



Georgia Department of Education 21st Century Community Learning Centers FY 19 Common Data Elements Form

Subgrantee: Coffee County Board of Education

Date: June 14, 2019

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend \geq 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	110	Number:	140	Number:	131	Number:	18	Number:	367
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	12	Number:	12	Number:	0	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	16	Number:	41	Number:	26	Number:	3		
Regular Attendees without scores who took standardized test						Number:	6		
Regular Attendees who did not take standardized test						Number:	39		
Retake Data (If applicable)						Number of Retakes:			
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	9	Number:	38	Number:	33	Number:	6		
Regular Attendees without scores who took standardized test						Number:	6		
Regular Attendees who did not take standardized test						Number:	39		
Retake Data (If applicable)						Number of Retakes:			
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			

4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
12	15	17	66	19	2
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

Math – Regular Attendees

Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
12	16	20	63	17	3
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

5. Surveys

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	
121	93	17	116	3	95	13

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	
119	107	10	115	2	117	0

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	
131	84	34	100	27

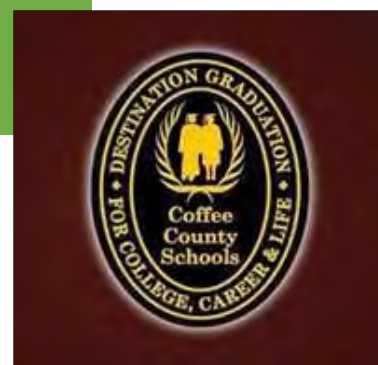
6. Partners

Number of Partners	Total Amount of Contributions
25	\$146,877.00



COFFEE COUNTY 21ST CENTURY COMMUNITY LEARNING CENTER

Summative Evaluation Report
2018-2019



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Report Prepared for
Coffee County Board of Education
June 14, 2019

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Coffee County Board of Education is the subgrantee of a 21st 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.

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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 2019, the Coffee County School District, in partnership with the Boys & Girls Club of Coffee County Region, completed its fifth year of the 21st Century Community Learning Centers program. The program provides afterschool programming for a target of 110 and summer programming for a target of 100 low performing students. Students attend one of five 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 - 8th, 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. 21st 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 21st CCLC students are offered an array of opportunities to assist with increasing their knowledge and support of their students' educational process.

With the conclusion of year 5, the 21st CCLC program shows success in achieving objectives, surpassing original target numbers and overall reflects a quality designed program with **significant impact**.

Coffee 21 st CCLC	FY	# of Objectives Academic	# of Objectives Academic Met	# of Objectives Enrichment	# of Objectives Enrichment Met	# of Objectives Parent Engagement	# of Objectives Parent Engagement Met	Total Objectives	Total Objectives Met
2014-2015	15	6	2	3	3	3	1	12	6
2015-2016	16	6	2	3	3	3	2	12	7
2016-2017	17	6	1	3	3	3	3	12	7
2017-2018	18	6	6	3	3	3	3	12	12
2018-2019	19	6	6	3	3	3	3	12	12

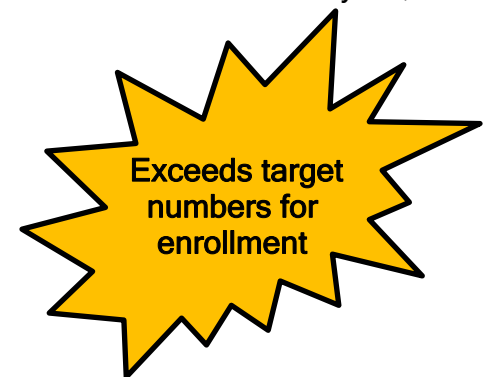
STUDENT ENROLLMENT, DEMOGRAPHICS AND ATTENDANCE

Enrollment

With the intention of ensuring a high level of program participation, the 21st 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 fifth year in a row, the program exceeded the target number. During the 2018-2019 academic school year, Coffee County 21st CCLC enrolled 140 students.

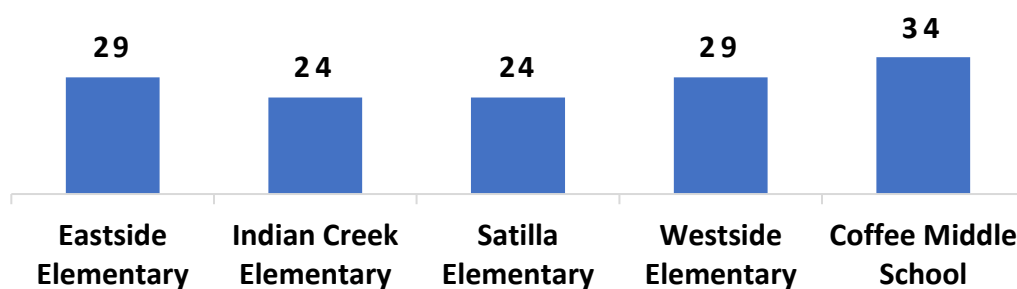
Table 1: Multi-Year Target and Unduplicated Participants

	FY19	FY18	FY17	FY16	FY15
Target	110	110	110	110	110
Enrolled	140	138	158	203	151
	127%	125%	144%	185%	137%



The program served students representing 5 of the 9 Coffee County School District elementary and middle schools and 3.5% of the total population from those schools (K-8).

Figure 1: Enrollment Profile



Demographics

To understand the types of students being served by 21st 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

Total Students	K	1	2	3	4	5	6	7	8
140	11	13	16	12	26	28	16	16	2

Race and Ethnicity of Student Attendees

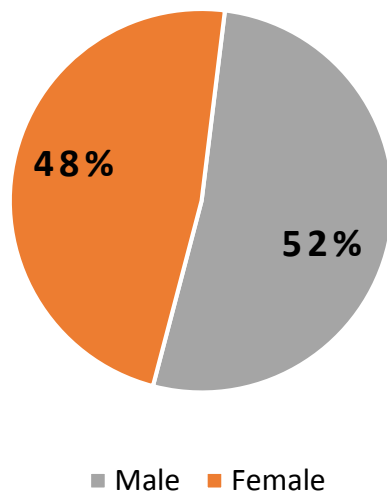
21st CCLC students were identified as “Black (not of Hispanic origin),” “Hispanic,” “Two or More Races,” or “White (Not of Hispanic origin).” Although 92 students were identified as “Black (not of Hispanic origin),” the enrollment reflects the program was successful in drawing from all racial and ethnic identities.

Table 3: Race and Ethnicity

Total Students	Black (not of Hispanic origin)	White (not of Hispanic origin)	Hispanic	Two or More Races
140	92	29	13	6

Gender of Student Attendees

Figure 2: Gender Profile



Gender was reported for 140 students enrolled during the 2018-2019 academic year. Fifty-two percent (73/140) were male and 48% (67/140) 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

Limited English Proficient			Special Education			*Free / Reduced Lunch		
Yes	No	UNK	Yes	No	UNK	Yes	No	UNK
140	0	0	5	135	0	140	0	0

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

Coffee County 21st CCLC is helping to optimize healthy child development. Forty-eight percent (48%) of enrolled students report living in a single parent (mother or father) household, followed by 44% living with both parents. The remaining students live with a grandparent (n=8), guardian (n=3) or other (n=1). “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 21st CCLC program reported an astounding 94% (n=131) regular student attendees.

Table 5: Regular Attendees

Target Number	110
Number enrolled	140
Number attending 30 days or more	131
Percent attending 30 days or more	94%



Table 6: Attendance Days

How many days students enrolled attended the program	Number	Percent
< 30	9	6%
30-60 days	6	4%
61-90 days	12	9%
> 91	113	81%
Total Enrollment	140	100%

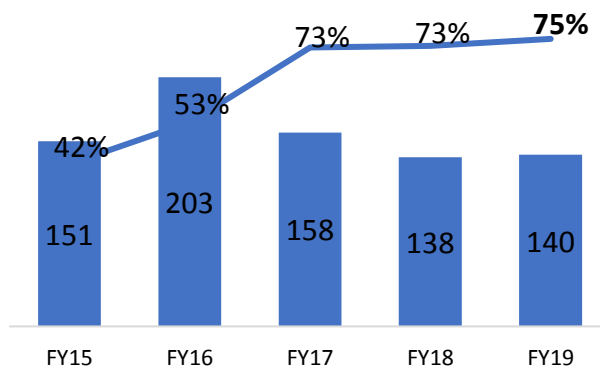
Average Daily Attendance

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 21st CCLC program reported average daily student attendance of **104** students.

Table 7: Average Daily Attendance

	Average Daily Attendance	Program Average Daily Attendance
Fall Session (August 20, 2018 - December 19, 2018)	108	104
Spring Session (January 7, 2019 - May 10, 2019)	101	

Figure 3: ADA of Yearly Enrollment



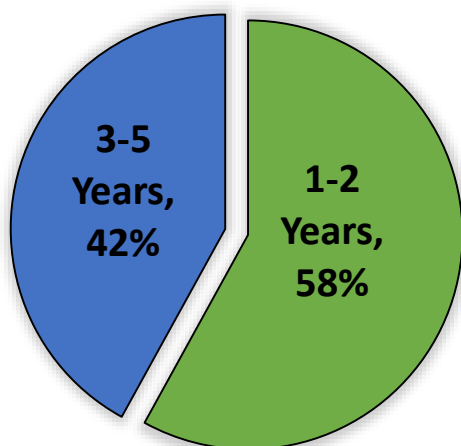
In a multi-year comparison, FY19 has the greatest percent of Average Daily Attendance (ADA) of all academic year enrollments.

	Enrollment Numbers	ADA Numbers
FY15	151	64
FY16	203	108
FY17	158	115
FY18	138	101
FY19	140	104

Program Retention (multi-year)

The Coffee County 21st CCLC program exhibits impressive multi-year student retention. This is another sign the program has strong student and parent engagement and implements **successful retention efforts**. These students have been exposed to a significant dosage of intentionally designed programming to impact outcomes. **Of the 131 regular attending students in 2018-2019, 42% (n=55 of 131) have attended the program as a regular attendee for 3 or more years.** Twenty-four percent (24%) of those students have attended the program for 4 years and 6 six students have attended the program for 5 years.

Figure 5: Program Retention for FY19 Regular Attendees



99% of parents indicate they want their children to continue participating
in the afterschool program next year
(FY19 parent survey results)

"I have been going to the afterschool program for three years. I love all the things we get to do and my grades are a lot better. I hope I can always come to the afterschool program."
(4th grade student, student focus group 5-8-19 as transcribed by the evaluator)

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 2018-2019 program dates were August 20, 2018 thru May 10, 2019 for a total of **157 days**. Due to Hurricane Michael, the program was closed for 3 days resulting in slightly less than the 160 planned days, however the FY19 program exceeded the FY18 program days by 5 days.

Figure 6: Academic Year Operations

FY19: Academic Year	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 School	During School	After School	Weekend / Holiday
21st CCLC	31.4	5	n/a	n/a	23.33	n/a	n/a	n/a	157	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. 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, game room, STEM, and leadership based activities, such as SMART Moves. A favorite of participants is “Friday Clubs”, which offers short-term sessions with highly engaging activities such as music, Tech Club, Sports Club, STEM experiments and cooking classes. The playground and outside area offers students space for a variety of organized and free play opportunities.

