



21<sup>st</sup> Century Community Learning Centers  
Thomasville Community Resource Center  
Summative Evaluation Report  
Grant Year: July 1, 2016-June 30, 2017

Program Sites:  
Eastside Elementary  
Northside Elementary  
Scott Elementary

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**Program Overview and History**

This evaluation study provides information on the implementation and outcomes of the 21<sup>st</sup> Century Learning Centers (Grant B) program administered by Thomasville Community Resource Center (TCRC). The 21st Century Community Learning Centers (21st CCLC) Competitive Grant is an opportunity to establish or expand community learning centers that provide students with enrichment opportunities along with activities designed to complement the students' regular academic program. Through Georgia's Title IV, Part B 21st Century Community Learning Centers program (21st CCLC), the Georgia Department of Education provided federal funds to establish or expand community learning centers. Approximately 125 programs will operated over 240 locations serving approximately 27,000 21st CCLC students and their families.

The 21st Century program was designed to fund programs outside the regular school day to improve academic and behavioral outcomes for K-12 students who are from low-income families or who attend low-performing schools. Significant evidence suggests that quality after school programming leads to positive outcomes such as high academic achievement, increased graduation rates, and a lower occurrence of juvenile crime. Specifically, the goal of Georgia's 21st CCLC efforts is to impact students through an intentional focus on improved reading, mathematics, positive youth development, and parent and family engagement outcomes.

In an effort to support the community at large, Thomasville Community Resource Center (TCRC) was awarded the grant to provide the 21<sup>st</sup> CCLC in 2008. After several years of operation, the center hired Lisa Billups to serve as the organization's Executive Director. TCRC's motto, "it's not about us," reminds the staff and community that an investment in young children builds strong futures for everyone involved.

This summative evaluation report is designed to highlight the multiple strengths and accomplishments of TCRC-Grant B, acknowledge challenges, and make recommendations to support continued sustainability. This report is formatted based on the requirements of the Georgia Department of Education (GaDOE), and consists of eight primary components: 1) Overview and History, 2) Student Attendance and Enrollment, 3) Program Operation, 4) Quality of Staffing, 5) Objective Assessment, 6) Other Observations, 7) Progress Towards Sustainability, and 8) Overall Recommendations.

## 2.0 Student Enrollment and Attendance

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### **Program Model**

Thomasville Community Resource Center is a non-profit organization that provides afterschool programs and wellness services for families. TCRC operates 10 after school programs in Thomas and Grady counties, which provide the 21<sup>st</sup> CCLC Program. In previous years, there were common elements across all programs that reflected reflect a project-based learning model that utilized, in part, the 100-Book Challenge, structured Research Labs and enrichment activities, CATCH curriculum, and the For Love Of Children (FLOC) Math Curriculum. The 2016-17 School Year Grant B targeted 127 student attended across three schools: Eastside Elementary, Northside Elementary, and Scott Elementary.

*Eastside Elementary School* is located in Cairo, Georgia and operates within the Grady County School District. School enrollment consists of approximately 675 students in grades PK-5 and serves as the home of the county's Special Education Pre-K program and the class for the students with mild intellectual disabilities. Student population at Eastside Elementary School is diverse. Racial makeup is: 41.2 % White, 39.3% African American, and 16.4% Hispanic. Approximately 89% of students qualify for free and reduced lunch.

Northside Elementary School is located in Cairo Georgia. The school serves 387 students in grades PreK-5. Northside Elementary School has the smallest elementary school student body size in the Grady County School District. Racial makeup is 57% Hispanic, 32% African American, and 7.8 % White. Approximately 89% of the students enrolled in Northside Elementary qualify for free and reduced lunch. Scott Elementary School is a Fine Arts Focused school located in Thomasville, Georgia; the southwest quadrant of the state. The school serves 360 students in grades PreK-5 and has the smallest student body size in the Thomasville City School District. The school's racial makeup is 91.1 % African American, 2.8% Hispanic, and 2.8% two or more races. Based on the 2016-17 school information, approximately 91% of students qualified for free or reduced lunch.

