students. Mid-year sessions allowed for immediate program improvements as appropriate. Participants responded to the following sample questions:

“What could be done to improve the afterschool program?”

New Facility (K-2, 4-7 and parents)

Better Food (K-2,4-7 and parents)

Sports Programs (football and basketball) (4-7 and parents)

Video Games (dance games, update current games) (K-2 and 4-7)

Pool and Track (4-7)

“What are some things you (or your student) would like to do in the afterschool program that you are not doing?”

Tutoring Program (parents)

Music Class (3-5, parents)

Gymnastics, dance class (K-2 and 3-5)

## Success Stories

Figure 27: Success Stories

Success Stories	
School Day Teacher	Program Staff
<p>Just wanted to update you on one of the students that we have in common.</p> <p>*Steve, 6th grade student, has been helped tremendously by the B&amp;G Club afterschool program. He is a shy student who doesn't always ask for help or for clarification on something he doesn't understand but the B&amp; G Club gives him that extra help to make sure he is achieving at his highest level. Thanks for all yall do!</p>	<p>When I met *Mike, 4th grade, it was difficult for me to get him to stay on task and focus on whatever assignment we were doing. He always would start well, but as many others his age, his focus would be broken by others. He has always been very smart, but the temptation to play with others usually would win him over. A few months have passed and with a little work and cooperation from concerned parents, we hardly see that problem form him. When Power Hour starts, Mike goes to his seat and immediately gets on task. He stays quiet until his work is done. It is a pleasure to work with a student such as he.</p>
Program Staff	School Day Teacher
<p>I have witnessed many success stories while working at the Boys &amp; Girls Club. One that really stands out is about a young man by the man of *Dan. When Dan first came into the 5th grade room, he often refused to do his homework and spend more time finding excuses not to complete his work. It was a daily struggle to get him to do any work. After countless hours of showering him with love and building a positive relationship with him, he now comes in and ask for help. He will often try to do all his homework in one day and study the rest. His entire attitude about Power Hour and school work has changed for the better! I am so proud of the change in him and his work and grades.</p>	<p>* Allen's motivation toward school has improved. He has developed a love for reading and often reads books above his grade level. He has maintained Honor Roll throughout the school year.</p>
Student, 5th grade	Student, 6th grade
<p>The thing I like about the Boys &amp; Girls Club is free time, the teachers helping me with my homework. I would recommend this club to offers because it is a safe place, they help you with your homework and it is fun.</p>	<p>"Ever since I started coming here I been making even better grades. When I was not coming to the Boys &amp; Girls Club my grades wasn't so good but the Boys &amp; Girls have helped me a lot but another thing that I like is I have made friends here. I like coming here because they help me with my work and I don't have nothing to do when I go home so that is why I choose to come here."</p>
Student, 5th grade	School Day Teacher
<p>The thing I like about the Boys &amp; Girls Club is free time, the teachers helping me with my homework. I would recommend this club to offers because it is a safe place, they help you with your homework and it is fun.</p>	<p>*Chris, 6th grade, really benefits from the program.</p>

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

## Quality Element 3 / Environment &amp; Climate

The Coffee County 21<sup>st</sup> CCLC program implements the continuous improvement model, utilizing the guiding elements of the ASYD Quality Standards. The following elements were assessed in FY 17: Elements 1, 2 and 7. Evidence of indicators continue to be practiced, as referenced in the Quality of Staffing section of the FY18 Summative Report.

Over the course of three site observations (9/26/17, 11/29/17, 5/3/2018), the external evaluator utilized Element 3 / Environment & Climate Standards as an assessment guide for a portion of the visits. Following are assessment notes of the indicators.