Elementary Program Schedule

Time	K-2 Grades	3 rd grade	4 th Grade	5 th 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>	Technology / STEM Experiments / Friday Club Days
5:00pm - 6:00pm	*Smart Moves / Art / Technology / STEM
6:00pm-6:15pm	Dinner
6:15pm-7:00pm	Enrichment / Leadership/ 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 and engagement, as well as 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

Date	Time	Session (s)	Parent Session Schedule
11/6/2018	6:00pm - 7:00pm	Session 1: Keeping Track	<p style="text-align: center;">Food Talk Better U Supplemental Nutrition Assistance Program Education Eat Healthy, Get Moving UGA Extension Services Interactive Facilitator: Malory Howard</p>
11/13/2018		Session 2: No Thanks, I'm Sweet Enough	
11/27/2018		Session 3: Small Changes= Big Results	
12/4/2018		Session 4: What Gets in the Weigh	

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

Program Activities

The primary activities of the Coffee County 21st CCLC program are listed below:

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, Tech Club, Music Club, Music) | ● Outside Free Play / Triple Play |
| ● Parent Involvement | ● Parent Enrichment |

“The Boys & Girls Club is a good place to do your homework. It is somewhere safe to be when my mom is not home. It saves my mom a lot of money instead of my mom spending her money on a babysitter. It helps me bring up my grades. The teachers are nice, kind and help you with your homework. The Boys and Girls Club has a lot of activities to do. I like it because some of them we have to work together as a team. If I didn’t come to the Boys & Girls Club I would be at home getting all my homework wrong because I would not get help”. (3rd grade student essay as edited by evaluator)

QUALITY OF STAFFING

Personnel

The Coffee County 21st 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 2018-2019 academic year employed 25 paid staff members. The staff included: a Program Director, Family Services Coordinator; Data Entry Clerk; 5 certified teachers; 17 paraprofessionals and/or other non-certified staff. Seventy-six percent (76%) of the staff were female and 24% were male. Sixty-eight percent (68%) were identified as African American and 32% White. 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 FY19 Staff Survey **100% of the survey 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.



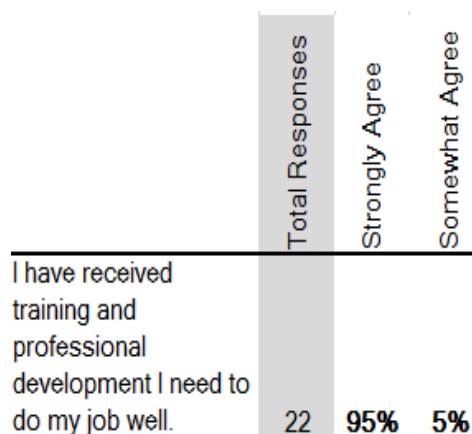
Artportunity Knocks Training

Sixteen (16) opportunities were documented (3 management focused and 13 program, services, operations and safety focused). The average attendance for management sessions was 1 participant and 19 participants for program, services, operations and safety sessions. Staff received **238.5 hours** of development and/or training in various topics.

Table 9: Professional Development and Training

Date	Topic(s)	Number Attending	Hours	Total Hours
7/24/2018	Annual Subgrantee Training - Programs and Fiscal	1	6.5	6.5
7/25/2018	Annual Subgrantee Training - Program Strategies	1	7	7
9/13/2018	Brown Bag: Cayen and Effective and Continuous Evaluation	1	5	5
9/13/2018	The Power of Positive Relationships	23	2	46
9/17/2018	Behavior Management and PBIS	16	2	32
9/26/2018	Georgia Afterschool & Youth Development Conference	1	8	8
9/27/2018	Georgia Afterschool & Youth Development Conference	1	8	8
9/28/2018	Georgia Afterschool & Youth Development Conference	1	4	4
10/22/2018	Mandated Reporting	18	1	18
11/27/2018	Culture and Climate	16	1	16
12/7/2018	Artportunity Knocks	4	3	12
1/28/2019	TEAMWORK	20	1.5	30
1/9/2019	Evaluation	2	1	2
2/26/2019	Enrichment Programs and Kids Café	20	1	20
4/23/2019	Software: Learning A-Z and Trueflix	20	1	20
4/30/2019	Brown Bag: Summer Programming and Effective and Continuous Evaluation	1	4	4
238.5 hours / 16 events				

Figure 7: FY19 Staff Survey Question: Training



Georgia Afterschool & Youth Development Quality Standards: Quality Element 6: Staffing and Professional Development

The Coffee County 21st 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 21st 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
Increase student learning in reading, mathematics, and science.	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
Improve student attendance, behavior, and active participation in the classroom.	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 21st 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.

Table 11: 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 ¹ :		Did participant graduate from high school on-time?
* outlook on life		
* feeling about relationships affected by participating in the program?		
To what extent did their adult family members participate in literacy and related education development activities?		

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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 21st 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 a youth and 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.

Table 12: Collection Schedule

Data Collection	Fall 2018	Spring 2019
GMAS Results		
Report Card Data		
School Day Attendance		
Teacher Survey		
Program Staff Survey		
Student 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.



4th grade Literacy Corner

Objective Status Snapshot FY19

Table 13: Objective 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.		74% (n=81 of 110) 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.		72% (n=79 of 110) 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.		59% (n=50 of 85) 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%		81.4% (n=70 of 86) scored at the developing learners achievement level or above on the ELA section
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%		89.5% (n= 77 of 86) scored at the developing learners achievement level or above on the mathematics section
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%		92% (n=22 of 24) scored at the developing learners achievement level or above on the science section
Goal 2: Improve student attendance, behavior and active participation in the classroom.		
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.		85% (n=111 of 130) 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		87% (n=84 of 97) 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		97% (n=103 of 106) who needed to improve, demonstrated improvement in class participation
Goal: 3 Provide opportunities for families of participating students to improve literacy, language and parent skills.		
Objective 3.1: A minimum of 50% of CLC students' families will participate in at least two family night sessions.		90% 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.		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.		97% of parents stated they have increased their knowledge regarding encouraging and supporting their child's academic success

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

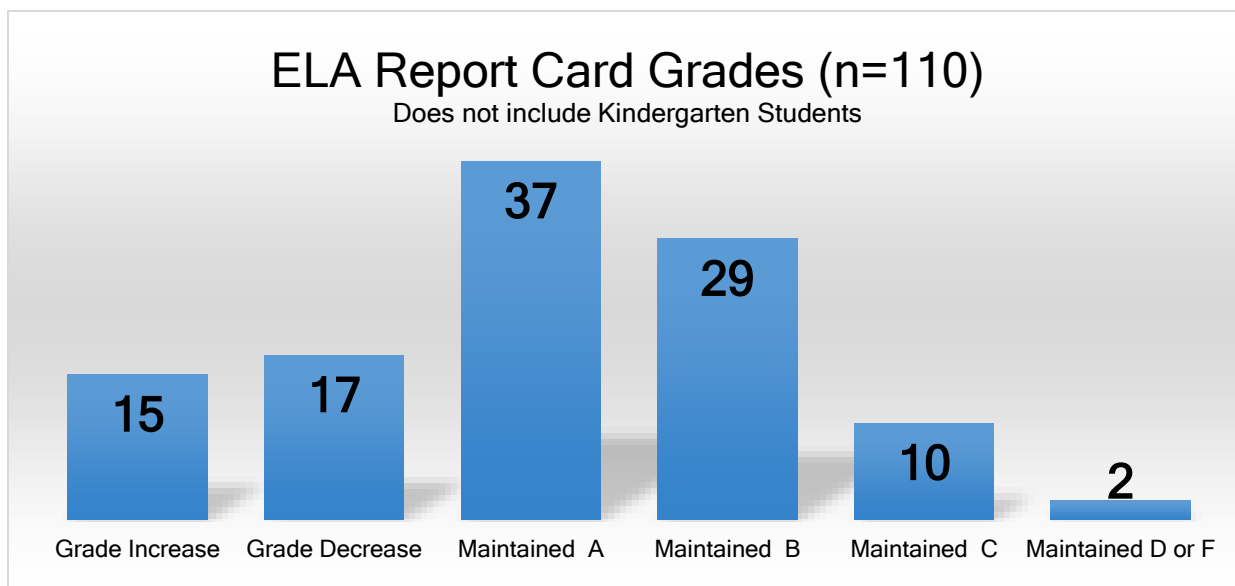
The Coffee County 21st CCLC program has six measurable objectives that focus on academic achievement for participating students in the subjects of reading, math and science.

Student report cards for regular (30 days or more) attending students are collected, matched and analyzed for the first, second and fourth nine week terms. The 2018-2019 objective status, utilizing student report cards, was based on the progress and growth between Term 2 and Term 4. Report card numeric grades were analyzed for regular attending students representing 1st thru 8th grades for ELA and Math (n=110 matched report cards of 131). Kindergarten (9 matched report cards of 11 students) grades are standards based and not included in the objective status for ELA or Math. Students representing grades K thru 2nd (n=34) receive standards based scores (ex. "2") 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: 74% 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 8: ELA Report Card Results (T2 to T4 Comparison)



- 10 students improved by one letter grade
- 5 students improved by 2 letter grades
- 6.2 average point increase for students who improved their grade by one letter grade
- Overall ELA student averages improved from 85.5, Fall 2018 to 86.4, Spring 2019

Figure 9: Common Data Elements - ELA

English Language Arts – Regular Attendees

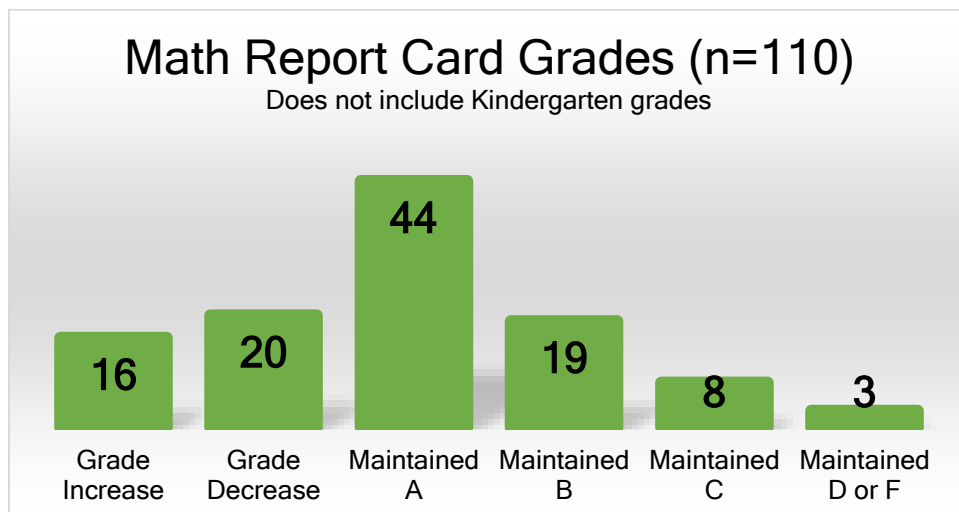
Regular Attendees without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
12	15	17	66	19	2

The Common Data Element form includes results for nine Kindergarten students. Nine students received an ELA standards based assessment of "2". This converts to an "S" for satisfactory and due to the pre-developed CDE form is reflected as a "C" for reporting measures. Kindergarten students are not included in the objective 1.1 outcome.

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: 72% 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 10: Math Report Card Results (T2 to T4 Comparison)



- 16 students improved by one letter grade
- 6 students improved from a “B” to an “A”
- 9 student improved from a “C” to a “B”
- Of the 16 students who improved their grade, the average point increase was 8.25
- Overall, student averages remained at 86 throughout the academic year.



4th grade students using Learning Farm for Math skills reinforcement

As with ELA grades on the Common Data Element form, the CDE form includes Math results for nine Kindergarten students. Nine students received a Math standards based assessment of “2”. This converts to an “S” for satisfactory and due to the pre-developed CDE form is reflected as a “C” for

reporting measures. Kindergarten students are not included in the objective 1.2 outcome.