### **Student Enrollment**

Research states that students who regularly participate in Community Learning Centers improved their school attendance, class participation and behavior, homework completion, and reading and math achievement scores and grades (Naftzger et al, 2015). Students received daily homework help, individual and group tutoring, supplemental instruction, academic enrichment, character education, life skills, fitness and recreation, and the arts. In addition to the academic support, the program also met the needs of the family and scheduled family involvement activities (detailed within).

Student participation in the Grant B 21<sup>st</sup> CCLC programs for Grant B was solicited using a variety



of methods. Site supervisors reported they collaborated with principals at the schools to encourage families to sign up for the program. Other recruitment strategies included print letters and flyers, “word of mouth” by parents and students, School Open Houses and Parent Nights, and information sharing with specific parents by fellow teachers and school staff.

During the 2016-17 school year program, the total student population was 138 students enrolled across the three sites (illustrated in Table 2.1). Supporting tables (2.2-2.5) provide

demographic information on site attendance throughout the program year, broken down by site.

Pictured: **Northside Elementary 21<sup>st</sup> CCLC Program Students**

**Table 2.1 Student Enrollment**

Number of Students Enrolled TCRC CCLC 21 <sup>st</sup> Century After School Program Sites-Grant B 2016 - 2017 School Year			
Site	Number Enrolled	Number Teachers	Average Daily Attendance
Eastside Elementary School	77	8	38
Northside Elementary School	38	7	35
Scott Elementary School	60	11	56-59
<b>Total</b>	<b>175</b>	<b>26</b>	<b>131</b>

**Table 2.2 Student Attendance**

Student Attendance	Eastside Elementary	Northside Elementary	Scott Elementary
<30 days	30	4	2
30-59 days	10	1	7
60-89 days	3	1	11
90 or more days	34	33	51
Total	77*	39	71

**Table 2.3: Student Demographics (Race)**

Race/Ethnicity	Eastside Elementary	Northside Elementary	Scott Elementary
American Indian/ Alaskan Native	0	0	0
Asian	0	0	0
Black or African American	69	28	68
Hispanic or Latino	3	4	0
Hawaiian or Pacific Islander	0	0	0
White	5	5	2
Two or More Races	0	2	1
Data Not Provided	0	0	0

**Table 2.4: Student Demographics (Gender)**

Gender	Eastside Elementary	Northside Elementary	Scott Elementary
Male	40	17	38
Female	37	22	33

**Table 2.5: Student Demographics (Economic Status)**

Population Specifics	Eastside Elementary	Northside Elementary	Scott Elementary
LEP	1	17	0
Free/Reduced Lunch	76	22	71
Special Needs	0	0	1

### 3.0 Program Operation

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TCRC's 21<sup>st</sup> CCLC program provided services to a wide range of student participants and their families. The school year academic program was organized to maximize student success. The program was open 33 weeks per year and focused on offering academic support for school lessons (Tables 3.1-3.3). Each site's daily schedule began at the end of the regular school day and provided a nutritional snack at the beginning of the session. \*One program opted to change the snack schedule to offer a light supper before the students left for the evening.

Once snack was complete, program staff provided intensive homework help followed by enrichment activities. Academic instruction was tiered to students' learning abilities, styles, challenges, and grade levels via hands-on activities and tasks. During one site visit at Scott Elementary, staff were observed providing differentiated support to students who needed varying levels of tutoring. In the group of 1<sup>st</sup> and 2<sup>nd</sup> graders, of the 12 children were assigned homework for the night. The teacher was able to provide individualized support for the assignments while the remaining students either played a game of "Subtraction Bingo" with an aide or selected a computer.

Enrichment course offerings were standardized across all sites and designed to strengthen students' social, emotional, cognitive, and physical development. Course offerings



were documented on detailed lesson plans which included the name of the activity, a brief description of the activity, website or related video, and applicable procedures. All Grant B school based sites were well equipped with ample space and materials. Teachers were observed moving from classroom to playground and from large to small group with ease within the program space. Finally, program staff followed all safety and security procedures of the school district and ensured the safety and security of all individuals involved in the program.

