

**Thomasville Community Resource Center Evaluation of 21st  
Century Community Learning Center**



**Grant A Activities for 2016-2017**

**for**

**Cross Creek Elementary**

**Garrison-Pilcher Elementary**

**Harper Elementary**

**Thomas County Middle School**

**Felecity N. Burns, PhD**

**Independent Evaluator**

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# **Thomasville Community Resource Center Evaluation of 21st Century**

## **Community Learning Center Grant A Activities for 2016-2017**

### **Cross Creek Garrison-Pilcher Harper Thomas Co**

#### **Felecity N. Burns, Ph.D. Independent Evaluator**

## **Introduction**

This report summarizes findings and recommendations from a formative and summative evaluation of the 21st Century Community Learning Center (CCLC) projects at the following four sites: Cross Creek Elementary, Garrison-Pilcher Elementary, Harper Elementary, and Thomas County Middle School. These projects are facilitated by the Thomasville Community Resource Center (TCRC). Thomasville Community Resource Center (TCRC) operates seven 21st Century Community Learning Centers (CCLC) in Thomasville, Ga. This evaluation reflects activities conducted and data collected over the 2016-2017 academic year in keeping with contractual obligations with the Georgia Department of Education.

Though formative evaluation findings have already been reported to Georgia DOE as part of a web-based reporting system in January of 2016, these findings (with supplemental and/or updated comments) are also denoted in this report. This report provides a comprehensive overview of observations and findings on all program sites for the 2016-2017 academic year. It characterizes an analysis of required data (by Georgia DOE) collected throughout the academic year in addition to supplemental data and observations recommended by the evaluator in order to provide a comprehensive evaluation in keeping with best practice standards and

recommendations for 21st CCLC evaluations by the federal government and professional literature. Site managers and staff have contributed tremendously in assisting with the implementation of the 21st Century Community Learning Center grant activities and this evaluation.

## **Overview**

The history surrounding TCRC dates back to 2008. TCRC began providing 21st CCLCs at Scott Elementary, later transitioned the provision of 21st CCLC at Williams Boys and Girls Club and Thomasville High School began during the 2010-2011 academic year; the program at the Jackie Robinson Boys and Girls Club began 2014-2015 academic year. TCRC continued to facilitate the 21<sup>st</sup> CCLC with the inclusions of Cross Creek Elementary, Harper Elementary and Thomas County Middle Schools in Fiscal Year 2015-2016 under Grant A. Evidently, TCRC has grown over the years to where that the services have rendered to neighboring Grady County, Cairo Georgia, servicing students at three additional sites under Grant B. At nearly a year of evaluating, TCRC Grant A teaching staff (at all sites) demonstrated stability in organizational practices and professional leadership.

This evaluation is composed of four sites, three (3) elementary schools and 1 middle school all part of the Thomas County district located in Thomasville, Georgia. According to Census Bureau<sup>1</sup> as of July 2016, Thomasville has a population of approximately 18,554 for which the majority are African American (53.8%) following by Caucasians (43%) and those that are Hispanic or Latino (5.05%). Approximately 29% of the population is under the age of 18 and the median income for a household in the city is \$23,054. About 24.4% of families and 30.0% of the population were below the poverty line, including 41.2% of those under age 18.

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<sup>1</sup> US Census Bureau, 2016 Thomasville Georgia

The amount of free or reduced lunch at these schools indicate that the area has a higher level of poverty than the state average. Schools may not charge more than 40¢ for reduced-price lunches, nor more than 30¢ for reduced-price breakfasts. Students from families with incomes at or below 130% of the federal poverty level are eligible for free meals. An analysis by O'Connor & Fernandez, (2006)<sup>2</sup> found that too often when states and schools provide poor students fewer educational programs like Advanced Placement, gifted and talented programs, and advanced math and science classes, they perform more poorly in life. Studies have linked participation in programs as 21st CCLC with better outcomes later in life. Their analysis uses free and reduced-price lunch to estimate poverty at schools.

### **Site Information/Student Attendance**

Thomas County Resource Center Grant A targeted 124 students for the 2016-2017 school year. The center managed to enroll 219 student attendees of which 154 attendees (70% of the targeted students participated for 30 days or more. Collectively, the daily average of attendance was 28 regularly attending students.

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<sup>2</sup> O'Connor, C., & Fernandez, S. D. (2006). Race, class, and disproportionality: Reevaluating the relationship between poverty and special education placement. *Educational Researcher*, 35(6), 6–11.

**Table 1 2016-2017 Site Characteristics of TCRC 21st CCLC: Target Population and Participation**

Site Name	Grade Level	Projected Number to Serve in Proposal	Number of regular attendees who attend 30 days or more	Average number of days of regular attendees attend	Number of students who attended less than 30 days	Public and Private Feeder Schools
<b>Cross Creek Elementary</b>	3-4	34	40	28	12	Jerger Elementary
<b>Garrison-Pilcher Elementary</b>	1-2	33	37	24	8	Cross Creek Elementary Eastside Elementary; Hand and Hand Primary
<b>Harper Elementary</b>	Pre K-5	30	37	29	0	Bishop Hall Charter; Cross Creek Elementary; Garrison-Pilcher Elementary; Hand and Hand Primary; Jerger Elementary
<b>Thomas County Middle</b>	5-6	30	40	27	3	Thomas County Central Middle; Thomasville High

Cross Creek Elementary enrolling 755 students in grades three and four and it has 51 teachers on staff is above both the state and district averages for the percentage of students eligible to receive free or reduced-price lunch. On average, 65 percent of students at Cross Creek Elementary qualify for free or reduced-price lunch. The service projections for Cross Creek Elementary were 34. This site met and surpassed these expectations with 40 regular attendees. This site was open after school for five days a week for a total of 15 hours a week (see Table 1). The daily average of regularly attending students was 28. The population of children (regular



attendees) at this site is almost entirely (83%) African American (n=43), 8% Caucasian (n=4) students, 4% Hispanics (n=2), 4% identified as two or more races (n=2), and 2% race data was not provided (n=1). There were more female students (n=28) than males (n=24) and ten students identified as having special needs or disabilities. This site serves children in grades 3 through 4, although students in second through fourth grade are most represented and represent 77.4% of the total amount of regular attendees. Students are bused to the site and come from one feeder school; Jerger Elementary.

Harper Elementary enrolls 433 students. There are 93.4 percent of Harper Elementary School students on free and reduced lunch assistance is significantly higher than the state average of 62.6%. Students at a participating school may purchase a meal through the National School Lunch Program. Families with incomes between 130% and 185% of the federal poverty level are eligible for reduced price meals. Harper Elementary aggregate target number of children planned for this site was 30 children/youth. This target was slightly passed with 37 students. All students in the program attended for 30 days or more. The daily average of regularly attending students was 29. The population of regular participants is entirely African American (100%). The number of female (n=19) male (n=18). None of the regular attendees were identified as students with special needs or disabilities. All students in this program were identified as recipients to free and reduced lunch. The program serves children in Pre-Kindergarten through grade 5. A total of 5 feeder schools have been identified, Bishop Hall Charter, Cross-Creek, Garrison-Pilcher, Hand and Hand Primary, and Jerger Elementary.

Garrison-Pilcher Elementary makes up the largest elementary school student body size in the school district with 814 students. The student population consists of Caucasian (52.3%), African American (37.3%), and Hispanic (6.3%). Students receiving free or reduced lunch totals

82.6%. This school has 54 full time teachers. Garrison-Pilcher has the least amount of teachers, lowest percentage for free and reduced meals and the best ratings among the schools in the district. Garrison-Pilcher Elementary aggregate target number of children planned for this site was 33 children/youth. This target was exceeded as the program had 45 students, 37 regular attendees, only eight (8) did not participate longer than 30 days. The daily average of regularly attending students was 24. The population of regular participants is 80% African American (n = 36), 11% are Caucasian (n= 5), 7% are Hispanic (n=3), and one person identified with two or more races. This suggests that there is a disproportionately higher percentage of participants that are African American than in the general school population. There are a fewer number of female (n=19) than male (n=26) among the regular participants and one of the regular attendees were identified as students with special needs or disabilities. There are 3 feeder schools in conjunction with Garrison-Pilcher, Cross Creek Elementary, Eastside Elementary, and Hand and Hand Primary.

Thomas County Middle School enrolls 1,548 students. The student population consist of 56% Caucasian, 34% African American, 6% Hispanic, and 3% Other. The percentage of students receiving free and reduced lunch is 83%. This school has 104 full time teachers. The service projections for Thomas County Middle were 30. This site met and exceeded these expectations with 43 attendees, 40 regular attendees, and only three students that attended less than 30 days. The daily average of regularly attending students was 27. The population of children (regular attendees) at this site consists of (40%) African American (n=30) with 5 % Caucasian students (n=2), 25% Hispanic (n=10), and one student identified with two or more races. There were more female students (n=24) than males (n=19) and five students identified as having special needs or disabilities. This site serves children in grades Pre-K through 12, students in fifth

through sixth grade are most represented and represent 63% of the total amount of regular attendees. Students are bused to the site and come from two feeder schools; namely, Thomas County Central Middle and Thomasville High.