Figure 11: Common Data Elements - Math

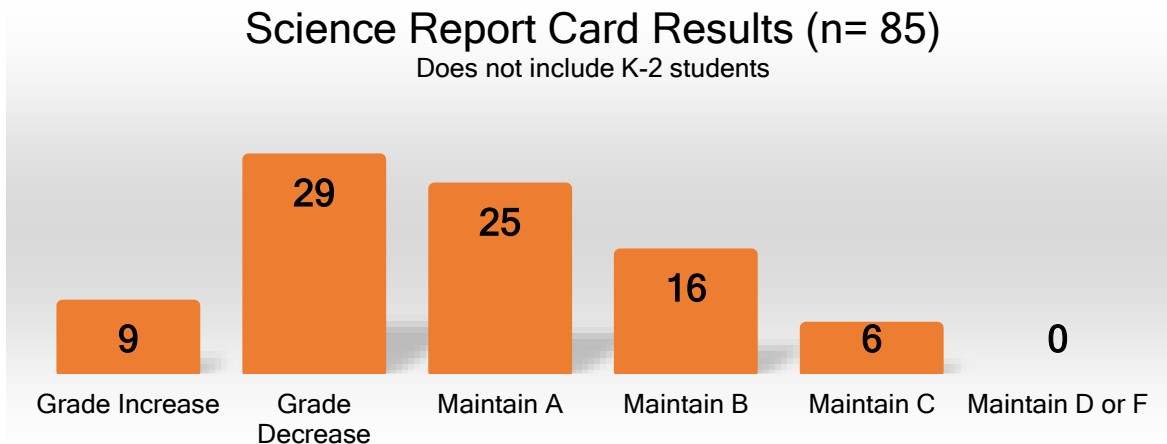
Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
12	16	20	63	17	3

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: 59% of students actively participating (attending at least 30 days) in the program improved or maintained an “A” or “B” average in their science grade.

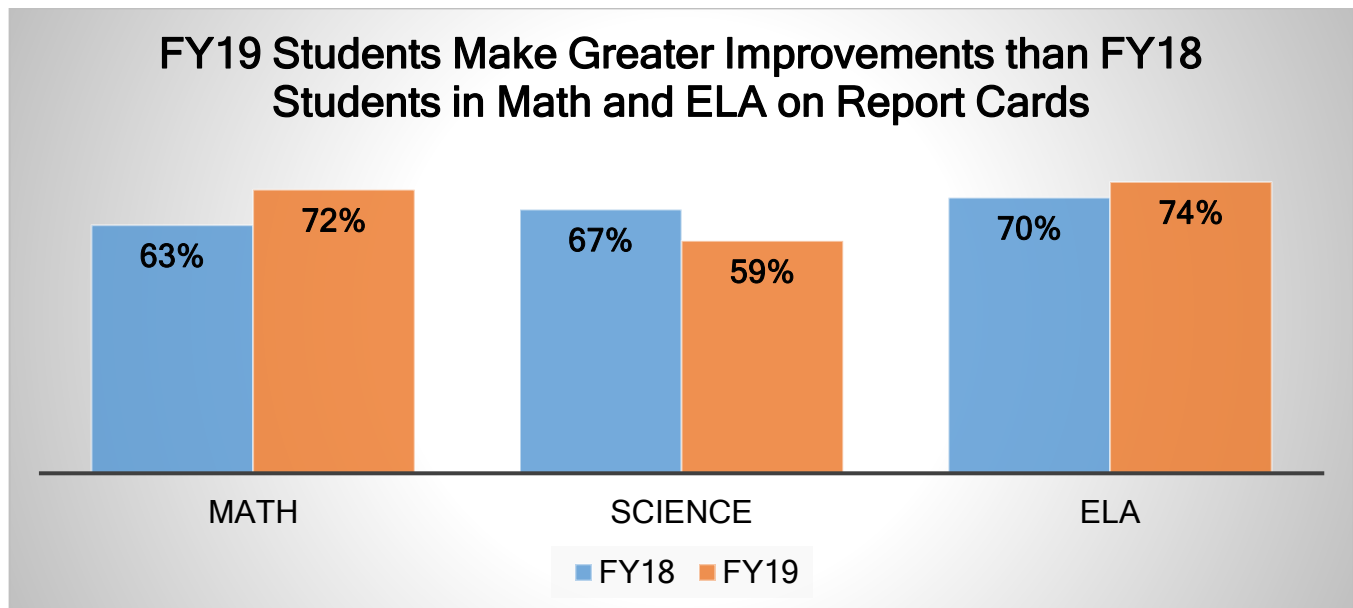
Figure 12: Science Report Card Results (T2 to T4 comparison)



- 7 students raised their grade by one letter grade
- 2 students raised their grade by two letter grades
- 48% maintained an “A” or “B” during the school year
- 34, K-2 grade students received a “2” (Satisfactory) for their standards based assessment
- Overall, students average remained a high “B” from Fall 2018 to Spring 2019

Report Card Outcome Summary

Figure 13: Report Card Outcome



**More than 55% of FY19 21st CCLC Students
Improved or Maintained an A or B average in ELA, Math and Science Grade**

Table 14: Report Card Results

	ELA			Math			Science	
	#	%		#	%		#	%
Increased grade by at least one letter	15	14%		16	15%		9	11%
Decreased grade by at least one letter	17	15%		20	18%		29	34%
Maintained A or B	66	60%		63	57%		41	29%
Maintained C	10	9%		8	7%		6	7%
Maintained D or F	2	2%		3	3%		0	0%
Objective Status								
Improved by at least one grade or maintained an A or B all year	81	74%		79	72%		50	59%
110 students matched grades for ELA and Math (does not include Kindergarten) 85 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). The assessment is administered each Spring and students in grades 3 through 8 complete the English Language Arts and Mathematics portions of the assessment. Additionally, students in grade 5th and 8th complete the Science portion. 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%.

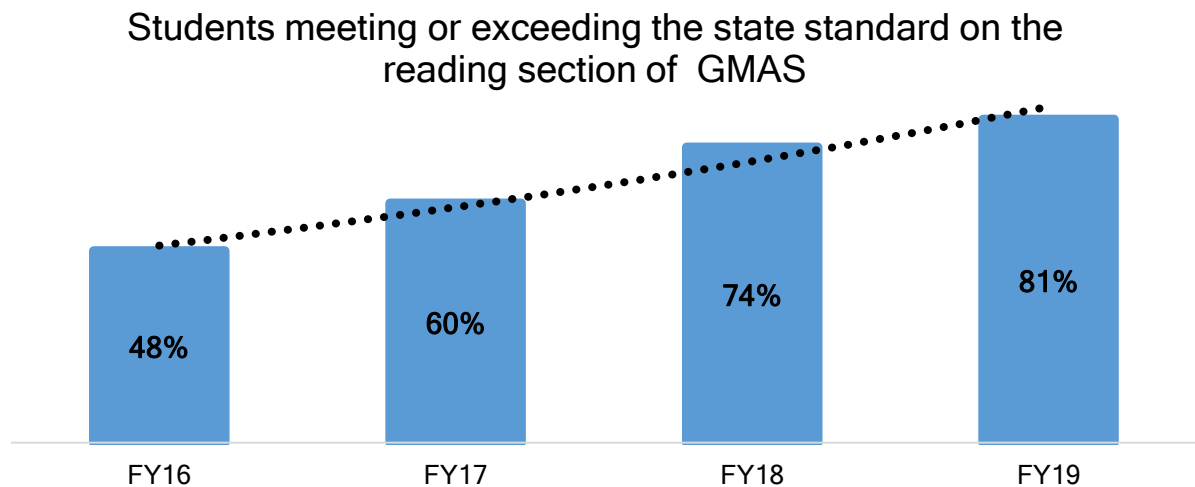
Met Objective 1.4: 81.4% of actively participating students scored at the developing learners achievement level or above on the ELA section of the Georgia Milestone Assessment.

Table 15: GMAS ELA Results

ELA Milestones (FY19)	Number Students	Percent Students
Beginning (1)	16	19%
Developing (2)	41	48%
Proficient (3)	26	30%
Distinguished (4)	3	4%
Total students	86	100%

The achievement level of “developing” is considered meeting the state standard. Eighty-six 3rd-8th grade students of the 92 reported ELA GMAS score levels. The FY19 program produced the greatest outcome compared to the previous three years for this objective.

Figure 14: ELA GMAS Comparison



Students achieving proficient or distinguished learner significantly improved in FY19.

FY17	24%
FY18	22%
FY19	34%

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%.

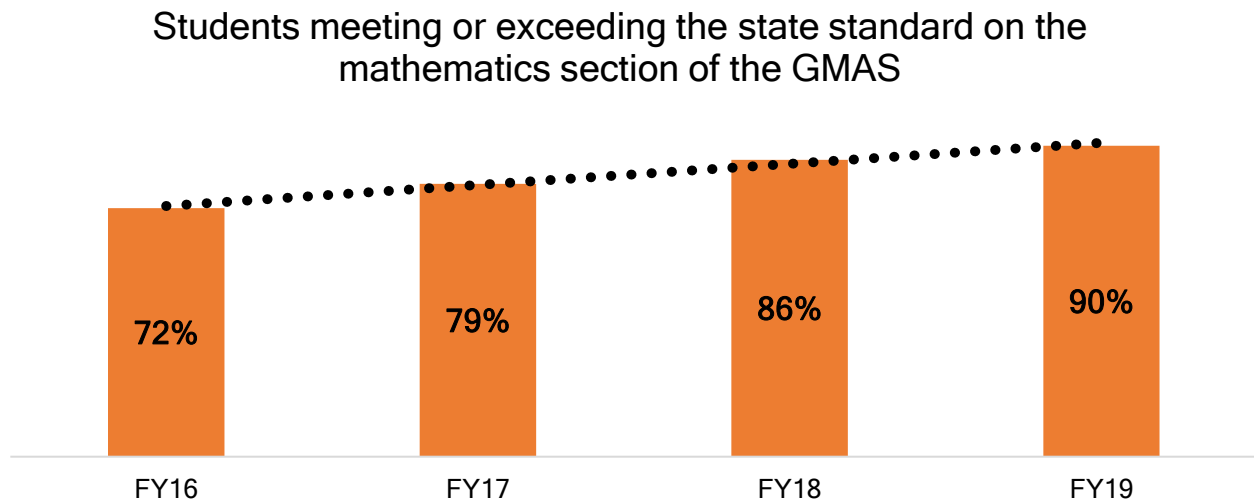
Met Objective 1.5: 89.5% of actively participating students scored at the developing learners achievement level or above on the mathematics section of the Georgia Milestone Assessment.

Table 16: GMAS Math Results

Math Milestones (FY19)	Number Students	Percent Students
Beginning (1)	9	11%
Developing (2)	38	44%
Proficient (3)	33	38%
Distinguished (4)	6	7%
Total students	86	100%

The achievement level of “developing” is considered meeting the state standard. Eighty-six 3rd-8th grade students of the 92 enrolled reported Math GMAS levels. The FY19 program produced the greatest outcome compared to the previous three years for this objective.

Figure 15: Math Comparison



Students achieving proficient or distinguished learner greatly improved in FY19.

FY17	29%
FY18	40%
FY19	45%

Beginning Learners **decreased** from 14 students in FY18 to 9 students in FY19. Proficient Learners increased from 32 in FY18 to 33 students in FY19. Distinguished Learners decreased from FY18 to FY19 (8 to 6).

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: 92% of actively participating students scored at the developing learners achievement level or above on the science section of the Georgia Milestone Assessment.

Table 17: GMAS Science Results

Science (FY19)	Number Students	Percent Students
Beginning (1)	2	8%
Developing (2)	8	33%
Proficient (3)	10	42%
Distinguished (4)	4	17%
Total students	24	100%



STEM

Twenty-four of the 25 actively participating students in grades 5th and 8th had GMAS Science scores. Forty-two percent (42%) of students achieved the level of proficient in FY19 compared to 23% reported in FY18.

Students achieving proficient or distinguished learner substantially improved in FY19.

FY17	26%
FY18	31%
FY19	58%

Additional Academic Progress

End of Year Promotion Status (*Coffee County School District Promotion Status 2018-2019*)

End of the school year promotion status was reviewed for 121 of 131 regular participating students. **One-hundred percent (100%)** of the 21st CCLC regularly participating students were

promoted to the next grade. This is an improvement from the 98% promotion status reported for 2017-2018 and 99% promotion status reported for 2016-2017.