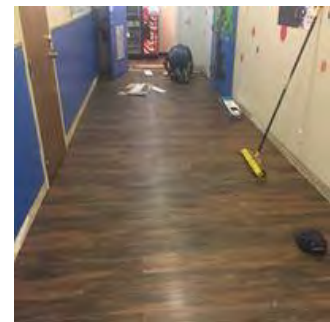
Table 22: ASYD Quality Element 3

Quality Element 3: Environment & Climate		
	Standard	Evidence Notes from Evaluator Observation Sessions
3.1	Has a physically safe and clean environment	The Boys & Girls Club building (inside) is spotless. Floors are new and shine, rooms are well-organized using cubbies and shelving units. Fresh paint is evident throughout the classrooms and hallways. Rest rooms are clean and there was an adequate amount of toilet tissue. Classroom doors recently had small windows installed to improve safety measures. Classroom doors remain locked and the Director is investigating a locking system for hallway doors. The Cafe' was clean and food is stored in an organized and sanitary method. Students were using Chromebook and computers during observation and there were plenty of working technology devices for the students. The facility is inviting and vibrant.
3.2	Ensures that the space, equipment, and materials are suitable for the ages and skill levels of youth and meet the program's needs.	The building appears adequate for the number of students being served. Program rotation schedules work well, exposing students to multiple areas of the Club. The game room is impressive in size and has an open area space for staff to be creative in programming along with designated areas (board game area with couches and table, basketball goals, tables for projects) for specific programming. The outside space is an asset to the overall facility and the space is utilized well for organized activities along with free-play. The addition of outside equipment (swing set, soccer goals, fence, etc) in FY18 is inviting and it is evident students take advantage of the area.
3.3	Adhere to state and local licensing requirements	Evaluator was not sure if applicable to program. There is evidence of a certificate posted in the window of license exemption.
3.4	Supports youth in navigating the learning space independently, taking initiative and exploring their interests	Evaluator observed evidence in program implementation of students being allowed to make choices on their own, but also be directed by the staff depending on what the activity was or rotation the students were in. For example, in tutoring the evaluator observed "peer tutoring" in the class. As students were preparing for the holiday show, the evaluator observed students giving options about movements for a performance using a black light. The staff member engaged in the dialogue with the student and implemented some of the ideas the students had.
3.5	Offers frequent access to nature and/or an outdoor space when possible	Observation evidence from the evaluator rates this indicator as a 4. Program schedules, pictures, observation reflect an abundance of opportunities for students to be in direct contact with nature and the outdoors. Daily, students go outside for both organized and free time play. Hands On experiences include Gardening Activities and Community Clean Up. Special programs include field day in the Spring, promoting physical fitness and play.



3.6	Has a physical environment that reflects the work and interests of youth and the programs activities.	The hallway of the facility shows numerous art work projects, writing activities, and pictures. The work displayed on the walls is organized and changed frequently. A handprint wall using students handprints and their name identified helps to promote a sense of pride in attending the program and is a welcome display for parents and visitors.
3.7	Allows for the inclusion and engagement of differently -abled youth	Evaluator did not see evidence of special accommodations being made or review program records for this indicator. However, based on monitoring documentation and conversation with the Director, evaluator suspects indicator has sufficient evidence.
3.8	Reflects and incorporates the culture and language of youth and their families	The program is welcoming of youth and families from all cultures. Diversity programming was observed as students learned about different cultures with activities and cooking. Sign language was also learned by students in preparation for the Holiday Program. Observation during student pick up showed individual name of parents are often used and short conversations are held with program staff. Staff is respectful to parents and the evaluator observed a staff member complementing the student in front of the parent, three separate times.
3.9	Provides intentional character education and opportunities for moral action that promote core values	High level of evidence was observed for indicator 3.9. Program schedules, picture documentation, on-site observation show regular programming and activities focused on character education (SMART Moves, Bullying Prevention, Drug Free, Life Skills, Civic responsibility) are just to name a few. There are limited behavior issues at the program and this can be attributed to the expectations and leadership of the program Director and staff.

Following the observations, the evaluator engaged in dialogue with the Director to review the observations and provide suggestions. The program fully exhibits observation evidence of meeting and exceeding Quality Element Standards for Element 3.