**Table 3.1 Scott Elementary Schedule**

3:00 p.m. – 3:15 p.m.	Snack
3:15 p.m. – 3:30 p.m.	Lets Get Fit
3:30 p.m. – 4:30 p.m.	Homework and Tutoring
4:30 p.m. – 5:30 p.m.	<u>Academics</u> Monday and Thursday: Math Tuesday and Thursday: Reading Wednesday: Science Friday: Enrichment
5:30 p.m. – 6:00 p.m.	<u>Enrichment</u> Monday and Tuesday: STEM Wednesday and Thursday: Character Ed Friday: Recreation

**Table 3.2: Eastside Elementary Schedule**

3:15 p.m. – 3:30 p.m.	Recreation
3:30 p.m. – 4:30 p.m.	Homework and Snack
4:30 p.m. – 5:30 p.m.	<u>Academics</u> Monday: Math Tuesday: Reading Wednesday: Science Thursday: Math, Reading and Science Friday: Computers, Dance or Journalism
5:30 p.m. – 6:15 p.m.	Enrichment

**Table 3.3: Northside Elementary Schedule**

2:50 p.m. – 3:10 p.m.	Student Arrival
3:10 p.m. – 3:30 p.m.	Recreation and Lets Get Fit
3:30 p.m. – 3:45 p.m.	Snack
3:45 p.m. – 4:20 p.m.	Homework Help and Tutoring
4:20 p.m. – 5:20 p.m.	<u>Academics</u> Monday: Math Tuesday: Reading Wednesday: Science Thursday: Combination Friday: Enrichment and Fun (Dance, Computer, Journalism and Recreation)
5:20 p.m. – 5:50 p.m.	<u>Enrichment</u> Monday and Tuesday: STEM Wednesday and Thursday: Character Ed Friday: Recreation



**Scott Elementary 21<sup>st</sup> CCLC Students (Arts & Crafts, STEAM)**

#### 4.0 Quality of Staffing

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##### **Staff Qualifications and Professional Development**

A high quality program relies heavily upon well-qualified and experienced program staff and service providers. The Thomasville Community Resource Center has a clearly defined organizational structure. The Executive Director worked 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 affect program structure, but the Program Manager is an active participant in this process.

The Program Manager made decisions about daily operations with guidance and reports directly to the Executive director. She served as the “face of the program” for collaborators/stakeholders, program staff, program participants and their parents. The Program Manager was also the first line of communication with staff at the 21<sup>st</sup> CCLC Program sites. TCRC successfully attracted experienced staff members to provide core academic and enrichment activities to enrolled students. Staff were required to obtain a Level 2 background check from the State of Georgia, *Bright From The Start* and meet the credentialing requirements from the Georgia Department of Education. Grant B sites employed 26 teachers and program staff including three Site Managers. One anchor staff member, the TCRC 21<sup>st</sup> CCLC Program Manager has been with the organization for more than six years. Staff experience with TCRC ranged from less than one year to six plus years.

In addition to the range of experience with the organization, there was also a wide continuum in the years of teaching experience. Certified teachers served as the lead teachers

assigned to each classroom in program sites. Several sites also had volunteers support program implementation in the classrooms. Staff were assigned to provide coverage across all sites and to fill in where needed. This was evident when one staff member was on medical leave for several months and staff coverage was still adequate to properly operate the 21<sup>st</sup> CCLC Program.

Thomasville Community Resource Center provided an initial orientation for staff and teachers. This orientation included an overview of the mission and vision, additional information about the service delivery model and expectations of outcomes. A notable example of the TCRC onboarding/mentoring program was evident in the hiring of a new Site Manager. The staff member was hired in September 2016, but she was given time to become fully acclimated to the organization and 21<sup>st</sup> CCLC Program. She fully assumed the role as Site Manger after the fall break.