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

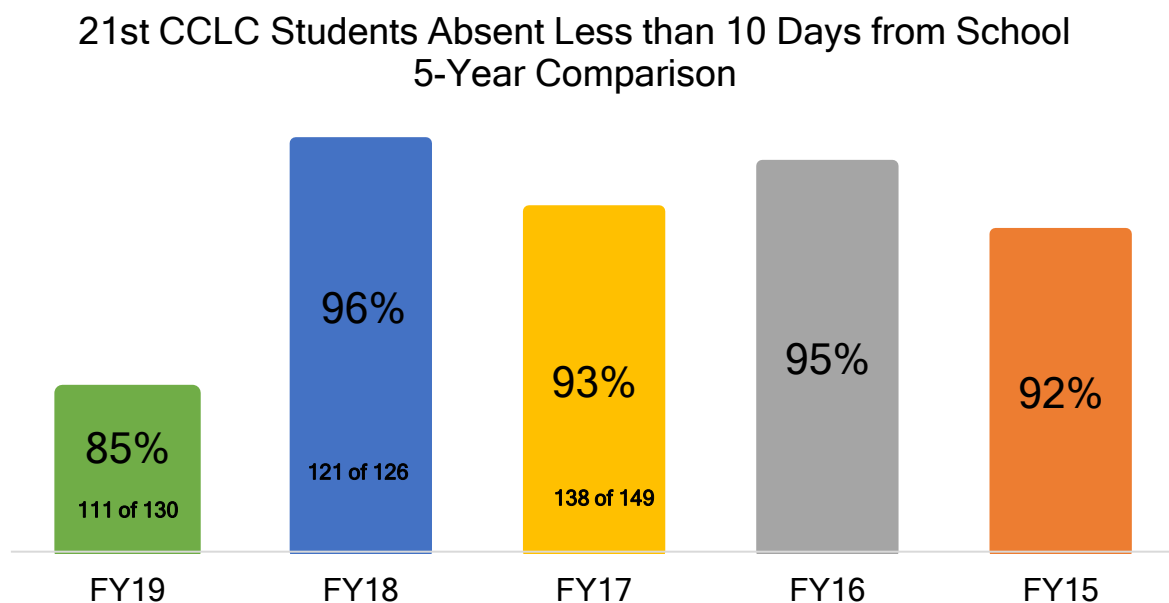
The Coffee County 21st CCLC program has three objectives under Goal 2 that measure behavior of participants. Data results for the three behavior based objectives were obtained from the following:

School Absences	Coffee County School student records
Student Behavior	Teacher Survey (return 131)
Class Participation	Teacher Survey (return 131)

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: 85% of actively participating students in the program were absent from school for 10 days or less.

Figure16: School Day Absences



The Coffee County School District had 176 school days in 2018-2019. School day absences were collected for 130 of the 131 regularly participating students (30 days or more). Of the 130 regularly participating students with school day absences, the average number of school day absences was 5.25 days. This is an increase from 4.3 days reported for 2017-2018.

Eighty-five percent (n=111 of 130) of students were absent 10 days or less and 14.6% (n=19 of 130) of students were absent from school more than 10 days. In a five year program comparison, FY19 students attended school less than the four previous program years.

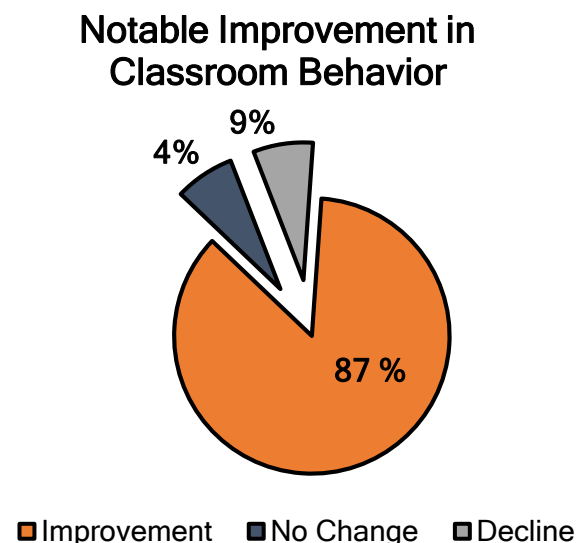
Objective 2.2: A minimum of 65% of students actively participating in the program will demonstrate improvement in behavior.

Met Objective 2.2: 87% of students actively participating in the program, who needed to improve (n=84 of 97), demonstrated improvement in behavior.

Regular classroom teachers reported 26% (n=34 of 131) of regular attending students did not need to improve in their behavior.

“Student A’s behavior and attitude has improved so much. She loves going to The B&G Club and she needs the relationships with adults that she forms there.” (2018-2019 School Day Teacher Survey for 4th grade student).

Figure 17: Regular Teacher Survey:
Behaving well in class



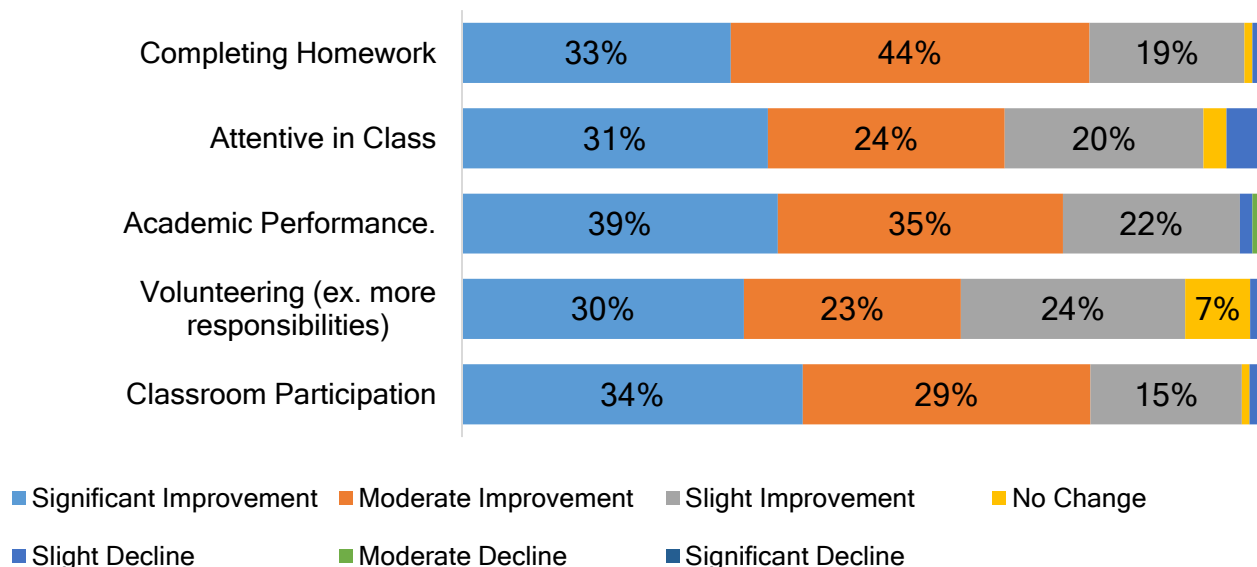
Objective 2.3: A minimum of 65% of students actively participating in the program will demonstrate improvement in class participation.

Met Objective 2.3: 97% of students actively participating in the program, who needed to improve (n=103 of 106), demonstrated improvement in class participation.

School day teachers report, of those who needed to improve, the **greatest improvements** are in **academic performance, classroom participation, being attentive in class, volunteering (ex. extra credit or more responsibilities)** and completing homework.

Figure 18: Teacher Survey

Greatest Improvements of Those Who Needed to Improve



"My success story is having kids that rarely talk open up to you and they then become eager to learn!" (2018-2019 Staff Survey, program staff member)



Table 18: FY19 APR Teacher Survey Results (n=131)

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.	24%	76%	33%	44%	19%	1%	1%	1%	0%
2. Completing homework to your satisfaction.	21%	79%	34%	44%	18%	2%	1%	1%	0%
3. Participating in class.	19%	81%	42%	36%	19%	1%	1%	1%	0%
4. Volunteering	15%	85%	35%	27%	28%	8%	1%	1%	0%
5. Attending class regularly.	35%	65%	54%	27%	9%	7%	1%	0%	1%
6. Is attentive in class.	20%	80%	38%	30%	25%	3%	4%	0%	1%
7. Behaving well in class.	26%	74%	44%	23%	20%	4%	9%	0%	0%
8. Academic performance.	20%	80%	39%	35%	22%	0%	2%	1%	1%
9. Coming to school motivated to learn.	22%	78%	46%	26%	21%	2%	4%	0%	1%
10. Getting along well with other students.	27%	73%	48%	28%	21%	2%	2%	0%	0%

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

The Coffee County 21st CCLC program has three measurable objectives that target parent involvement and engagement. Results for the objectives were 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: 90% of students' families participated in at least two family night sessions.

Of the 131 regular attending students, 90% (n=118) of their families or a family representative (ex. grandparent) attended at least two of the 18 family sessions (4 engagement sessions and 14 skill based sessions) held. The program was able to document 367 duplicated families / guardians attending all of the family sessions (FY19 Common Data Elements Form). This is a

significant increase from FY18 of 191 duplicated counts and 7 family sessions offered. Families had an opportunity to participate in 21 hours of family engagement programs in FY19.

Table 19: Family Session Attendance

Number of Family Sessions Attended	Number of Families who Attended	Number of Students Represented by Family Attendance
0	1	1
1	6	12
2	16	28
3	28	47
4	15	22
5	3	6
6	1	2
9	1	1
10	1	2
12	1	1
13	2	3
14	1	2
17	2	4
90% of regular attending students had a family member attend 2 or more family sessions		

The program utilized results from the FY18 Family Survey to design programming and activities for FY19. For example, 21% of parents indicated Monday as a preferred program day on the FY18 survey so an intentional effort to hold a Family Session on a Monday was made (Holiday Family and Financial Literacy, Monday, December 17, 2018). The following table reflects the Family Sessions held during the 2018-2019 academic year.

Table 20: Family Sessions

Date / Session		Description	Hours	# of Attendees
8/16/2018	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. Strategies for supporting student education were shared.	1.5	82
10/25/2018	Lights on Afterschool and Bullying Prevention	Attendees participated in reading and writing activities with their student designed to re-enforce the educational process. No Bullying session was held. Parents and students interacted with local officials and shared the importance of afterschool programs	1.5	71

11/6/2018	Food Talk Better U - session 1	Session 1: Keep Track. Recognizing amounts of food and weekly goals	1	12
11/13/2018	Food Talk Better U - session 2	Session 2: No Thanks, I'm Sweet Enough. Reading Nutrition labels, cutting down on added sugars	1	8
11/27/2018	Food Talk Better U - Session 3	Session3: Small Changes = Big Results. Taste and Rate activity, resistance bands and family supports	1	12
12/4/2018	Food Talk Better U Session 4	Session4: What Gets in the Weigh. Self-reflection, using Math with your pedometer, tips for sticking to goals for your family	1	9
12/17/2018	Holiday Family and Financial Literacy	Attendees were provided education for financial planning for holidays and budgeting for the new year. Students performed holiday skits that showcased talents and program activities, such as Drama and Chorus.	2	66
2/6/2019	Staying Fit	Zumba and Healthy Habits	1	5
2/20/2019	Staying Fit	Zumba and Healthy Habits	1	4
2/27/2019	Staying Fit	Zumba and Healthy Habits	1	4
2/13/2019	Staying Fit	Zumba and Healthy Habits	1	3
3/13/2019	Food Talk Better U 2- Session 1	Healthy Habits and Cooking for Your Family with Educational Extenders	1	8
3/20/2019	Food Talk Better U 2- Session 2	Healthy Habits and Cooking for Your Family with Educational Extenders	1	9
3/27/2019	Food Talk Better U 2- Session 3	Healthy Habits and Cooking for Your Family with Educational Extenders	1	9
4/10/2019	Food Talk Better U 2- Session 4	Healthy Habits and Cooking for Your Family with Educational Extenders	1	10
4/24/2019	Food Talk Better U 2- Session 5	Healthy Habits and Cooking for Your Family with Educational Extenders	1	9
5/1/2019	Food Talk Better U 2- Session 6	Healthy Habits and Cooking for Your Family with Educational Extenders	1	8
5/10/2019	Family Night and End of Year Awards	Family Engagement Night: Leadership, Sportsmanship, Academic, Attendance, Service, MVP, and Parent Award. As parents were engaged with their children, raffle tickets were distributed. Family Dance.	2	38

Total Attendance
18 events / 21 hours offered / 367 duplicated attendees

According to the FY19 Parent Satisfaction Survey, parents indicate they would like to participate in the following programs or activities: Family Game Night, Cooking Classes, Health and Exercise programs, Budgeting and Finance, Bullying Prevention, Family Fun Festivals, Movie Nights, and Educational Programs (Reading and Writing focus). Of the 59 open ended responses, 23 parents responded with “anything”, “everything”, “whatever is planned” or “more family programs” to the question, “What kind of family events would you be interested in attending.”