## Program Operation

*Table 2 Daily Program Operation by Site*

Afterschool Hours of Operation					
<b>CROSS CREEK</b>	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	3:00PM	3:00PM	3:00PM	3:00PM	3:00PM
End Time	6:00PM	6:00PM	6:00PM	6:00PM	6:00PM
Afterschool Hours of Operation					
<b>GARRISON-PILCHER</b>	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	3:00PM	3:00PM	3:00PM	3:00PM	3:00PM
End Time	6:00PM	6:00PM	6:00PM	6:00PM	6:00PM
Afterschool Hours of Operation					
<b>HARPER</b>	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	3:00PM	3:00PM	3:00PM	3:00PM	3:00PM
End Time	6:00PM	6:00PM	6:00PM	6:00PM	6:00PM
Afterschool Hours of Operation					
<b>THOMAS COUNTY</b>	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	3:00PM	3:00PM	3:00PM	3:00PM	3:00PM
End Time	6:00PM	6:00PM	6:00PM	6:00PM	6:00PM

The four centers that are covered in this evaluation are Cross Creek Elementary, Garrison Pilcher Elementary, Harper Elementary, and Thomas County Middle School. TCRC offers services for students in regular academic classes and students that have learning disabilities. The four reported sites were open after school for five days a week for a total of 15 hours a week (see Table 2). During hours of operation TCRC assists students with their homework and target academic enrichment around the areas of math, reading\ language\ writing and science. TCRC academic enrichment curriculum is set up to meet the students' individual need so that they can become efficient and independent learners.

Thomasville Community Resource Center organizational structure is well-defined. The

program operation is one to be commended for the consistency in professionalism and efficiency. The Executive Director works directly, collaboratively, and provides guidance and oversight with the Program Manager on major program decisions dealing with funding, staffing, resources, and special events. The Executive Director has primary (or final) decision-making authority on these major elements that impact program structure, but the Program Manager is an active participant in this process. The Program Manager makes decisions about daily operations with guidance from program regulations that are set by the State of Georgia and reports directly to the Executive Director. The Executive Director's position lies heavily with interacting with community collaborators/stakeholders, program staff, program participants and their parents.

The Program Manager takes a very hands on approach with the site coordinators she supervises. Staff meetings regularly took place weekly between the Program Manager and site coordinators. The evaluator was fortunate to evaluate the operation of these sites on numerous occasions when the site coordinators were in there weekly staff meetings. Admirably, each site's lead teachers continued to support the mission of TCRC without the presence of site coordinators in a controlled fashion. All lead teachers are adequately certified with an abundant of experiences to assist in running an effective program as TCRC. From the evaluator's observation, TCRC site coordinators do well with taking on challenges as to how they can improve their performance, increase parental involvement, and introduce their students to learning that is exciting, 21st century driven, and able to master the State of Georgia's Assessments. Through observations, most teachers demonstrated appropriate and effective teaching skills and utilized a variety of diverse techniques and resources in group and individual instruction/lessons. Each site's lesson plans were developed by teaching staff. Site coordinators were responsible for reviewing teaching plans with the Program Manager during weekly staff

meetings. Together, staff does well with sharing information and resources with one another for overall program success. For the most part, staff at all sites seemed to interact with one another in a professional manner. Most teaching staff reported a positive working relationship with their site coordinator. The team culture that existed with this indicated that positive relationships and communication among the afterschool staff appeared to enhance their ability to expand their roles; and the frequent interaction among program staff also appeared to have a positive impact in fostering problem solving (when they arrive), hence decreasing the level of assistance sought from the site coordinator

TCRC prior years have illustrated operation stability amid site coordinators ability to adhere program's protocols and communication with administration, which has carried over to this fiscal year. Teaching staff reported the communications between them [teachers] and site coordinators were efficient. Staff commended the relationship between parents and staff and the great impact it has on the students' overall will to do.

## **Staffing**

TCRC staff functions with full capabilities to execute the goals and mission of the organization. Twenty four staff members participated in professional development trainings for fiscal year 2016-2017. The most common types of professional development offered across programs at TCRC were general techniques in working with students, such as classroom management, discipline issues, social issues (e.g., cooperation or bullying); and general teaching strategies. A full list of the staff are listed in Appendix A along with professional developmental trainings, and staff demographics.

Over 90% of the TCRC staff consist of women, there are three (3) men on staff. Impressively, there are 12 certified teachers on staff. The amount of certified teachers at an

afterschool program denotes the program as high functioning. One mechanism in which afterschool programs influence students' academic achievement is through the provision of homework assistance.

An evaluation of 21st Century Community Learning Center (CCLC) programs conducted by Mathematica Policy Research (Dynarski et al., 2003)<sup>3</sup> noted that homework sessions tend to be the most common type of academic support both in elementary and middle school programs; yet the quality of support is generally low. The quality is generally low due to the lack of certified and qualified staff; this is not the case for Thomasville Community Resource Center. Instead, research on effective approaches to teaching and learning continue to emphasize the need to actively engage students and delve deeply into subject matter, providing “opportunities to learn with understanding” in combination with “a deep foundation of factual knowledge” (Bransford et al., 2000, p. 16)<sup>4</sup>. Students are provided the opportunity at TCRC to have an in-depth learning instruction with certified teachers who brings the subject matter expertise to the afterschool program daily.

The Thomasville Community Resource Center's staff are composed of certified teachers as well as certified paraprofessionals. Figure 1 denotes TCRC Staff Educational Level. There are seven (7) staff members hold Masters Degrees, six (6) have Bachelor Degrees, six (6) are Certified Paraprofessionals, and one (1) has an Associate's Degree. The detailed list by name, staff demographics, and certifications are listed in Appendix A- Staff Certifications. It is with reason to conclude the TCRC staff are highly capable to fulfill the purpose of the 21st CCLC program.

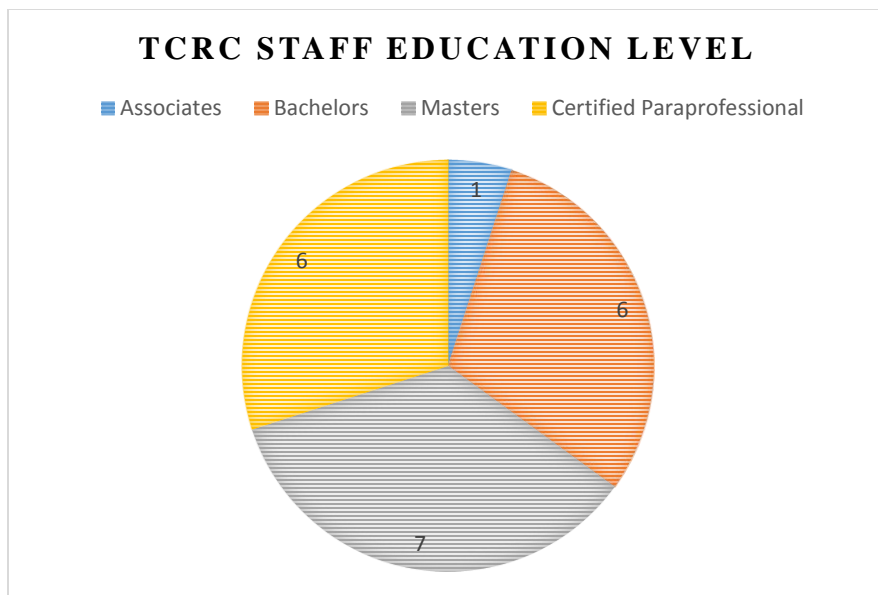
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<sup>3</sup> Dynarski, et al, (2003). When schools stay open late: The national evaluation of the 21st Century Community Learning Centers Program, first year findings. (Report submitted to the U.S. Department of Education.) Princeton, NJ: Mathematica Policy Research, Inc.

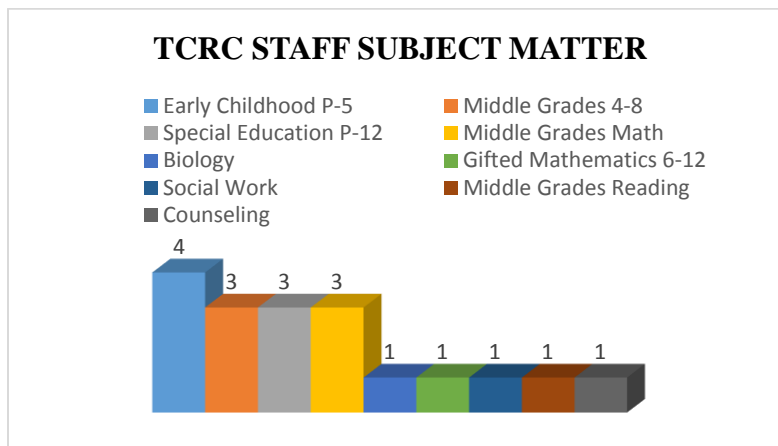
<sup>4</sup> Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

TCRC Staff are continuously trained, certified, and have an unwavering passion to aid the students in development. Figure 2 denotes the Subject Matter Expertise of the staff by numbers. Subject matters include, Biology, Early Childhood P-5, Special Education P-12, Middle Grades 4-8, Middle Grades Math, Middle Grades Reading, Gifted Mathematics 6-12, Social Work, and Counseling. Staff are placed based on their subject matter expertise and not as a place holder.