# PROGRESS TOWARDS SUSTAINABILITY

The Coffee County 21<sup>st</sup> CCLC program is well-positioned for the implementation of a sustainable program. During the 2017-2018 year, the Program Director continued to nurture



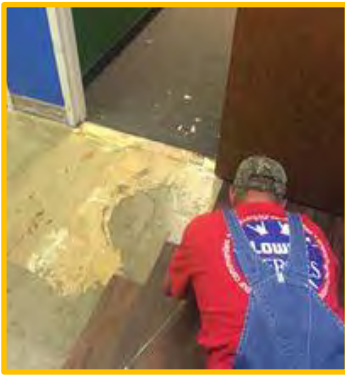
existing partnerships, while establishing new ones. Partnerships have contributed to making improvements within the facility and grounds by providing materials, supplies and equipment, providing and facilitating programs, staffing, filling gaps and meeting needs. In addition, the Advisory Board is actively advocating for efforts to secure long term program

sustainability. Twenty-eight partners were identified, with an estimated \$158,992.00 in program contributions (in-kind, goods and materials and staffing).

Table 23: Partnerships

Agency Name / Community Partner	Role	Estimated Dollar Value of Contribution
Coffee County Sheriff's Office	Type: Other Unit of City or County Government	
	Other	\$11,520.00
	Provided In-Kind Donations	\$3,791.00
FUMC Aldergate Class	Type: Other	
	Provided In-Kind Donations	\$550.00
Hungry Howies	Type: For-Profit Entity	
	Provided Goods/Materials	\$300.00
Justice Enterprises	Type: Other	
	Provided In-Kind Donations	\$700.00
Lowe's	Type: For-Profit Entity	
	Provided Goods/Materials	\$7,223.00
Sunbelt	Type: Other	
	Provided Goods/Materials	\$1,654.00
	Provided In-Kind Donations	\$93.00
Suntrust	Type: For-Profit Entity	
	Provided In-Kind Donations	\$3,000.00
The Cato Corporation	Type: Other	
	Provided In-Kind Donations	\$200.00
Volunteers	Type: College or University	
	Provided Paid Staffing	\$7,395.00
Wal-Mart Distribution Center	Type: For-Profit Entity	
	Provided Goods/Materials	\$16,670.00
	Provided In-Kind Donations	\$15,050.00
Walmart Distribution Transportation	Type: For-Profit Entity	

	Provided Goods/Materials	\$500.00
	Provided In-Kind Donations	\$500.00
Walmart Supercenter	Type: For-Profit Entity	
	Provided Goods/Materials	\$3,800.00
Williams Food	Type: Other	
	Provided Goods/Materials	\$161.00
Wiregrass Georgia Technical College	Type: College or University	
	Provided In-Kind Donations	\$250.00
Beta Sigma Phi	Type: College or University	
	Provided In-Kind Donations	\$500.00
Douglas Elks Lodge	Type: Community-Based Organization	
	Provided In-Kind Donations	\$1000.00
First Baptist Church	Type: Faith-Based Organization	
	Provided In-Kind Donations	\$300.00
Kids Café Program	Type: Faith-Based Organization	
	Provided Goods/Materials	\$20,000.00
Phillips Ag Services	Type: For-Profit Entity	
	Provided In-Kind Donations	\$500.00
Suntrust Bank	Type: For-Profit Entity	
	Provided In-Kind Donations	\$2,000
United Way of South Georgia	Type: For-Profit Entity	
	Provided In-Kind Donations	\$3,332.00
Community Partners	Type: Other	
	Provided In-Kind Donations	\$25,103.00
Douglas Lions Club	Type: Other	
	Provided In-Kind Donations	\$2,500.00
Douglas National Bank	Type: Other	
	Provided In-Kind Donations	\$10,000.00
Elixir	Type: Other	
	Provided In-Kind Donations	\$500.00
Southwire	Type: Other	
	Provided In-Kind Donations	\$1575.00
City of Douglas	Type: Other Unit of City of County Government	
	Provided Good / Materials	\$18,000.00
Coffee High School	Type: School District	
	Provided In-Kind Donations	\$325.00



Re-doing floors by Lowes



Wal-Mart delivering materials and supplies



Sheriff's Office working with our youth

Sustainability efforts include cultivating the support from community agencies and volunteers. In addition to the abundance of community agencies providing their time to facilitate special programming (ex. Community Service day with implementation support from the Coffee County Sheriff's Office, Wet and Wild Kickball with the Douglas Fire Department, and Coffee County Garden Club), the program relies on volunteers for day to day support. The Coffee County 21<sup>st</sup> CCLC program documented an impressive **2,753.91 volunteer hours** among 31 people, the majority being college students. This is an increase of almost 500 additional hours from FY17 and 20 volunteers. Volunteers assist in classrooms, the kitchen and occasionally provide office support.