Twenty-four percent (24%) of parents who answered the question (n=87) indicated **Friday as the preferred parent program day**, followed by 21% (n=18) selecting Wednesday and 17% (n=15) selecting Tuesday. Sunday was not a choice on the survey.

Family Engagement Night

Lights ON Afterschool and Bullying Prevention

Holiday Family and Financial Literacy Night



*This was an awesome event. We had a great time. L. Knight (parent who attended Family Engagement Night & End of the Year Awards)
(www.facebook.com/pg/boysandgirlsclubcoffeecounty)*

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 2018-2019 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: 97% 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.

*“Today, I gained knowledge about the academic **expectations** for the school year at the Boys & Girls Club. I also got to meet the teachers that will be working with my child this year.” (parent survey from 21st CCLC Kick-Off Family Literacy night 8/16/2018)*

Additionally, ninety-five percent (95%) of parents (n=18 of 19) attending multi-week family sessions (ex. Food Talk Better U, Staying Fit) responded favorably (yes) to the question, “By attending today’s program, I have gained increased knowledge regarding my **personal health and/or growth**”. These parents represent 29 regular attending students. “I like learning about new recipes and things that will improve my health and **benefit my family**” (*parent participant, Food Talk Better U program survey*).



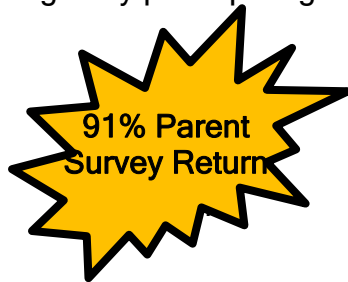
Food Talk Better U

OBSERVATIONS



Parent Results

Parents completed program satisfaction and information surveys consisting of 16 questions (rating scaled, open ended and opinion focused). Ninety-one percent (n=119 of 131) of regularly participating students had a parent / guardian complete a survey.



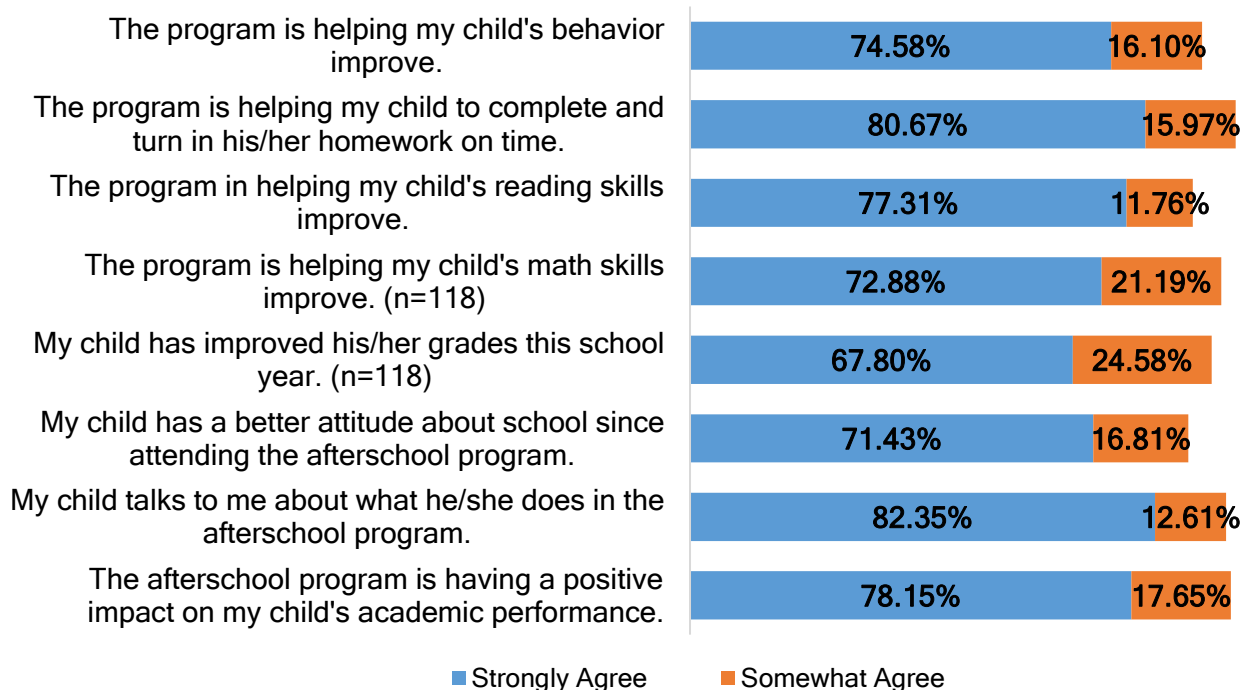
An impressive, **96.64% of parents agree the program is helping their child complete and turn in their homework on time**, followed by 95.8% of parents indicating their child talks to them about what they do in afterschool program.

Table 21: Common Data Elements from Parent Survey Results

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
119	107	10	115	2	117	0

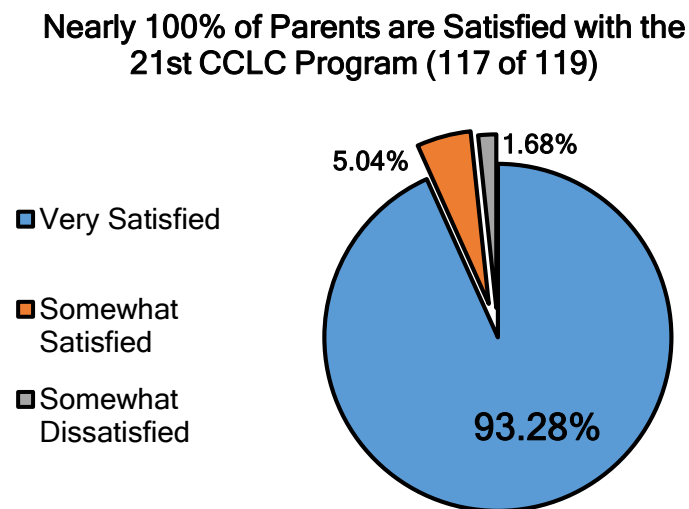
Figure 19: Parent Survey Responses

Program Helps Students Complete and Turn In Homework on Time



Only 3.5% (4 of 114) 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 73% of the 114 answered questions indicated their child would stay at home or go to another home supervised by a parent, relative, friend or sitter. Twenty-one (18.42%) parents stated their child would stay home alone if the afterschool program was not available. These responses clearly demonstrate how much the program is needed in Coffee County. Most parents indicated willing to pay a monthly fee ranging from \$50.00 (50%) to some “other” amount (22.1%) for their child to attend the afterschool program. Twenty-one parents (18.5%) responded “unable to pay.”

Figure 21: Parent Survey - Program Satisfaction



99% 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. Responses were entered in word cloud with the largest words indicating similar responses. Overwhelmingly parents shared they like their student receiving help with completing homework and school work assistance.

[illegible]

all my children are improving."

facility
challenging
homework
activities outside
educational growth
nothing
counseling
food going one academic
mandatory help none
more
teachers

Six parents shared their opinion of desiring a new and or bigger facility for the afterschool program.

Student Results

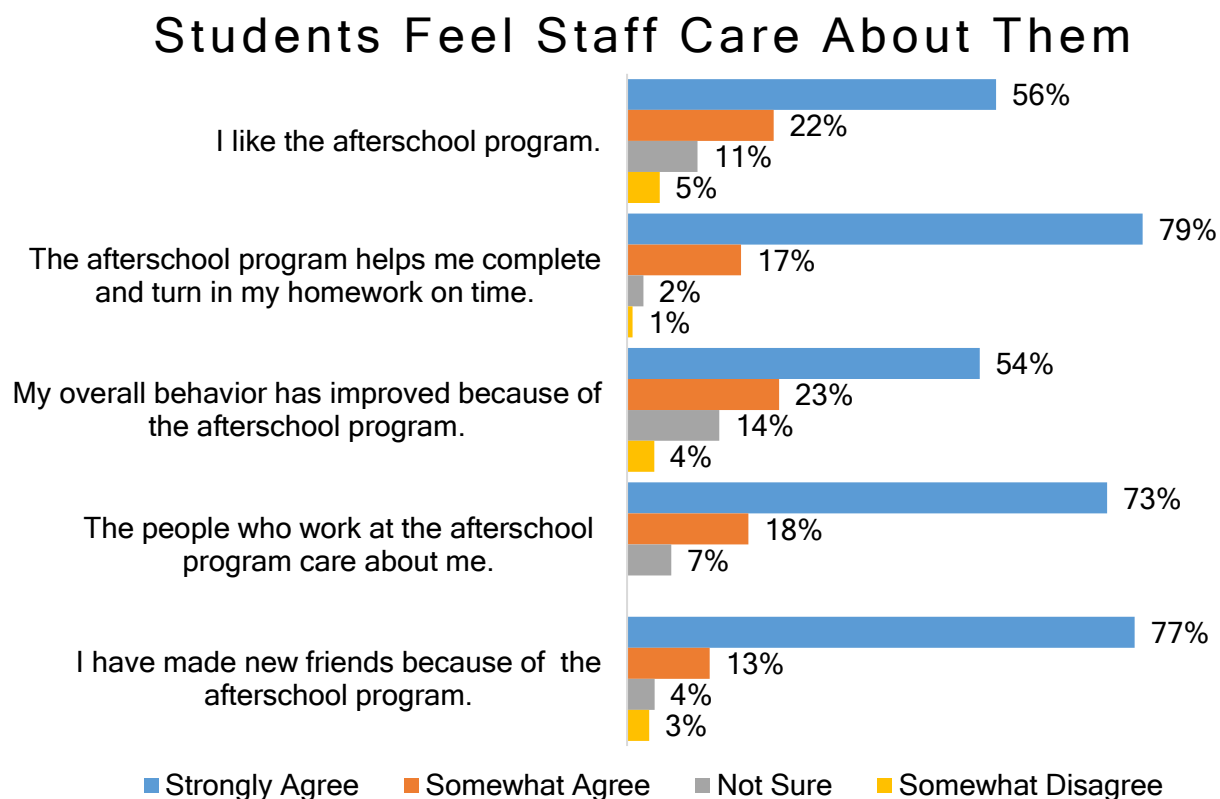
Spring of 2019, a student satisfaction survey was administered to students who regularly (30 days or more) participated in the 21st CCLC program. Surveys were slightly altered for grade levels (K-2, 3-5, and middle school) and 92% (n=121 of 131) of surveys were returned and analyzed. The purpose of the survey was to measure student attitudes of the program.