**Figure 1 TCRC STAFF EDUCATIONAL LEVEL**



**Figure 2 TCRC STAFF SUBJECT MATTER EXPERTISE**



## Activities

Miller (2003)<sup>5</sup> states that successful afterschool programs provide activities that enable students to gain knowledge and to practice knowledge learned in school, as well as opportunities to reflect, make decisions, and solve problems. The evaluator witnessed where students were afforded the opportunity to independently think, read out loud, decipher between reading passages for milestone preparation, write inursive, and tend to solar plants incubated in the class room.

Students learn academic achievement through Project Based Learning. Students use Moby Max, Study Island, Reading Theory, Reading Working, Math.com, and Quick Reads, SRA Math and several other games and manipulatives to help students. Other recreation enrichment activities are Arts and Crafts, Dance, Music Let's Get Fit, Healthy Habits. Character Education activities include Overcoming Obstacles Curriculum & Resources · Life Skills Curriculum · Teach Teamwork to Kids Courses: Resolving Conflicts, Communication Skills, Problem Solving, and Decision Making Skills.

Each center host family night to educate and give parents useful information to help their child (ren) at home. Other Enrichment Activities include movie making, designing a newsletter, computer technology STEM, STEM and Research Based Learning Projects. Below are a depiction of each site activities, how often they attend, time period, average hours, and average attendance Table 3 Cross Creek Weekly Activities, Table 4 Garrison-Pilcher Weekly Activities, Table 5 Harper Weekly Activities, and Table 6 Thomas County Middle Weekly Activities.

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<sup>5</sup> Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success*. Quincy, MA: Nellie Mae Education Foundation. Retrieved December 19, 2005, from [www.nmefdn.org/uimages/documents/Critical\\_Hours.pdf](http://www.nmefdn.org/uimages/documents/Critical_Hours.pdf)



**Table 3 Cross Creek Weekly Activities**

CROSS CREEK ACTIVITIES				
APR Category	How Often	Times Per Period	Average Hours	Average Attendance
Literacy	Monthly	Monthly	1	24
Tutoring	More Than Once a Week	4 Days a Week	1	30
Homework Help	More Than Once a Week	4 Days a Week	1	30
Arts & Music	More Than Once a Week	5 Days a Week	1.01	29
Physical Activity	More Than Once a Week	5 Days a Week	1.5	30
Mentoring	More Than Once a Week	5 Days a Week	0.5	30

**Table 4 Garrison-Pilcher Weekly Activities**

GARRISON-PILCHER ACTIVITIES				
APR Category	How Often	Times Per Period	Average Hours	Average Attendance
STEM	More Than Once a Week	3 Days a Week	1.27	20
Literacy	More Than Once a Week	4 Days a Week	1.02	25
Homework Help	More Than Once a Week	4 Days a Week	0.99	24
Physical Activity	More Than Once a Week	5 Days a Week	0.46	24
Mentoring	More Than Once a Week	5 Days a Week	0.5	24

**Table 5 Harper Weekly Activities**

<b>HARPER ACTIVITIES</b>				
<b>APR Category</b>	<b>How Often</b>	<b>Times Per Period</b>	<b>Average Hours</b>	<b>Average Attendance</b>
STEM	More Than Once a Month	Weekly	2.55	28
Literacy	More Than Once a Week	3 Days a Week	1.01	30
Homework Help	More Than Once a Week	4 Days a Week	0.98	31
Physical Activity	More Than Once a Week	5 Days a Week	0.61	30
Mentoring	More Than Once a Week	5 Days a Week	0.5	28

**Table 6 Thomas County Middle Weekly Activities**

<b>THOMAS COUNTY MIDDLE ACTIVITIES</b>				
<b>APR Category</b>	<b>How Often</b>	<b>Times Per Period</b>	<b>Average Hours</b>	<b>Average Attendance</b>
STEM	More Than Once a Week	5 Days a Week	1	26
Literacy	More Than Once a Week	4 Days a Week	1.01	27
Homework Help	More Than Once a Week	4 Days a Week	1	26
Physical Activity	More Than Once a Week	5 Days a Week	0.5	26
Mentoring	More Than Once a Week	5 Days a Week	0.5	26

## Evaluator's Observations

The students involved in this program have experienced lifelong lessons that will hopefully facilitate a more desire in learning and aspiring success. This program has provided a magnitude of exposure to students who would not be able to experience if it were not for the 21st CCLC. This section is dedicated to their journey of having unique learning activities in and out of the state of Georgia, Success Stories from teachers, and expressions from teachers, and the evaluator's observations.

## Success Stories

### *Harper's Success Story*

#### *Success Story: C.B*

*Student C.B. returned to Harper's 2016-2017 21stCCLC late December. All staff members knew of Clarence restless high energy behavior. I observed him during snack time and became aware of his energy burst. He became a challenge. Clarence was needy and a very hands on individual. Every day was a new day to help him stay on task. He was full of energy and I needed to find a solution to help him. "Stay on task, stay in line, hands to yourself was basically my directives to him. He became my line leader and door holder, I decided to let him be the leader.*

*Student C.B. works well with manipulatives therefore he utilized them to help at first it was a one on one task slowly he merged with the small groups. He is a work in progress and we will continue working this summer.*

### *Garrison Pilcher Elementary School Site*

#### *Success Story: C.B.*

*Student C.B's regular day teacher (Mrs. VanHeinigen) stated that C.B. was not focusing in her class-which was Reading and that S.G. would shut down in class and would not participate and she had stopped turning in her homework. Mrs. VanHeinigen, C.B. and myself sat down and developed a plan for C.B. to follow during regular as well as the after-school program. Mrs. VanHeinigen stated two days after the plan was put into place that C.B. turned in a very well put together book report that Mrs. VanHeinigen had read aloud to the class as whole. She stated that her answers to the questions were neat and legible and that her project was well organized and one of best projects submitted. Mrs. VanHeinigen stated if she continued on this path C.B. should pass his class for the school year with a C-average instead of the F he had at the time. C.B. received a 76 as his final grade for the 4<sup>th</sup> nine weeks of school.*

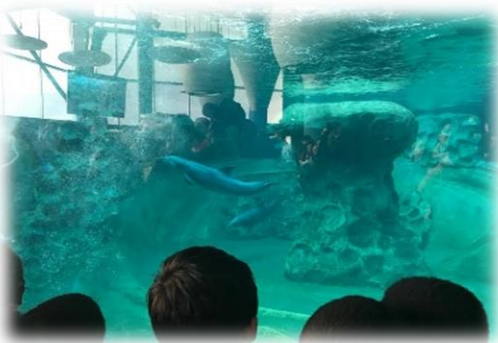
## Photos of Student Activities



Cross Creek (above left) and Harper (above right) students at CNN in Atlanta, Georgia.



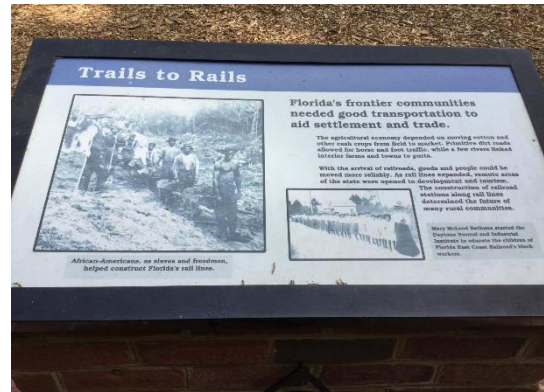
Above: Cross Creek Elementary students on a trip to



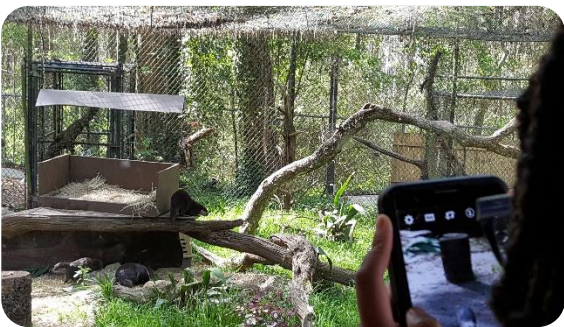
Garrison-Pilcher students are pictured above at the Georgia Aquarium, in Atlanta.