To support services provided through the 21<sup>st</sup> CCLC program, TCRC also offered ongoing professional development to teachers and staff. Employees were encouraged and often required to participate in various trainings throughout the year. Professional development opportunities were offered as full day training sessions organized by the Program Manager. Training topics were generated from suggestions provided in the Formative Assessment, through teacher request, and TCRC staff observation of need. Collectively, staff earned more than 397 of professional development hours during the 2016-17 program year.

Professional development training topics included:

- Challenging Behavior
- Staff Orientation
- Building Staff Commitment

- Recognizing and Reporting Child Abuse
- First Aid & CPR
- Brown Bag Meetings
- Understanding Communication in the Community
- Health & Safety
- Hands On Activities, Student Supervision, Transitions
- Reading Strategies That Work
- The Ultimate Supervisor
- ASYD Conference

## 5.0 Evaluation Design

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The evaluation of TCRC-Grant B is a continuous improvement model to provide information to measure the progress of grant objectives over a specified amount of time. Multiple research measures were used to collect and analyze data. The evaluation used a mixed method design examining quantitative measures (i.e., report card grades, survey results, attendance, and demographic information) and qualitative measures (i.e., interviews, document review, and observations). Quantitative data were analyzed using spreadsheet software, and descriptive statistics such as percentages and means are presented. Qualitative data were analyzed using thematic analysis procedures to confirm and support the evaluation findings.

All data collected and subsequently analyzed will be used to guide and improve program implementation. Future data collection and evaluation reports should be used to assess, plan, design, and implement strategies to improve the program. The following table, Table 5.1, provides information about the measures and data sources that were used for assessment of each objective. The measures, timeline, and data sources indicated are consistent with the

evaluation plan provided in the approved grant application. These data were provided to the External Evaluators throughout the academic year.

**Table 5.1 Summary of Data Collected**

Source	Frequency	Source
Report Card Results	Quarterly	Collected from participants/ Requested from School District
Site Observations	Quarterly	Sites
Parent Involvement	Monthly	TCRC Sign In Sheet
Parent Volunteers	Daily	TCRC Sign In Sheet
Teacher Survey	Annually	Sponsoring Site Teachers
Parent Survey	Annually	Parents
Student Survey	Annually	Enrolled Students
Program Attendance	Daily	Cayen Afterschool 21
Member Demographics	Annually	Cayen Afterschool 21

## 6.0 Objective Assessment

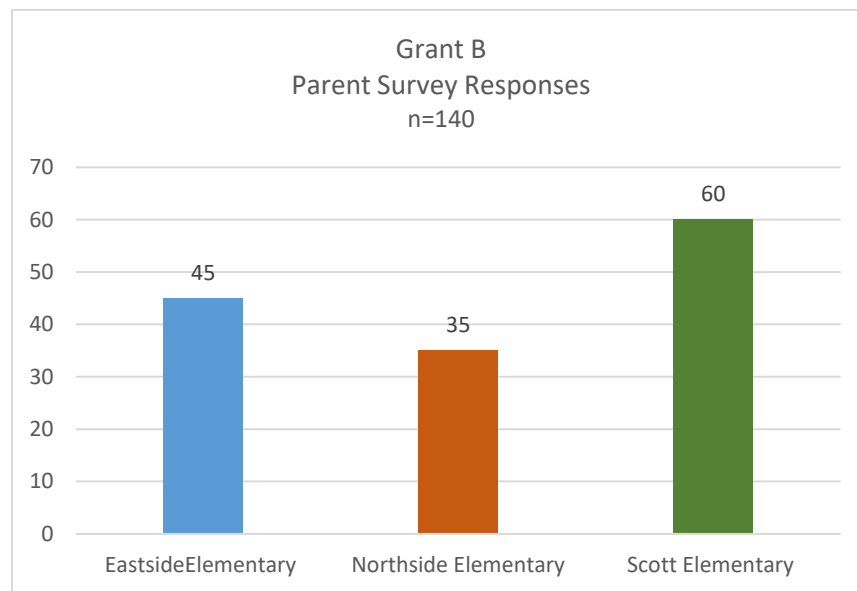
In an effort to fully evaluate the fidelity of the TCRC 21<sup>st</sup> CCLC Grant B after-school program, students, teachers, program managers, and parents completed surveys and participated in group and individual interviews. The Georgia Department of Education developed survey templates to ensure consistent data collection statewide. Survey instruments were designed based on the age of the child (e.g., adaptations were made for children who could not read), and available in Spanish.