Table 22: Common Data Elements Student Survey Results

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
121	93	17	116	3	95	13

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

Figure 23: FY19 Student Survey Responses for identical questions grades K-8

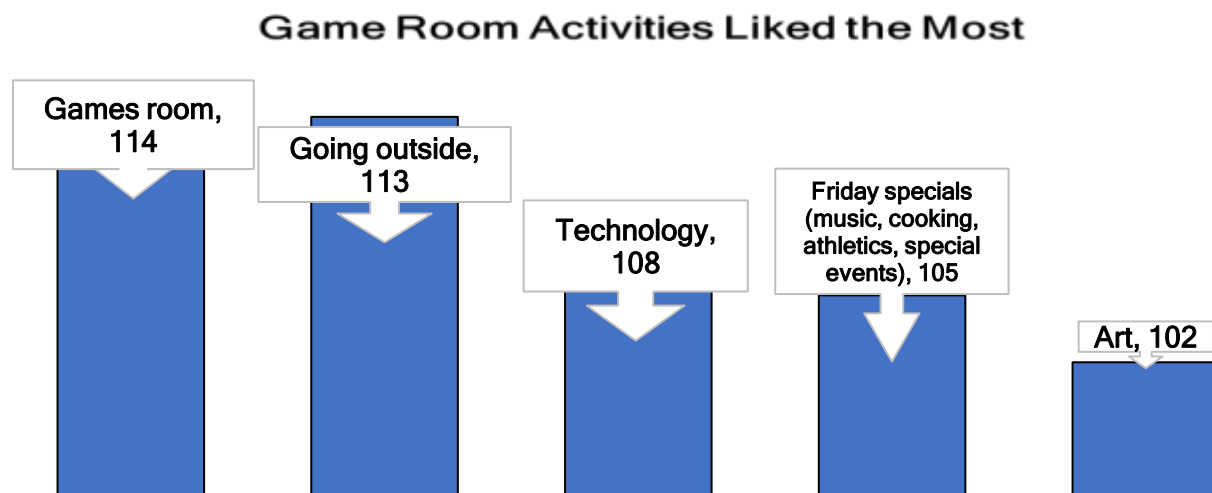


Notable results include: **96% of students indicate the program helps them complete and turn in their homework on time**, 91% indicate people who work at the afterschool program care

about them and 90% of the students report they have made new friends because of the afterschool program.

The student survey included a listing of program activities. Student responses regarding program activities follow:

Figure 23: Student Survey Results: Activities



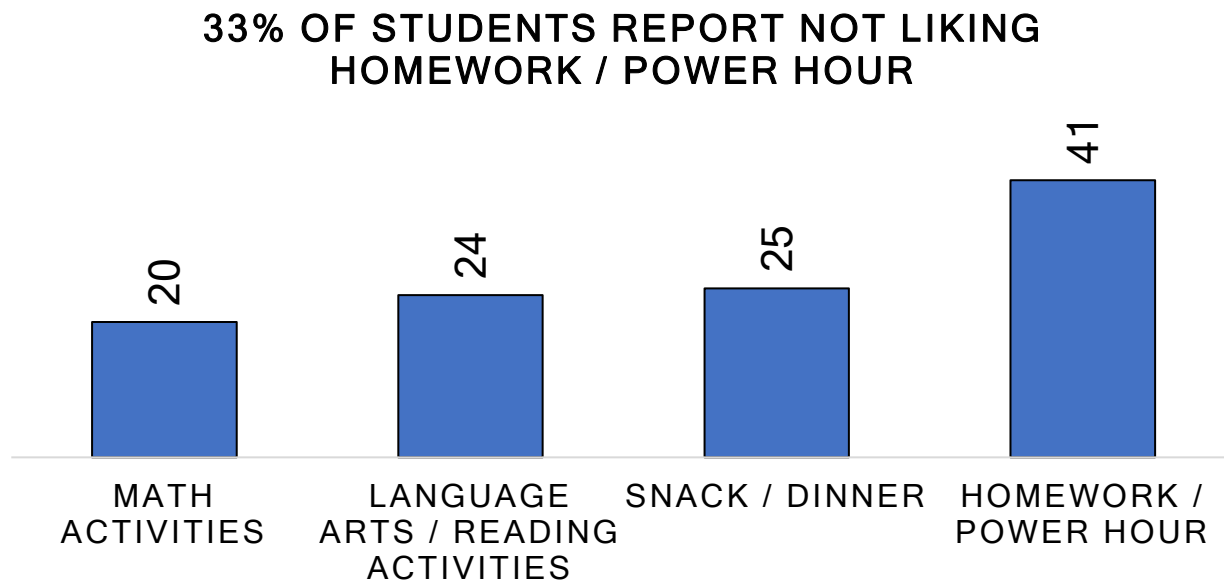
Students (n=114 of 131) indicate liking the game room the most. Games room, as identified on the program schedule, refers to activities held in the game room. For example, playing board games and indoor basketball hoops game. Going outside (n=113 of 131), Technology (n=108 of 131), Friday Specials (Clubs) (n=105 of 131) and Art (n=102 of 131) rounded out activities liked the most. Ninety- six students (73%) indicated strongly like or like STEM activities, a decrease from 2017-2018 of 84%. The top two rated responses, mirrored those who chose to answer the open ended question, “what do you like best about the afterschool program” (similar responses were themed).



What do you like BEST about the afterschool program? (104 responses)	
Outside (35)	Games Room (18)
Friends (13)	Activities (9)
Friday Clubs (6)	Technology (5)
Fun (4)	Staff (5)
Snack (3)	
Help with Homework, STEM, Everything, Mr. Bull, Meeting New People, Staff Treat Us Fair, We Have Goals,	

Friday Clubs: STEM Experiments

Figure 24: Student Survey Results: Lowest rated activities



Students (41 of 121) report Homework / Power Hour the lowest (do not like) of all the activities in the program. Snack / Dinner, Language Arts / Reading Activities followed by Math Activities are also identified as activities students do not like or strongly dislike. The lowest two rated responses, mirrored those who chose to answer the open ended question, “what you like least about the afterschool program” (similar responses were themed).

What do you like LEAST about the afterschool program? (100 responses)

Power Hour (37)	Food /Snack / Dinner (26)
Reading (5)	Teachers (4)
Environment: Clean / Small Space (5)	Art (3)

Kids are mean to other kids, people stealing games, when we get in trouble, people bully me, people get on my nerves, everybody is mean,

Students (92) responded to what they would like to change about the afterschool program.

What would you CHANGE about the afterschool program? (92 responses)

Food (30)	No Power Hour (11)
Nothing/I Don't Know (14)	More of what already doing (movies, outside time, STEM) (12)

No gnats outside, make program last longer, pool (2), Hoverboards (2), slime, bring phone, make window in the front office bullet-proof, slide for outside (2), bring toys from home, bullying (2), nap time (2)

**Students feel
safe at the
afterschool
program**

Students in grades K-5 (n=94 of 116) responded to the survey question, “I feel safe at the afterschool program.” Eighty-nine percent (89%) of the students responded favorably, 80% **strongly agreed** and 10% somewhat agreed, to feeling safe while at the afterschool program. **Students responding strongly agreed significantly increased from 67% as reported in 2017-2018.**

Students representing grades 3-8 (n=86) responded to the following questions:

Table 23: Student Survey Results for Grades 3-8

		Strongly Agree		Somewhat Agree		Not Sure		Somewhat Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
I'm doing better in school since I started coming here. (3-5 and 6-8)	86	35	41%	19	22%	19	22%	9	10%	4	5%
I feel better about myself because of the afterschool program. (3-5 and 6-8)	86	33	38%	18	21%	22	26%	5	6%	8	9%

All students representing grades 6-8 (27) reported **wanting to graduate from high school** and continuing their education beyond high school.



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

Building Solar Power Phones

Focus Session

The evaluator facilitated and recorded a focus session on May 8, 2019 with 6 students (3 females, 3 males). The grades represented: 2nd (1), 4th (2) and 5th (3). All races and ethnicities were represented. The purpose of the focus session was to verbally obtain end of the year perceptions and opinions about the program from participating students and compare the dialogue with other qualitative and quantitative outcomes as well as to identify areas of improvement and student interests for future programming consideration.

Summary of Findings

- All students said the afterschool program helps them get their homework done and 5 students said their grades have improved because of the afterschool program.
- All students identified Friday as their favorite day because of the “Clubs”
- All students said they know the afterschool teachers care about them and all students said they feel safe while at the afterschool program.

Edited Transcript

What are some things you like about the afterschool program?

Game Room Computers Hanging out with friends
Fridays (6) - Clubs: Cooking, Art, Science Experiments

How has the afterschool program helped you be more successful in school?

I get all my homework done (6) My grades have improved (5)
There are no distractions when doing homework at the afterschool program
Teachers are school teachers so they know what we working on and how to teach it
It has helped with my behavior

What are some activities your teacher does to help you with ELA and Math?

Learning Farm (3) Study Island Playing math games
Vocabulary Education Galaxy iXL
Reading to teacher Teacher reading us books

What are some things you would like to do in the afterschool program that you are not doing?

Use our phones (3) More Art (sculpting, pottery, how to make hair bows)
Spanish classes Archery Learn how to sew
Robotic Engineering Coding Keyboarding (2)
Learning how to take care of pets Cosmetology (hair and nails) (2)

Do you feel your afterschool teachers care about you? (see Success Stories)

Absolutely (4) Yes (6) 100% (2)
They want us to do our best
Mr. Bull helps our entire family
We can talk to Mr. Bull (3)
They teach us to correct our actions
We feel safe (6)
They would not come to work if they didn't care about us

In your opinion, what could be done to improve the afterschool program?

A real kitchen with oven, stove and refrigerator
More community service since the community gives so much to the club (2)
Security system with camera so video games are not stolen

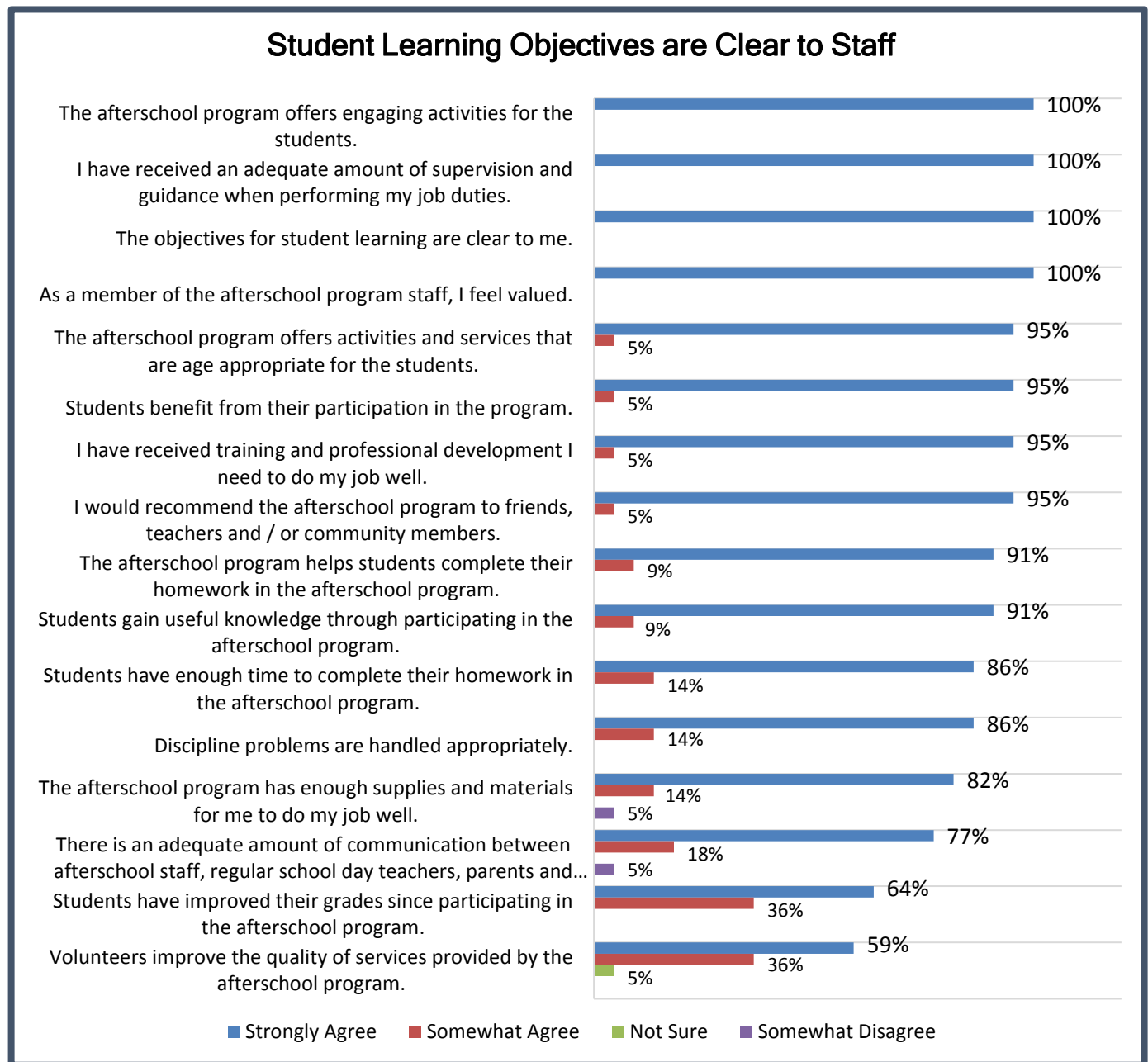
Staff Results

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 2019 consisting of sixteen questions, program activity ratings and two open ended questions. Twenty-two (22) staff members completed the survey. Program staff responses are presented below.