Harper's Zumba Health & Wellness Activity



TCMS students visit Tallahassee Museum



TCMS Health & Wellness Activity

## **Objective Assessment**

### **Evaluation Design**

The comprehensive evaluation for this study include both a formative and summative component. Formative evaluations are meant to reveal what services were provided, to whom, when, how often, and in what settings (Moskowitz, 1989). Formative evaluations help to detect weaknesses or glitches in the program so that they can be corrected and are valuable exercises to undertake. It is hoped that by keeping track of the progress of the program, any shortcomings or unforeseen obstacles can be dealt with in a timely manner before they interfere with the program and hinder its effectiveness. As defined by Georgia Department of Education (GDOE), summative evaluations are typically outcome-based and focused on measuring the extent to which established program goals and objectives were accomplished. Different study designs can be utilized or each type of evaluation that require the collection of quantitative and/or qualitative data.

### **Formative Evaluation Design/Activities**

In an effort to maximize the validity and comparison of findings generated from this evaluation with other evaluations, required data collection methods from the GDOE were utilized for this evaluation. The author/independent evaluator developed her analysis tool to determine the accuracy of data. Any survey instrument included all questions/items developed and required by the GDOE. The GDOE has mandated the survey of student participants, their parents, and primary teacher(s) at their school. Although specific questions were mandated, there were no modifications to required surveys. The formative evaluation utilized qualitative and quantitative data collection methods, including the following: 1) Thorough communications with the Project Manager. 2) Meetings with the Project Manager, site managers and other program

staff. 4) Review of program material. 5) Separate web-based surveys developed for completion by 21st CCLC teachers and teacher aides at all sites and the site coordinator for each site. 6) At least two site visits (sometimes three) to each of the project sites over the course of the academic year. These site visits occurred November, December, January, March, and April. The evaluator used an Observation Protocol. This instrument included content specific and general instruction items used to document the program and the lesson implementation as well as program structure and classroom climate as documented by Huang et al, 2006<sup>6</sup>. The protocol included scales, checklists, and open-ended questions focused on the content and quality of afterschool instructional practice. During site visits the evaluator observed teachers and students with each other, conduciveness of learning environment (i.e. operable technology, lighting, organization, and teacher to student ratio), picture/video collection of program activities and services, as well as observation with students' parents and the communication between the staff and parents. After each of the site visits a site evaluation summary report was conducted for accuracy.

#### Objective

The objectives were approved for Grant A 2016-2017 fiscal year. No objectives have been amended without written approval from GDOE. The data used to identify whether the TCRC met or did not meet their goals consisted of Georgia Milestone Assessment, Students Report Cards to measure performance in the areas of English and Math, Attendance of regular attendees uploaded in Cayen, and web surveys for Parent/Student/Teacher distributed and managed in Cayen.

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<sup>6</sup> Huang, D., Cho, J., Mostafavi, S., & Nam, H. (2008). What works? Common practices in high functioning afterschool programs: The National Partnership for Quality Afterschool Learning final report. Austin, TX: SEDL.

**Goal 1: Improve student academic achievement.**

**TCRC MET Objective 1.1) 50% of regularly participating students (attending at least 30 operational days) will perform in reading, English, or language arts as developing learners or above, as demonstrated by state assessments.**

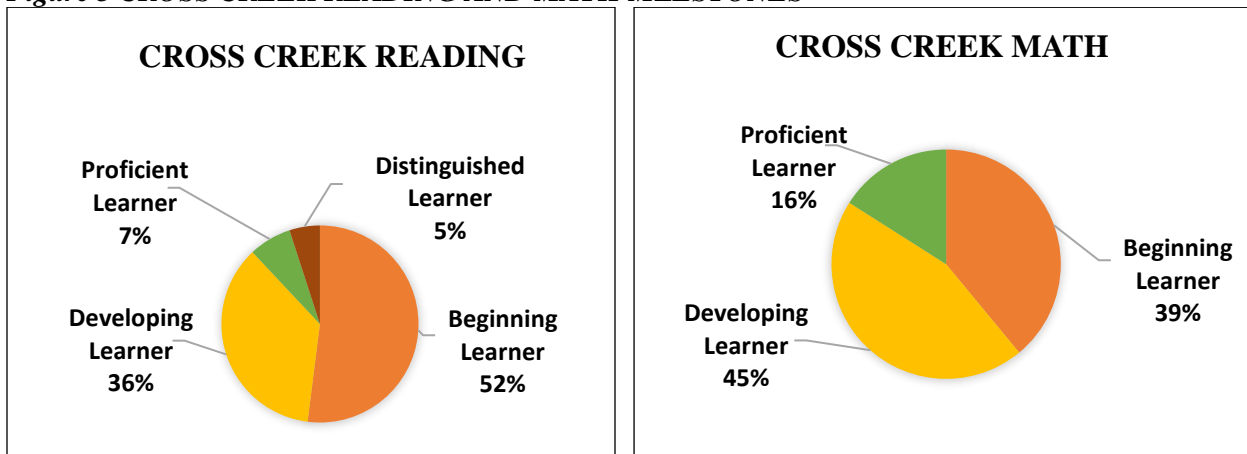
Georgia Milestone End of Grade Assessments were provided by three out of the four sites (Cross Creek Elementary, Harper Elementary, and Thomas County Middle) for grades 3 through 8. There were 102 students that were accounted for completion of both Math Assessments. Greatly, **67%** of the students (or 58) identified as Developing Learners, Proficient Learners, or Distinguished Learners.

**TCRC MET Objective 1.2) 50% of regularly participating students (attending at least 30 operational days) will perform in math as developing learners, or above as demonstrated by the state assessments.**

Georgia Milestone End of Grade Assessments were provided by three out of the four sites (Cross Creek Elementary, Harper Elementary, and Thomas County Middle) for grades 3 through 8. Exceedingly, **75%** of the students (or 65) identified as Developing Learners, Proficient Learners, or Distinguished Learners.

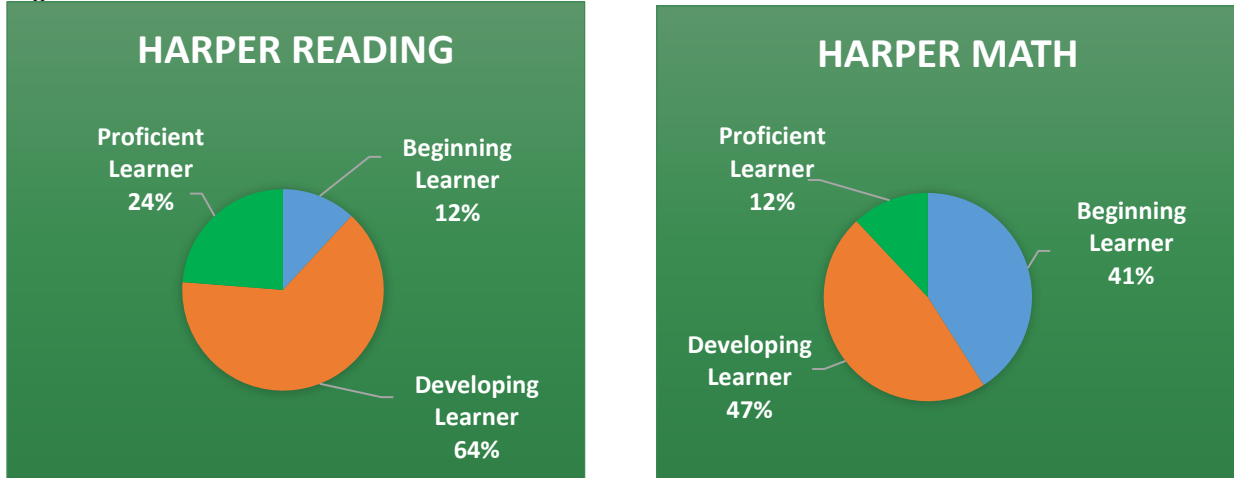
Individual Reading and Math Georgia Milestone Assessments are listed below for grades 3 through 8. Cross Creek - Figure 3, Harper Elementary – Figure 4, and Thomas County Middle – Figure 5. Garrison-Pilcher students are not mandated for Milestone Assessments in grades 1 and 2.

**Figure 3 CROSS CREEK READING AND MATH MLESTONES**

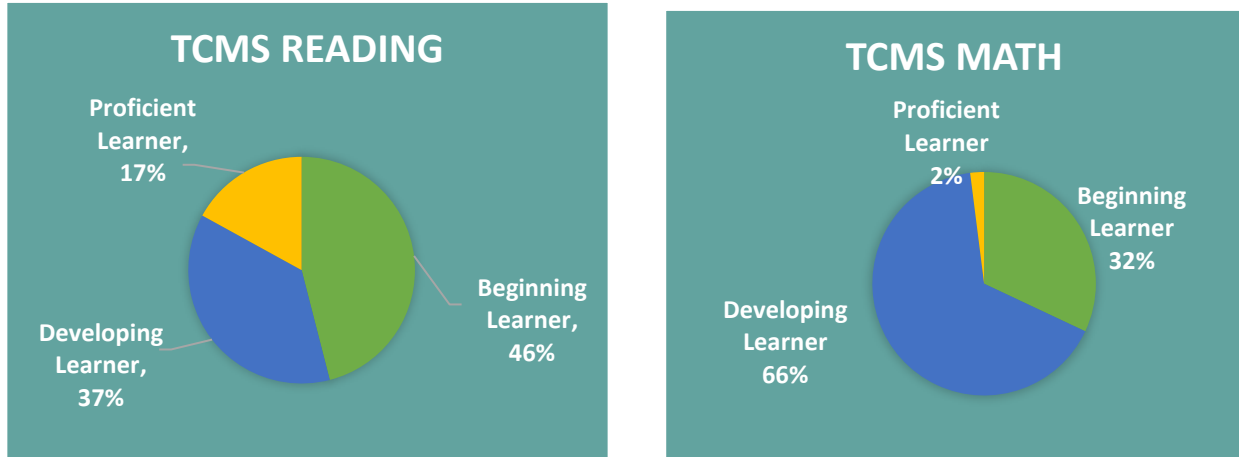




**Figure 4 HARPER READING/MATH MILESTONES**



**Figure 5 TCMS READING/MATH MILESTONES**



**Goal 2: Improve student health, emotional, and social development**

TCRC MET Objective 2.2) 75% of students will participate in health and wellness activities that will increase knowledge of healthy eating practices, proper nutrition, diet and exercise, abstaining from drug and tobacco use.