Month	# of Volunteers	Hours Provided	Month	# of Volunteers	Hours Provided
Aug 2017	5	124.45	Jan 2018	10	340.97
Sept 2017	10	270.58	Feb 2018	16	351.57
Oct 2017	13	445.52	March 2018	14	370.28
Nov 2017	11	307.20	April	8	208.29
Dec 2017	11	286.00	May	5	43.63



Ninety-five percent (**95%**) of program staff agree volunteers improve the quality of services provided by the afterschool program. (Staff Survey, Spring 2018)

# OVERALL RECOMMENDATIONS

The 21<sup>st</sup> CCLC program is led by a team of highly energized and dedicated individuals. In addition to the program level leaders and staff, the program has an abundance of support from the Coffee Count School District, Boys & Girls Club Board of Directors and the numerous community partners and volunteers. With the strength of this support, the 21<sup>st</sup> CCLC program allows the Boys & Girls Club of Coffee County Region to implement a highly-effective program for students and their families. The results of the summative evaluation is a testimony of the hard work that has occurred since the inception of the 21<sup>st</sup> CCLC in FY15. Results also reflect the commitment of a Director to achieve results and make a meaningful impact on the students and families the program serves and the overall community.

The 21<sup>st</sup> CCLC program achieved 100% of its stated objectives for 2017-108. Seventy percent of the students actively participating (attending at least 30 days) in the program improved or maintained an “A” or “B” average in their ELA grade and 63% of students actively participating in the program improved or maintained an “A” or “B” average in their math grade. Modifying the objectives from FY17 to include the measurement of maintaining an “A” or “B” significantly improved outcomes in FY18. School day teachers report the greatest improvements in academic performance, classroom participation, motivation to learn and completing homework. Ninety-four percent of students indicate the program helps them complete and turn in their homework on time, 87% indicate people who work at the afterschool program care about them and 85% of the students report they like the afterschool program. Almost 100% of parents report wanting their child to continue participating in the afterschool program next year and are satisfied with the program. Program staff feel valued and exhibited a high retention rate over the past three years. Ninety-one percent of the students attended the program for more than 30 days and 109 students attended the program for more than 91 days.

The Boys & Girls Club facility used to implement the 21<sup>st</sup> CCLC program is visually stimulating, safe and promotes a welcoming environment for students, parents and visitors. Program and activities are age appropriate, engaging and beneficial. The program continues to implement best practices, identified by ASYD in on-going planning and implementation of a quality based program.

Recommendations for the final year of the 21<sup>st</sup> CCLC grant funded program are summarized below.

- Continue to utilize the ASYD Standards as the foundational practice for program development and operations.
- Continue to foster community relationships and target those that might contribute to long-term sustainability.
- Continue to assess and improve security measures for the inside and outside of the facility.
- While objective modification is not possible entering the final year of the program, perhaps the staff could develop internal objectives that challenge students and the academic programming for improving GMAS scores in ELA, Math and Science to increase proficiency levels.
- Continue to include skill based professional development topics during scheduled staff meetings.
- Continue the youth, parent advisory and focus sessions and consider implementing appropriate ideas and / suggestions in a timely manner, which will assist with program ownership.
- Dissatisfaction with food choices continue as indicted from students and parents. Perhaps the leadership could share with the students and parents what the guidelines are for food choices, to encourage understanding of limitations and add a few alternatives.
- May 2019 will conclude the current 5-year, 21<sup>st</sup> cycle. The twenty-seven, 7<sup>th</sup> grade students served during the first year of the program (2014-2015) will be completing 11<sup>th</sup> grade in May 2019. The program may want to include these students (if still enrolled in Coffee County Schools) in the FY19 summative evaluation to help measure long-term program impact.





For more information on the 21<sup>st</sup> CCLC program  
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