Program Staff Holiday Fellowship

Figure 25: Program Staff Survey Results

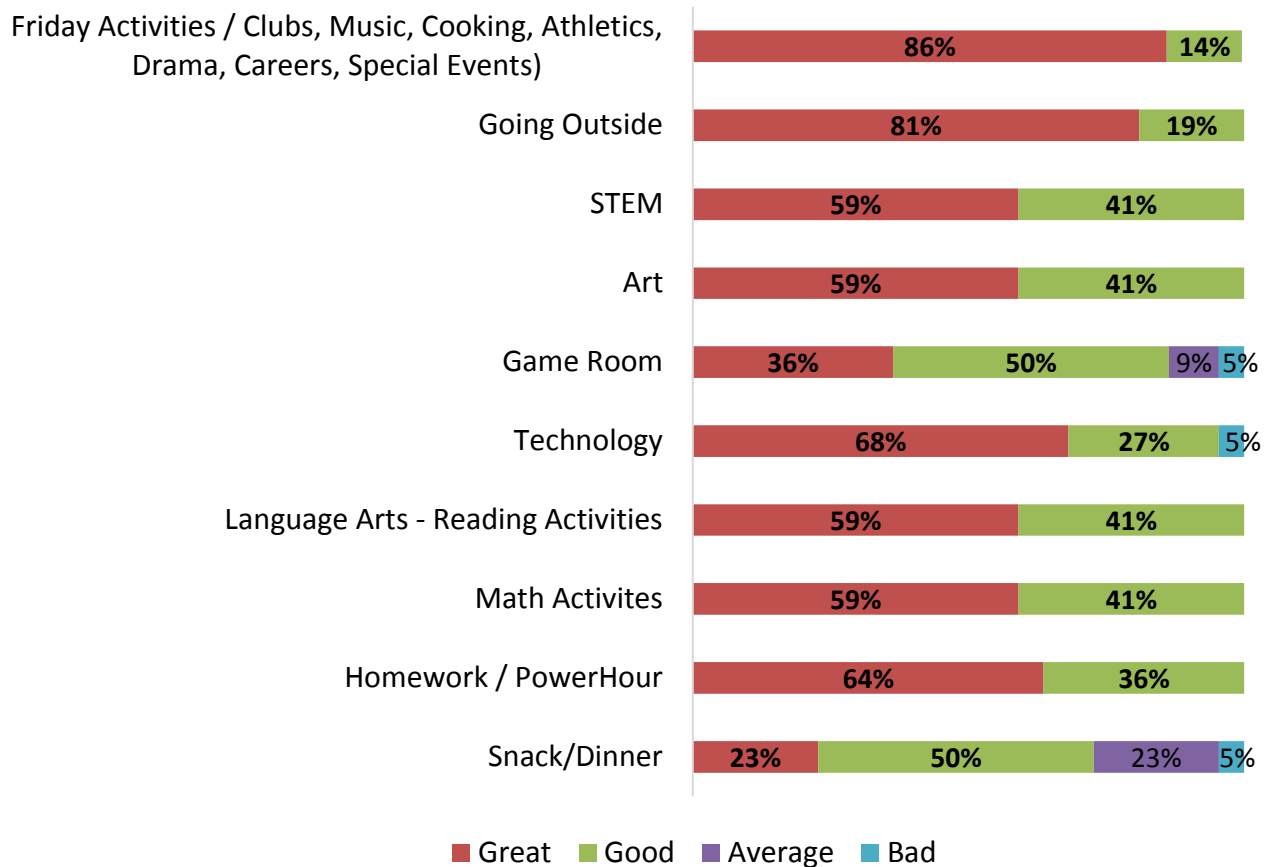


The majority of program staff responded favorably with strongly agree or somewhat agree to 91% (n=21 of 22) of the survey questions. This is a **favorable increase from 75% in FY18**. One staff member reported *somewhat disagree* to the questions, “The afterschool program has enough supplies and materials for me to do my job well” and “There is an adequate amount of communication between afterschool staff, regular school day teachers, parents and students.” **One hundred percent (100%) of staff reported *strongly agree* to the question “The objectives for student learning are clear to me” compared to 86% in FY18.**

Staff were asked to rate the program activities 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: Staff Survey: Program Activities

Friday Activities and Clubs Continue to Rank Highest with Staff



Friday Activities (Clubs, music, cooking, athletics, drama, careers, and special events) ranked highest with 86% of program staff reporting **great**, followed by going outside with 81% reporting great. Staff reporting great for technology programs improved from 64% in 2017-2018 to 68% in 2018-2019. Art programming as reported from staff as great fell to 59% in FY19 compared to 77% in FY18. In addition, the games room ranking as reported with great or good decreased from 95% in 2017-2018 to 86% in 2018-2019. The lowest ranked activity was Snack / Dinner with 23% reporting average and 5% of staff reporting bad.

Results from the open ended questions from the staff survey are provided below.

What are the <u>strengths</u> of the afterschool program?
Materials, supplies and resources to help students
Extra academic help to students
Teacher support
Homework help and caring teacher
The strengths are students get help with homework and they have access to the computer for homework
Providing a place for students to come after school who may have otherwise been home alone
A good positive atmosphere
Positive role models provided for students
Caring staff. Feels like a family
Student activities, provide food and transportation
CEO!
Power Hour, STEM
Preparing the students for the future
Giving kids a place to learn together outside of school
Building student relationships that are positive and encouraging
Helping students with homework, giving care to students when need, being able to provide meals to those who may not be able to get when go home
We are like family - staff
We have great staff who want students to perform above their grade level.
Good times, leadership, positive role models and supervision

What needs to be <u>improved</u> in the afterschool program?
Bigger building / space / facility (5 people)
Nothing needs to be improved besides adequate space / facility to do more activities
More funding trip during school year
Building repair
Snack and Dinner (3 people)
More games in the game room
More support is always good!
more activities, more students learning early
We need to be in a bigger and better facility. I am praying for this to happen
We need a bigger better equipped facility i.e. (pool, basketball, tennis court all indoors) (2 people)

Program 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 below.

Student or Program Success Statements:	
A student stated they were passing their classes because of the help they receive on homework and projects. Students love to see their grades and improvements from 9 week to 9 week. They are always competing with himself/herself to reach/pass their goal.	
BGC is providing a safe environment that is conducive for academic extension, self-discovery and exploration.	
I have personally seen students thrive both academically and socially with attending BGC.	
Kids bond with some of their teachers and are excited to see them.	
The Boys and Girls Club has provided students with a meal before going home each night and many students that seek attention have been provided the attention they need.	
Student A: student was so immature when he first came to the BGC but now he is displaying great leadership skills and responsibility with his homework	
I know of a fourth grader whose study habits have increased tremendously since the year began. She sits and finishes all homework without being asked now.	
Parent: My daughters grades and attitude changed tremendously since going to the Boys & Girls Club.	
During STEM several students spoke on how they were taught how to make the no-bake dishes and they were going to.	
One student came and did not try to do her homework. She did not seem to care about her grades and did not have any friends. Now she has turned her grades around, starts working on her homework without being asked, and everyone in the room is her friend.	
If we can keep the program going strong kids can get the attention they deserve.	
Have kids that rarely talk open up to your and they then become eager to learn.	
Student A: I passed by test because you help me make flashcards. Student B: my grades went up by 5 points.	
We took kids in a family that really needed the help! The kids are doing great and their grades have improved!	
We have a senior citizen working in our BGC Kids Café who has a touch of dementia. We want to keep her active and alert to slow down the terrible disease. All the students love her dearly.	
Watching kids make better decisions than they normally would.	

Additional Comments from the Program Staff Survey:

Additional Comments about the afterschool program:	
Great program and staff feels and treats everyone like family!	
My favorite job!	
Put it simple. Students go from a zero to a HERO! The love is real!	
It is very helpful!	
Great staff to work with every day!	
I enjoy coming and hopefully making a positive impression on our youth.	
I love the afterschool program! (4 people)	

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



Success Stories

Figure 23: Success Stories

Student Focus Group (recorded and transcribed by evaluator)	
Question: Do you feel your afterschool teachers care about you? <i>"Absolutely, 100% yes. They want us to do our best. They are hard on us to help us correct our actions and try to teach us what the real world is like. Mr. Bull cares about us. He not only does his best for us, but also our family. The BGC is pretty much like a home for kids that don't really feel like they have a home. When your parents don't pay attention to you, Mr. Bull pays attention to you. It is a matter of life that Mr. Bull cares about. Mr. Bull always says if you need someone to talk to just come find me (Mr. Bull) or Ms. CeCe."</i>	
School Day Teacher	Program Staff
*Monica's (4th grade) behavior and attitude have improved so much. She loves going to the B&G Club and she needs the relationships with adults that she forms there.	*Steve was so immature when he first came to the BGC but now he is displaying great leadership skills and responsibility with his homework.
Program Staff	Parent Program Participant
*Ann came to BGC and did not try to do her homework. She did not seem to care about her grades and did not have any friends. Now she has turned her grades around, starts working on her homework without being asked, and everyone in the room is her friend.	"I like learning about new recipes and things that will improve my health and benefit my family."
Parent	Program Staff
My daughters grades and attitude has changed tremendously since joining the Boys & Girls Club.	A student stated they were passing their classes because of the help they receive on homework and projects. Students love to see their grades and improvements from 9 week to 9 weeks. They are always competing with himself / herself to reach and pass their goal. The afterschool program is a great program and has staff that treats everyone like family.
Student, 6th grade	School Day Teacher
The thing I like about the Boys & Girls Club is all the teachers taking their time to teach me	*Sam (7th grade) is doing well (in part) because of this program, which is why he needs no improvement (referencing teacher survey)
Program Staff	Program Staff
Put it simple. Students go from a zero to a HERO! The love is real!	We have a senior citizen who works in the Kids Café who has a touch of dementia. The program helps her to keep active and alert to slow down the terrible disease. All the students love her dearly.
Parent of 5th grade student	Parent of 5th grade student
One thing I like about the afterschool program is that he gets helps with his homework. The way homework is done now is not easy for me as a parent.	One thing I like about the afterschool program is it teaches him skills to use long term and helps him grow into a young man.
Parent	
What an awesome experience for my kids today to meet the governor and his crew! Thank you BGC for giving my littles this experience.	