TCRC regularly attending students totaled 154. There were exceedingly over 85% of students who participated in majority of the health and wellness activities. There were not

enough activities to determine the frequency of abstaining from drug and tobacco from the data in Cayen.

TCRC *MET* Objective 2.4) 65% of students will participate in character building activities that will increase knowledge in but not limited to teamwork, sportsmanship, discipline, goal setting, social growth, communications, critical thinking, social skills, life skills, health and violence.

The TCRC program facilitated character building activities through every day learning strategies as well as to impactful trips to the Tallahassee museum, Georgia Aquariums, Florida State, Trails to Rails. This program exceeding this objective by roughly 90%. The evaluator measured this objective by extracting report data from Cayen on each sites of the four sites daily activities, and providing analyses of the number of students that attended field trips.

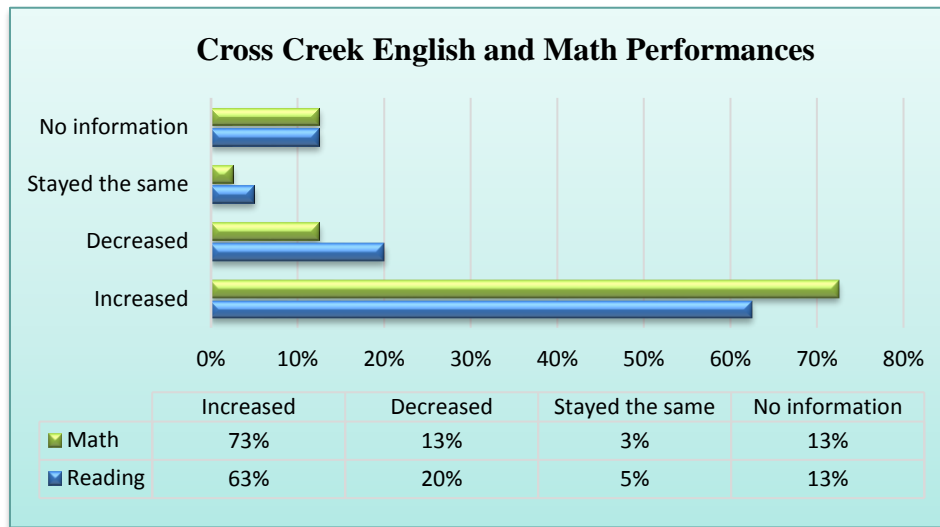
### **Report Cards Performance Report**

GDOE 21st Century Community Learning Centers mandated Report Cards of regularly attendee students to monitor students' performance through the 2016-2017 academic year. The evaluator analyzed report cards for the 1st and 4 nine weeks in the areas of Math and English for Cross Creek Elementary, Garrison-Pilcher Elementary, Harper Elementary, and Thomas County Middle Schools. Figure 6 denotes Cross Creek's Reading and Math Performances; Figure 7 denotes Garrison-Pilcher's English and Math Performances, Figure 8 denotes Harper's English and Math Performances, and Figure 9 denotes Thomas County Middle's English and Math Performance. As this analysis will not show attendees numeric grade per subject, collectively this performance evaluation will provide a summation on the performance standards of only the regularly attendees.

There were 40 report cards accounted and used for regularly student attendees in Cayen. Twenty five (25) students showed a great increase in English at 63%; equally impressive 29 students' math grades increased from the 1st to the 4th Nine Weeks; the percentage of student

increase is 73%. Though Figure 6 depicts a slight decrease in performances for both English and Math, the number of students that decreased in English were eight (8) and their decreases ranged from 1 to 4 points. Please note are not a reflection of failing only one student began and the 1st and 4th Nine weeks with an F. The no changes on the graph represent two (2) students who grades remained A's for the 1st and 4th Nine Weeks. As for Math, the total of decreases were 5 (.20), ranging from a points decrease of -1 through -3. Students who final grades increased by 5 or more totaled 16. The one grade that remained the same from the beginning of the 1st Nine Weeks to the End of the 4th was an A. Based on the data presented, Cross Creek students' performances are exceptional.

**Figure 6 CROSS CREEK ENGLISH/MATH REPORT CARDS 1ST & 4TH NINE WEEKS**



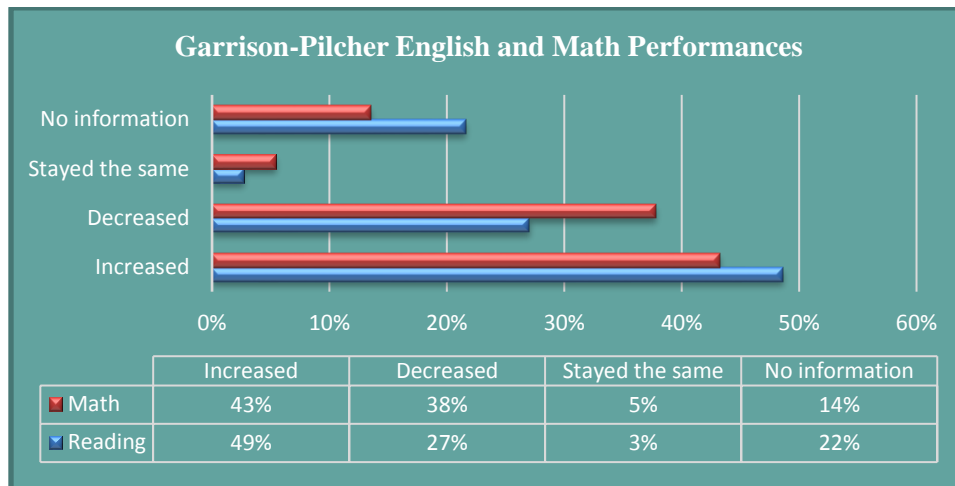
A total of 37 Garrison-Pilcher students' report cards were accounted and used in the evaluation of regularly student attendees in Cayen. Total number of student increases were (17) students for Math which accounts or the 46% student grades increase. Nearly the same number, 18 students' grades increased in English, at 43% from the 1st to the 4th Nine Weeks.

Though *Figure 7* depicts a slight decrease in performances for both English and Math, the number of students that decreased in English were ten (10) students or 27% and their

decreases were up to 14 points. In English, one student’s massive grade decrease went from an 80 (B) the 1st Nine Weeks to a 64(F) at the End of the 4th Nine Weeks. There were five (5) students that ended the semester with F’s for English and 11 that ended with A’s. The 1st and 4th Nine Weeks evaluation are essential to report, as five (5) students began the nine weeks with F’s and ending passing with letter numeric grades ranging from 70 to 89. Only one student began and ended the 1st and 4th Nine weeks with an A.

The number of students that decreased in Math were 13 or 38%, these decreases are not a reflection of failing. Two students are reported on as no change or 5% in Figure 7; those students remained A’s the entire semester. There were only three (3) students that ended the semester with F’s for Math. The number of students who grades increased by five (5) or more points were 9. Despite the three students that ended with F’s; there were a total of 30 out of 35 regularly attending students ending the 4th Nine Weeks passing, four students were excluded as not grades were reported in Cayen. Based on the data, Garrison-Pilcher is doing well.

**Figure 7 GARRISON-PILCHER ENGLISH/MATH REPORT CARDS  
1ST & 4TH NINE WEEKS**



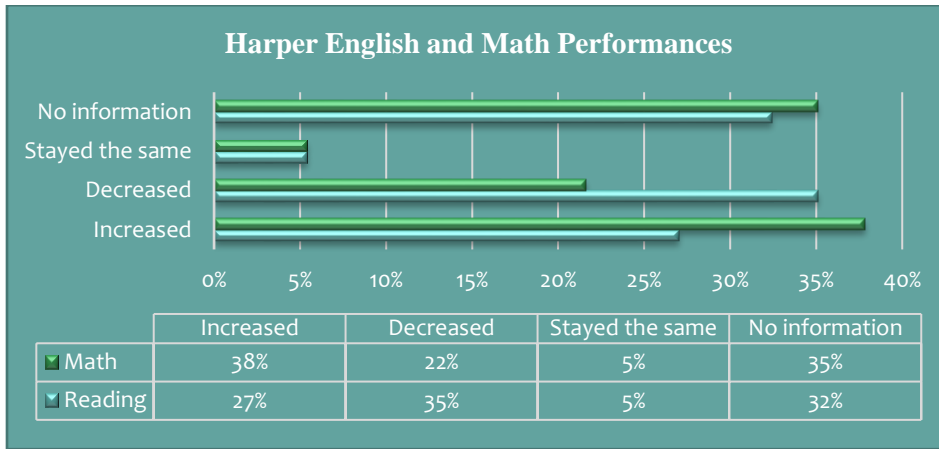
A total of 37 Harper students’ report cards were accounted and used in the evaluation of regularly student attendees in Cayen. Total number of student increases were (14) students for

Math which accounts for the 38% student grades increase. The number of English grade increases by students is 12 at 27% from the 1st to the 4th Nine Weeks.

Though *Figure 8* depicts a slight decrease in performances for both English and Math, the number of students that decreased in English were thirteen (13) students or 35%. The percentage or number of students that have a decrease in grade are not all failures, of the 13 students grades decrease only one resulted in failure. In English, 12 students show no report grades, that's 32% of the regularly student attendees. Of the 25 regularly student attendees' grades are reported for, only two (2) students ended the 4th Nine Week with F's; while 29 passed with a numeric grade of 70 or above.

The number of students that decreased in Math were 8 or 22%, of the eight students with decreased grades only one student ended the 4th Nine Weeks with a failure. Two students are reported on as no change or 5% in *Figure 8*. Two students had dramatic turn-arounds for the academic year. Student #1 math score increased by 24 points, from a 69(F) to a 93(A). Student #2 math score increased from a 52(F) for the 1st Nine Weeks to a 73(D). Both kids made tremendous progress. The number of students who ended the 4th Nine Weeks with a grade of 70 or better was 27 out of the 31 regular attendees that had both 1st and 4th Nine Weeks grades, with only two failures.

**Figure 8 HARPER ENGLISHMATH REPORT CARDS  
1st & 4TH NINE WEEKS**

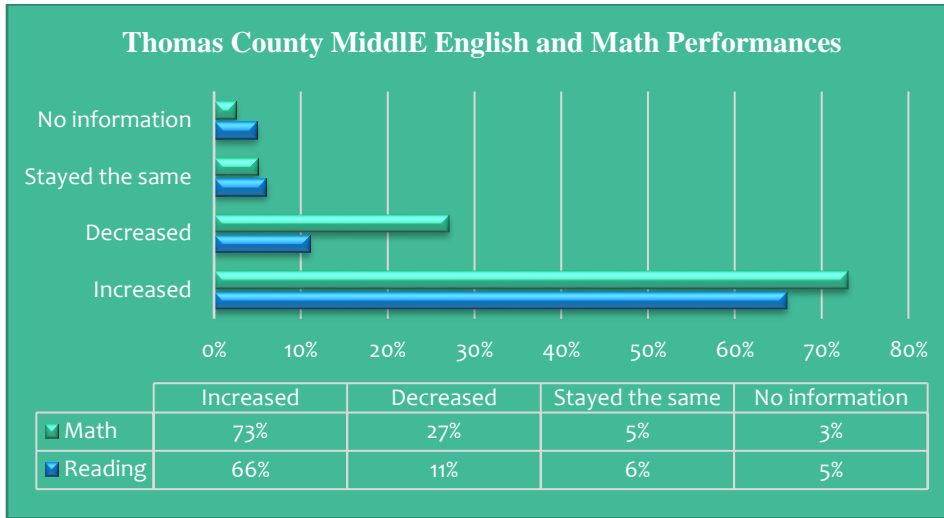


Thomas County Middle students’ report cards were accounted and used in the evaluation of regularly student attendees in Cayen. Total number of student increases were (27) students for Math which accounts or the 73% of students’ grades increase. Nearly same number, 25 students’ grades increased in English, at 66% from the 1st to the 4th Nine Weeks.

Though *Figure 9* depicts percentages of the number of reported students who grades increased, decreased, remain constant or no data. The number of students that decreased in English were ten (5) students or 12% and their decreases were up to 8 points, with no failures from the decrease. Although, one student had a failing grade at the end of the 4th Nine Weeks. There were six (6) students who grades remained constant for both the 1st and 4th Nine Weeks with 1-A, 3-B, 1-D, and 1-F.

The number of students that decreased in Math were 10 or 27%. Two students are reported on as no change or 5% in *Figure 9*; those students remained B’s the entire semester. There was only one (1) student that ended the semester with an F for Math. There was one student out of 37 that had no data, at 3%. An outstanding, 35 students ended the 4th Nine Weeks with a passing grade

**Figure 9 THOMAS COUNTY MIDDLE ENGLISH/MATH REPORT CARDS 1ST & NINE WEEKS**

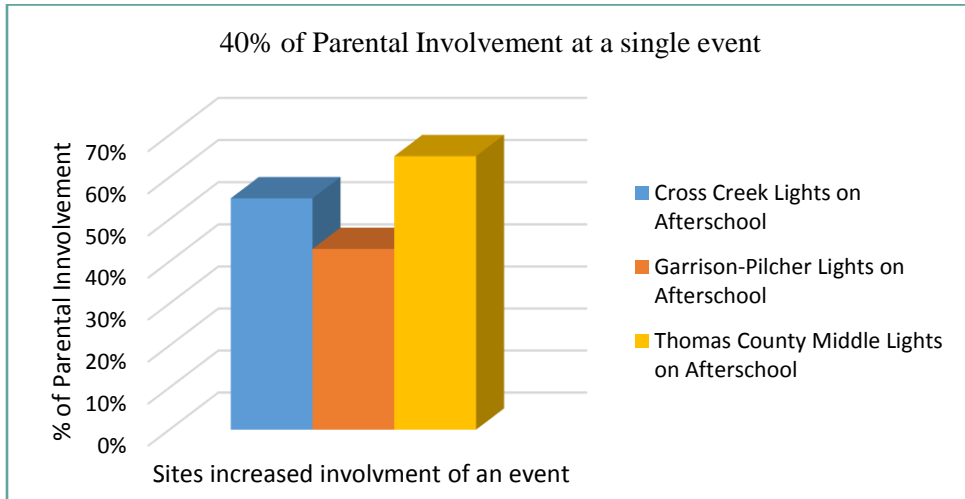


**Goal 3: Increase Parental Involvement**

TCRC *MET* Objective 3.1) 40% of parents and/or family members of regularly participating students (attending 30 or more operational days) will participate in at least one program wide event.

Collectively, the number of parents and or family members of the 154 regularly attending students met the objective with an average of 48%. Figure 10 Parental Involvement denotes the Cross Creek, Garrison-Pilcher, and Thomas County Middle as the sites that met the objective. Harper’s regularly student attendees total 37, 16 parents of the regularly student attendees participated in the sites highest parental involvement for Family Literacy Night at 32%. Although, the percentage is not listed in the Figure 10, it was compiled for TCRC overall objective. Lights on After School is the highest parental involvement across all sites. TCMS regularly student attendees are 40, 26 parentally involved parents exceeded a 65% participation rate for the Lights on After School Project. Cross Creek Elementary Lights on Afterschool project drew a 55% participation, among parents of 40 students who regularly, with a total of 22 on behalf of parental involvement. Although some sites have better parent participation than others, site coordinators provide much effort in getting parents involved as best as they can.

**Figure 10 OBJECTIVE 3.1 PARENTAL INVOLVEMENT FOR AT LEAST ONE EVENT**



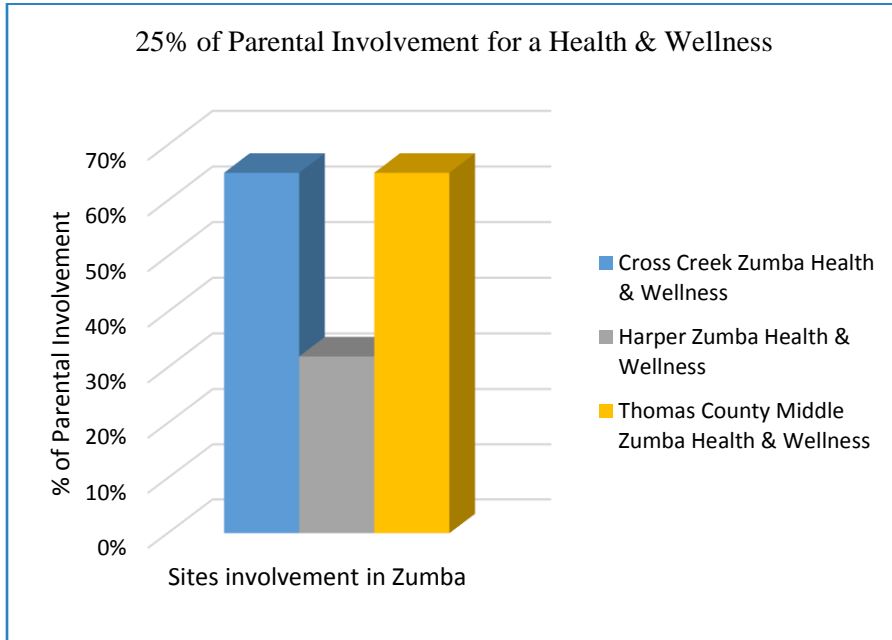
TCRC *MET* Objective 3.2) 25% of parents and/or family members of regularly participating students (attending 30 or more operational days) will participate in at least one health and wellness family event program wide annually.