Georgia Afterschool & Youth Development Quality Standards (ASYD):

Quality Element 9 / Family & Community Partnerships

The Coffee County 21st CCLC program implements the continuous improvement model, utilizing the guiding elements of the ASYD Quality Standards. The following elements were assessed in 2016-2017: Elements 1, 2 and 7 and Element 3 in 2017-2018. Evidence that indicators continue to be practiced is referenced in the Quality of Staffing section of this report.

Over the course of 3 site observations, in addition to reviewing of program records and surveys, social media reviews and communication with the Program Director, staff, students and parents, the external evaluator utilized Element 9 / Environment & Climate Standards as an assessment measure. Following are evidence notes of the standards.

Table 24: ASYD Quality Element 9

Quality Element 9: Family & Community Partnerships		
	Standard	Evidence Notes from Evaluator
9.1	Builds meaningful relationships with families and caregivers and interacts with them in respectful and welcoming ways	As parents enter the facility, they are greeted by a staff member in a welcomed manner. The facility is vibrant and fresh allowing for a comfortable feeling. There are several chairs and a couch in the entry where the evaluator observed a parent and staff member sitting on and having a conversation. Nightly program pick up allows the Family Services Coordinator to interact with parents. Ms. CeCe (Family Services Coordinator) knows the names of parents as observed on two occasions and calls them by their name. The Director has made a deliberate effort to get to know the needs of not only the students the Club serves but also the needs of the family. The evaluator has observed the Director several times talking to parents about search for employment. The retention rate of students in the program is an indicator parent's feel welcomed. Parent surveys reflected an abundance of responses regarding staff caring about their children. Several parent sessions allowed for parents and staff to participate and interact together in activities, helping to cultivate relationships (End of year dance, Zumba). The program encourages parents to see where their students' rooms are and to meet with program staff. On two occasions (formally) parents could visit classrooms and meet with staff, although they are welcomed all during the year. The program holds an orientation session and goes over expectations for students and parents.
9.2	Develops and maintains community collaborations to improve and extend programming	The program has an abundance of community support which contribute to overall operations, programming, needs of the club and population served. For example (small sample): law enforcement facilitated a session for middle school students on bullying and social media; the Fire Department held a walk to raise money for the club; numerous community agencies participated in "trunk or treat" for students and families; the college facilitates the STEM program on Fridays; members of the college softball team help students with homework; Wal-Mart donated truckloads of materials and goods for programs, the family store and rewards; Lowes donated labor and materials for building improvements (floors, paint, fence for safety). Director is not afraid to "ask" for things he needs and is successful in building and maintaining long term relationships, as evidence of the numerous contributions made annually.
9.3	Communicates with families or caregivers regarding youth needs and well-being	Evaluator noticed improvements in 9.3 from previous year. Program held two formal times for parents to walk into each classroom and TALK with teachers about student progress. Family Services Coordinator has ongoing communication with parents and is visual at the club so parents feel comfortable in speaking with her. Program does a great job in acknowledging students (and parents) often with rewards: attendance award, kindness award, parent engagement bucks to use at the family store. Positive messages are constant in daily programs. Behavior issues or concerns are expressed to parents in an effort for a team approach for improvements. The facility offers areas for private conversations with parents as needed.

9.4	Solicits and incorporates the input of families or caregivers in decision making	The program has an active parent advisory committee that meets several times a year (agenda and minutes kept). Attendance at the advisory meetings varies (12-28). Parents have the opportunity and are encouraged to provide input about the program and assist with developing strategies for issues the program may be having (ex. students being present for Power Hour). Parents give input on parent events to hold and volunteer with activities (trunk or treat). Parents complete annual program surveys. Informal conversations with parents are the norm at the club, even with the evaluator. The evaluator feels (and observed) the club is very family friendly, student AND parent supportive .
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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 9.



While the program receives generous support from the Coffee County community, it is not all “take”. Students provide a good amount of service, which helps build and strengthen community relationships. Students have volunteered to pick up trash around the grounds and community, collected and donated food to the animal shelter, made holiday cards and gift baskets for senior citizens and the older students have provided peer reading to the younger students, thus providing education about the importance of giving back. *“I think we should provide more community service since the community gives so much to the club” (student focus group).*



Pictures (top left): law enforcement facilitate program, Saving Grace provides food for students to take home on long weekend, softball player helping with homework, family closet with donations, community booth for trunk or treat, firemen walk, baskets for senior citizens.

PROGRESS TOWARDS SUSTAINABILITY

The Coffee County 21st CCLC program is well-positioned for the implementation of a long term sustainable program. During the 2018-2019 year, the Program Director continued to



*Program visit by
U.S. Congressman Rick W. Allen*

nurture existing partnerships, while establishing new ones.

Personal relationships with local, state and Federal elected officials were cultivated, with an intentional focus on program awareness, impact and outcomes. In 2018-2019, 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 actively advocates for efforts to secure long term program sustainability.

While long-term capacity continues to be built, the Coffee County School District submitted a competitive proposal to the Georgia Department of Education to continue and expand the existing 21st CCLC program. The program has an impressive amount of support with formal and informal partnerships. Twenty-five partners were identified, with an estimated \$146,877.00 in program contributions (in-kind, goods and materials and staffing).

Table 25: Partnerships

Agency Name / Community Partner	Role	Estimated Dollar Value of Contribution
Allison Ag Insurance LLC	Type: For-Profit Entity	
	Raised Funds	\$2,300.00
Central Baptist Church	Type: Faith-Based Organization	
	Raised Funds	\$500.00
Christian Covenant Church	Type: Faith-Based Organization	
	Raised Funds	\$3,007.00
City of Douglas	Type: Other Unit of City of County Government	
	Type: In-Kind Donations	\$18,000.00
Coffee County Sheriff's Office	Type: Other Unit of City or County Government	
	Provided Volunteer Staffing	\$6,400.00
Community Partners	Type: Other	
	Raised Funds	\$27,114.00
Douglas Elks Lodge	Type: Community-Based Organization or other Non-Profit	
	Raised Funds	\$750.00
Douglas Exchange Club	Type: Community-Based Organization or other Non-Profit	

	Raised Funds	\$1,000.00
Douglas Kiwanis Club	Type: Community-Based Organization or other Non-Profit	
	Raised Funds	\$1,000.00
Douglas Rotary Club	Type: Community-Based Organization or other Non-Profit	
	Raised Funds	\$2,500.00
Ernest & Karen Arnold	Type: Other	
	Raised Funds	\$1,200.00
First Baptist Church	Type: Faith-Based Organization	
	Raised Funds	\$100.00
FUMC Aldergate Class	Type: Other	
	Raised Funds	\$300.00
James Polk	Type: Other	
	Provided In-Kind Donations	\$5,000.00
Kids Cafe Program	Type: Faith-Based Organization	
	Provided Goods/Materials	\$20,000.00
Lott Holdings LLC	Type: For-Profit Entity	
	Raised Funds	\$2,500.00
Lowe's	Type: For-Profit Entity	
	Provided In-Kind Donations	\$7,000.00
Optima Chemicals	Type: For-Profit Entity	
	Raised Funds	\$5,000.00
South Georgia State College	Type: College or University	
	Provided Paid Staffing	\$5,097.00
	Raised Funds	\$250.00
Sunbelt	Type: Other	
	Provided In-Kind Donations	\$207.00
United Way Of South Georgia	Type: For-Profit Entity	
	Raised Funds	\$4,167.00
Wal-Mart Distribution Center	Type: For-Profit Entity	
	Other	\$11,167.00
	Provided Goods/Materials	\$9,541.00
	Provided In-Kind Donations	\$9,503.00
Walmart Distribution Transportation	Type: For-Profit Entity	
	Other	\$500.00
	Provided Goods/Materials	\$500.00
	Provided In-Kind Donations	\$500.00
Walmart Supercenter	Type: For-Profit Entity	
	Provided Goods/Materials	\$1,450.00
Williams Foods	Type: Other	
	Provided Goods/Materials	\$324.00



Re-doing floors by Lowes



Wal-Mart delivering materials and supplies



Law enforcement volunteers for trick or trunk

Sustainability efforts also include cultivating the support from community agencies and volunteers. In addition to the plethora of community agencies providing their time to facilitate special programming and events (ex. Family Carnival, Bullying Talk, Educational Field Trips, Firefighter Walk to Support BGC), the program relies on volunteers for day to day support. The Coffee County 21st CCLC program documented **1,083.47 volunteer hours** among 11 people. This is large decrease from 2,753.91 hours reported for FY18 and in addition to having 20 less volunteers. Volunteers assist in classrooms, the kitchen and occasionally provide office support.

Table 26: Volunteer Logs

Month	# of Volunteers	Hours Provided	Month	# of Volunteers	Hours Provided
Aug-18	1	24.45	Jan-19	3	150.03
Sep-18	3	74.69	Feb-19	4	120.9
Oct-18	4	166.91	Mar-19	4	106.34
Nov-18	4	182.98	Apr-19	6	115.13
Dec-18	3	122.13	May 19	2	20



Eighty-nine percent (89%) of program staff agree volunteers improve the quality of services provided by the afterschool program. (Staff Survey, Spring 2019)

“We have a senior citizen who works in the Kids Café who has a touch of dementia. The program helps her to keep active and alert to slow down the terrible disease. All the students love her dearly.”

Ms. “Smith” provided 84.55 hours of service to the program this year and more importantly the program allowed her to continue to contribute despite her disease. The evaluator spent time with her on two site visits and found her to be a “golden” asset.

OVERALL RECOMMENDATIONS

The 21st 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 County School District, Boys & Girls Club Board of Directors and the numerous community partners and volunteers. With the strength of this support, the 21st CCLC program allows the Boys & Girls Club of Coffee County Region to implement a **highly-effective, quality 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 21st 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.

Seventy-four percent (74%) 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 72% of students actively participating in the program improved or maintained an “A” or “B” average in their math grade. More than 80% of students scored at the developing learner’s achievement level or above in ELA and Math on GMAS. Significant improvement was made in Science with 92% of students scoring at the developing learner’s achievement level or above. School day teachers report the greatest improvements in academic performance, classroom participation, being attentive in class, volunteering (ex. extra credit or more responsibilities) and completing homework. Ninety-six percent of students indicate the program helps them complete and turn in their homework on time, 91% indicate people who work at the afterschool program care about them and 78% of the students report they like the afterschool program. Almost 100% of parents report wanting their children to continue participating in the afterschool program next year and are satisfied with the program. Program staff feel valued and exhibit a high retention rate over the past four years. Ninety-four percent of the students attended the program for more than 30 days, of which 113 students attended the program for more than 91 days. The program reflects improving student outcomes throughout the 21st CCLC FY15 cohort cycle.

The Boys & Girls Club facility used to implement the 21st 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. Family and community

partnerships are evident and strengthen operations and programming and assist in meeting student and family needs. The program continues to implement best practices, identified by ASYD in on-going planning and implementation of a quality based program.

2018-2019 was the final year of the cohort FY15 21st CCLC grant funded program. With successful sustainability strategies, future programming recommendations are summarized below.

- Maintaining the **tremendous asset of the existing Program Director is critical**. Evidence reflects the current Program Director is the glue to the program. Student outcomes have improved since his employment, staff morale remains high, parents are aware of and support his expectations for children and the program, and he is highly respected in the community and leads with his heart.
- 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.
- Closely monitor school day attendance each term to identify students with increased absences and implement support strategies (ex. meeting with Family Coordinator).
- 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.
- With a decrease in the number of volunteers and service hours provided, perhaps the program should re-evaluate sign in process and/or tracking of volunteers and which volunteers are captured for service (regular volunteer versus one time volunteer).
- May 2020 will be the first year students who previously attended the 21st CCLC program will be completing the 12th grade. The program may want to work with the District and evaluator to assess the long-term impact of 21st CCLC and ask questions such as: did the student graduate high school and was the student academically successful. With a successful student retention rate, developing a process of tracking long-term indicators this next year is a measurement system the program can use for years to come.



Picture provided by Windi Renee Photography

For more information on the 21st CCLC program
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