Collectively, the number of parents and or family members of the 154 regularly attending students exceedingly met the objective with an average of 40%. Figure 11 Parental Involvement denotes Cross Creek, Harper, and Thomas County Middle as the sites that met the objective; Garrison-Pilcher, did not meet the objective and the sites percentage for Zumba Wellness and Health project will not be displayed as such. However, the data was collectively compiled for TCRC overall objective. Garrison-Pilcher’s regularly student attendees total 37, 8 parents of the regularly student attendees participated in the site’s Health and Wellness project, parental involvement percentage was 22%, just 3% shy of reaching the stated objective. Cross Creek obliged the highest parental involvement across all sites at 65%, this means 26 parents of the 40 students who regularly attend, attended the event. TCMS regularly student attendees are 40, 16 parents participated in this event for a 40% participation rate. Harper, drew a 35% (or 13 parents) participation rate among parents of 47 students who regularly attend the program. Site participation varies over several things, such as location, time, event, communication, the



individual parent, and amongst other things. All sites have collectively worked together FY 2016-2017 to meet the common goals of the program.

**Figure 11 OBJECTIVE 3.2 PARENTAL INVOLVEMENT FOR HEALTH**



## Surveys

GDOE provided web surveys to TCRC for students, parents, and teachers. These surveys were available in Cayen for the evaluator’s analysis. The 21st CCLC program required the reporting of three mandatory questions to gather the outlook on Behavior, Homework Completion, and Satisfaction of the program with ratings of Strongly/Somewhat Agree or Neither Agree or Disagree for Students and Parents Surveys. Regular School Day Teachers Surveys have two mandatory questions to gather the outlook on Behavior and Homework Completion with ratings of Significant/Moderate/Slight Improvement or No Need to Improve.

This evaluation will provide an overall analysis of the surveys for Students, Parents, and Regular School Day Teachers. A breakout of how each site reported is listed in Table 7 Site Characteristics of the Number of Survey Results from Students for 2016-2017; Table 8: Site

Characteristics of the Number of Survey Results from Parents for 2016-2017; Table 9 Site Characteristics of the Number of Survey Results from Parents for 2016-2017 for comparing purposes.

### **Satisfaction**

Eighty-Six (86%) of regular attending *Students* completed the survey, that is a total of 133 out of the 154 students. Students were asked if they liked the 21st CCLC program. 110 Students Strongly/Somewhat Agreed. Whereas, 27 students Neither agree nor Disagree.

136 regular attending students' *Parents* completed the survey. Parents were asked *how satisfied are you with your child's 21st CCLC program?* 131 Parents (96%) Strongly/Somewhat Agreed. Whereas, only 5 parents Neither agree nor Disagree with the programs' satisfaction.

### **Behavior**

133 regular **Student** attendees were asked to report if *their overall behavior had improved because of the 21st CCLC*. 110 students (83%) responded that they Strongly/Somewhat Agree that their behavior had changed. Conversely, there were 15 students who reported Neither Agree nor Disagree.

136 *Parents* of regular attending students were asked *if their child's behavior had improved because of the 21st CCLC*, 85% or 116 parents Strongly/Somewhat Agree to the change in their child's behavior as it relates to the 1st CCLC. Opposing, 14% or 20 parents Neither Agree nor Disagree.

154 Regular school day **Teachers** were asked *the number of students who behavior improved due to the program*. Teachers responded that there were 106 (69%) students with Significant/Moderate/or Slight Improvement because of the 21st CCLC. As reported by the teacher, there were no students who had no need to improve.

## Homework Completion

. 133 regular **Student** attendees were asked to report if the *21st CCLC helps them complete and turn in my homework on time*. 113 students (85%) responded that they Strongly/Somewhat Agree that the program help them with the turning in or completing of homework. Conversely, there were 12 students who reported Neither Agree nor Disagree.

136 **Parents** of regular attending students were asked *if the program is helping their child improve their child to complete and turn in his/her homework on time*, 90% or 123 parents Strongly/Somewhat Agree that the program is helping with homework improvement and timeliness. Opposing, 16% or 22 parents Neither Agree nor Disagree.

154 Regular school day **Teachers** were asked *the number of students who homework or participation improved due to the program*. Teachers responded that there were 144 (94%) students with Significant/Moderate/or Slight Improvement because of the 21st CCLC. As reported by the teacher, there were no students who had “no need to improve”.

Based on the above analysis Students, Parents, and Regular School day teachers are by far contented with the Behavior, Homework Completion, and Satisfaction of the program as it relates to the students outcome. Collectively, *78% agrees the 21st CCLC for improved Behavior as surveyed by Students, Parents, and Teachers; 90% agreed the program improved Homework Completion as Students, Parents, and Teacher were surveyed, and 90% Satisfaction* with the Thomasville County Resource Center as Students and Parents were surveyed.

TCRC web based surveys were completed by 133 regular attendee students at Cross Creek, Garrison-Pilcher, Harper, and Thomas County Schools who participated in the program 30 days or more. Table 7 shows further analysis of each site’s outlook on the program using the three required questions: Do they like the 21st CCLC program (Satisfaction), Did their behavior

improve because of the 21st CCLC program (Behavior), and if the 21st CCLC helps them complete and turn in their homework on time (Homework Completion). More than have of the students who completed surveys, agreed that they are Satisfied with the 21st CCLC program and that their behavior has improved because of the program. Equally impressive, 85% or 113 of the students agree that their homework Completion has improved due to the program.

**Table 7 Site Characteristics of the Number of Survey Results from Students for 2016-2017**

SITE	# OF STUDENTS COMPLETED A SURVEY	SATISFACTION		BEHAVIOR		HOMEWORK COMPLETION	
		Strongly/Somewhat Agree	Neither Agree or Disagree	Strongly/Somewhat Agree	Neither Agree or Disagree	Strongly/Somewhat Agree	Neither Agree or Disagree
<b>CROSS CREEK</b>	31	29	21	29	2	30	1
<b>GARRISON-PILCHER</b>	36	32	1	31	4	33	2
<b>HARPER</b>	31	16	4	22	2	22	2
<b>THOMAS COUNTY</b>	35	33	1	28	7	28	7
<b>TOTALS</b>	<b>133</b>	<b>110</b>	<b>27</b>	<b>110</b>	<b>15</b>	<b>113</b>	<b>12</b>

TCRC web based surveys were completed by 136 parents of the 133 regular attendee students at Cross Creek, Garrison-Pilcher, Harper, and Thomas County Schools who participated in the program 30 days or more. Table 8 shows further parents’ analysis of each site’s outlook on the program using the three required questions: How satisfied are they with the 21st CCLC program their child attends (Satisfaction), Did their child’s behavior improve because of the 21st CCLC program (Behavior), and if the 21st CCLC help their child complete and turn in their homework on time (Homework Completion). Outstandingly, 96% or 131 of the parents who completed surveys, agreed that they are Satisfied with the 21st CCLC program. Decreasingly, 85% of the parents believed that their child’s behavior has improved because of the program.

Equally impressive, 90% or 123 of the parents were on one accord to agree that their child's homework completion has improved due to the program.

**Table 8 Site Characteristics of the Number of Survey Results from Parents for 2016-2017.**

SITE	# OF PARENTS COMPLETED A SURVEY	SATISFACTION		BEHAVIOR		HOMEWORK COMPLETION	
		Strongly/Somewhat Agree	Neither Agree or Disagree	Strongly/Somewhat Agree	Neither Agree or Disagree	Strongly/Somewhat Agree	Neither Agree or Disagree
<b>CROSS CREEK</b>	27	27	0	26	1	35	1
<b>GARRSON-PILCHER</b>	36	34	2	35	1	35	1
<b>HARPER</b>	36	33	3	18	18	16	20
<b>THOMAS COUNTY</b>	37	37	0	37	0	37	0
<b>TOTALS</b>	<b>136</b>	<b>131</b>	<b>5</b>	<b>116</b>	<b>20</b>	<b>123</b>	<b>22</b>

The regular day teacher survey provides a break-out analysis as the students and parents survey results by site in Table 9. Regular day teachers submitted 154 web based surveys via Cayen on the improvement of their students' behavior and homework completion due to the 21st CCLC program. Based on the teachers' survey completions, 70% of the regular attending students behavior strongly or somewhat improved. Increasingly, 91% of these students homework completion improved because of the program.

**Table 9 Site Characteristics of the Number of Survey Results from Regular Day Teachers for 2016-2017.**

SITE	# OF REGULAR DAY TEACHER COMPLETED A SURVEY	BEHAVIOR		HOMEWORK COMPLETION	
		Strongly/Somewhat Agree	Neither Agree or Disagree	Strongly/Some what Agree	Neither Agree or Disagree
<b>CROSS CREEK</b>	40	24	0	38	0
<b>GARRSON-PILCHER</b>	37	29	0	25	0
<b>HARPER</b>	37	37	0	37	0
<b>THOMAS COUNTY</b>	40	18	0	40	0
<b>TOTALS</b>	<b>154</b>	<b>108</b>	<b>0</b>	<b>140</b>	<b>0</b>

### **Progress towards Sustainability**

TCRC has eight (8) partners in the support of their mission. These partner are Cross Creek Elementary, Garrison-Pilcher Elementary, Harper Elementary, and Thomas County Middle Schools, along with their School Nutrition Programs which are spate entities. Collectively, (in-kind services included) contribute to an estimate \$99,000 towards the sustainability efforts of the TCRC. These partnerships were developed at the inception of the initial grant proposal and are revised per grant period. The maintenance of these partnerships require TCRC to include students and teachers from selected sites such as Cross Creek, Garrison-Pilcher, Harper, and Thomas County Middle Schools. TCRC is obliged of the support the community has trusted in them to engage in a critical task of empowering, leading, and teaching the youth of Thomas County.

It has been stated that a sustainable organization should strive to minimize resource consumption while maximizing value creation.<sup>7</sup> TCRC as every organization, regardless of mission

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<sup>7</sup> Fiksel, J., McDaniel, J.,& Mendenhal, C. (1999) Measuring Progress Towards Sustainability Principles, Process, and Best Practices.

needs three kinds of performance metrics—to measure its success in mobilizing its resources, its staff’s effectiveness on the job, and its progress in fulfilling its mission. As previously mentioned, TCRC’s staff on the of effectiveness is not questionable, nor is its progress in fulling the purpose of providing opportunities for academic enrichment and tutorial services for students, offering students a broad array of additional services, programs, and offering families of 21st Century CCLC students the opportunity for literacy and related educational development.

TCRC has shown their ability to provide a great service that is needed in the Thomas County District to eradicate the high levels poverty and the lack of resources that youth are forced to learn by. The parents, teachers, students, and community as a whole support the 21st Century CCLC and what it brings to the youth. TCRC is making strides towards sustainability, with the resources they have acquired and the amount of students they have further developed academically, socially, and physically.

However, with the number of impoverished students in the school district that suffers both academically and socially TCRC will likely have to venture out for additional resources. The data as proven that TCRC has created added value to the community. Based on the evaluator’s observation, reduction of the number of resources is likely to come as the students in the school district need for additional help declines. Nevertheless, TCRC’s steady growth and success of the program could foster more visibility, which could aid in more outside resources as fund-raisers <sup>8</sup> as it [TCRC] continues to serve the students of Thomas County.

## **Overall Recommendations**

In summary, the TCRC 21st CCLC program sites are providing an instrumental service that is necessary for the students in the Thomas County school district well-regarded and highly

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<sup>8</sup> Sawhill, J and Williamson, D, 2001 Measuring what matters in Non-Profits. McKinsely Quarterly.

appreciated by the students, their parents, collaborative partners, and the broader community. Over the course of the academic year, it has appeared that prior, highly rated, recommendations were mastered which made it an ease for the evaluator to experience a positive and efficient working environment. In an effort to help guide these initiatives, the following are put forth: The program is progressing in improving students' health, emotional, and social development. It is recommended that students are surveyed on their health, emotional, and social development knowledge at the beginning and end of the program. This evaluation will give the parents, students, and teachers a visual to track progress and aim to achieve better by the end of the program.

The program is doing exceptionally well in exposing students to different life skills, career goals, and social skills. There is no direct indication on whether the community stakeholders are aware of the great benefits of the program. It is recommended for programs to connect with the community through service learning activities. It is also recommended that the exposure is advertised in newspapers, on the schools websites, and/or social media. This recommendation can be viewed two ways. One, this is a way to advertise and recruit students who need the program and to increase parents' participation by broadcasting what their kids are doing. Secondly, the advertisement can work for recruitment of additional partners and stakeholders in aiding in sustainability.

The program has the professional capacity and space to accommodate more students. The attendance records show a high number of registered students versus those that are regular attendees. It is recommended for the site managers to contact those parents whose kid(s) are registered but not active to address why their kids do not attend in an effort to increase numbers and gain outside feedback.



Finally, parental involvement is an indispensable indicator in external connection and support for high quality practices in afterschool programs as TCRC. Several of the program sites shared similar methods of disseminating information to parents, as well as means of encouraging their involvement in the afterschool programs. As there have been great determinations in these areas, several site(s) showed evidence of fairly low parent participation or volunteerism through their attendance books or verbally. It is highly recommended to give parents a voice on types of parental involvement earlier in the school year that they would take interest in suggestively during a focus group to gain more feedback and provide more face-to-face interaction in continuously building rapport.

## Appendix A- Staff Certifications

Staff	Sex	Status	Certifications	Staff Training
Bable, Valensia	FEMALE	Student Aide	No Data	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building Work Based Learning Program
Bowens, Sheneka	FEMALE	Site Manager	Early Education K - 5 & Middle 4 - 8 Bachelor Degree	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning Team Building Work Based Learning Program NYAR Conference
Bryant, Dontavior	MALE	Teacher	Early Education P - 5 & Special Education P-12 Masters	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Burch, Janet	FEMALE	N/A	No Data	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Carruthers, Catherine	FEMALE	N/A	No Data	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Cloud, Pamela	FEMALE	Teacher	Middle Grades Math 4- 8 Masters	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions

Cowart, Eulah	FEMALE	Teacher	Special Ed P - 12 Masters	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Glenn, Christine	FEMALE	Para	Certified Paraprofessional	Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Hall, Ladarius	MALE	Para	Certified Paraprofessional Bachelor Degree	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Hayes, LaQuoyia	FEMALE	Teacher	Middle Grades Math 4 - 8 Bachelor Degree	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Horne, Jyteris	MALE	Site Coordinator	Certified Paraprofessional Associates Degree	First Aid & CPR Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Howell, Briana	FEMALE	Para	Bachelors Biology	Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Hudson, Constance	FEMALE	Teacher	Gifted Mathematics 6 - 12 Masters	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building

Johnson, Belinda	FEMALE	Teacher	Early Childhood Education P - 5 Master Degree	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Larkin, Tracie	FEMALE	Para	Certified Paraprofessional	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
McIntyre, Sandra	FEMALE	Site Coordinator	Certified Paraprofessional Bachelor Degree Early Childhood	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning Team Building
Mills, Tammy	FEMALE	Para	1 Year of College Certified Paraprofessional	Recognizing and Reporting suspected child abuse Staff Orientation Polices & Procedures Hands on Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning, Team Building
Nixon, Tungelia	FEMALE	Site Coordinator	Certified Paraprofessional Bachelor Degree Social Work	Staff Orientation Policies & Procedures First Aid & CPR Training Recognizing & Reporting Suspected Child Abuse Hands On Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning Team Building
Powell, Fanetta	FEMALE	Teacher	Middle Grades Math & Reading Masters Teacher	Staff Orientation Policies & Procedures Hands On Activities Student Supervision Transitions
Sales, Unetkia	FEMALE	Teacher	Special Ed P - 12 & Counselor Masters	Staff Orientation Policies & Procedures Recognizing & Reporting Suspected Child Abuse Hands On Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning Team Building

Sedam, Michele	FEMALE	Teacher	Early Childhood Ed. P - 5 Media Specialist Masters	Staff Orientation Policies & Procedures Recognizing & Reporting Suspected Child Abuse Hands On Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning Team Building
Shy, Cleveland	MALE	No Data	No Data	Staff Orientation Policies & Procedures Recognizing & Reporting Suspected Child Abuse Hands On Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning Team Building
Sullivan, Natalie	FEMALE	Teacher	Early Childhood Ed. P - 5	Staff Orientation Policies & Procedures Recognizing & Reporting Suspected Child Abuse Hands On Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning Team Building
Whitehead, Mary	FEMALE	Certified Paraprofessional	No Data	Staff Orientation Policies & Procedures Recognizing & Reporting Suspected Child Abuse Hands On Activities Student Supervision Transitions Reading Strategies That Work Project Based Learning Team Building
Williams, LaTonya	FEMALE	Program Director	Business Administration Master Degree	21ST CCLC ANNUAL Subgrantee Training Region 6 Brown Bag Meetings ASYD Conference Understanding Communication In The Community Building Staff Commitment The Ultimate Supervisor Recognizing & Reporting Suspected Child Abuse Health & Safety Orientation Training Region 6 Brown Bag Meetings Region 6 Brown Bag Meetings
Williams, Valerie	FEMALE	Teacher	Early Education P - 5, ESOL Masters	Staff Orientation Policies & Procedures Recognizing & Reporting Suspected Child Abuse Hands On Activities, Student Supervision, Transitions