Survey samples were treated as “convenience samples” and the response may not be representative of the entire population of staff, students, and parents at the sites. Response options were organized using a five point Likert scale of choices ranging “Strongly Agree” to “Strongly Disagree,” and “Very Satisfied” to “Very Dissatisfied”). Survey results were entered into an online data collection system, Cayen Afterschool 21, and analyzed using assigned codes.

## Parent Survey

Parents of children participating in the 21st CCLC were given a paper survey and encouraged to complete it and return it to program staff during spring 2017. The survey assessed parent satisfaction and attitudes to measure the degree to which they believed the program helped their child improve behavior and academic skills. A total of 140 parents completed the surveys and the distribution is illustrated by site, in Figure 6.1 below.

**Figure 6.1: Number of Parent Survey Respondents**



The nine survey questions provided to parents were as follows:

1. The program is helping my child's behavior improve.
2. The program is helping my child to complete and turn in his/her homework on time.
3. How satisfied are you with your child's 21<sup>st</sup> CCLC program?
4. If the 21<sup>st</sup> CCLC program was not available, where would your child go after school?
5. *\*\*Parents selected one or more options of where their child would go in lieu of the program*
6. How did you find out about the 21<sup>st</sup> CCLC program?

7. \*\*Open ended option if the parent selected “other” for question 6.
8. The program is helping my child’s reading skills improve.
9. The program is helping my child’s math skills improve.

Survey results indicated that parents were satisfied with their child’s 21st CCLC program.

Having afterschool choices helps parents keep their jobs, helps students succeed, and helps ensure businesses can hire the local workforce they need to thrive. In response to the survey question, *“If the 21<sup>st</sup> CCLC program was not available, where would your child go after school?”* 11 parents stated their child would stay home; 91 parents would have their child stay home with a sibling; 23 parents would have their child go home with someone else; 10 children would go somewhere else for afterschool activities; and 5 responded other.

### **Student Survey**

21st Century Community Learning Centers provide essential support to students who are often underserved and help close educational opportunity and achievement gaps. Students participating in the TCRC 21<sup>st</sup> CCLC programs were provided a paper survey to complete in spring 2017. The purpose of the survey was to gauge the attitudes of students toward school and the degree to which they felt participating in the program helped them. Of the students participating in the program, 131 students responded to the survey, which yielded a 95% response rate.

The student survey questions were as follows:

1. I like the 21<sup>st</sup> CCLC program.
2. My overall behavior has improved because of the 21<sup>st</sup> CCLC program.
3. The 21<sup>st</sup> CCLC program helps me complete and turn in my homework on time.



4. I'm doing better in school since I've started coming to the 21<sup>st</sup> CCLC program.
5. I feel better about myself because of the 21<sup>st</sup> CCLC program.
6. I have made new friends because of the 21<sup>st</sup> CCLC program.

Based on survey responses, 99% of students liked their program and believed it helped them complete their homework and turn it in on time. Students also reported they feel they are doing better in school because of their program attendance, 99%. A detailed table of survey responses are included in Table 6.1 below.

**Table 6.1: Student Survey Questions and Responses (n=131)**

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree	
	#	%	#	%	#	%	#	%	#	%
I like the 21 <sup>st</sup> CCLC program	106	81%	24	18%	1	1%	0	0%	0	0%
My overall behavior has improved because of the 21 <sup>st</sup> CCLC program	102	78%	23	17%	4	3%	1	1%	1	1%
The 21 <sup>st</sup> CCLC program helps me complete and turn in my homework on time.	118	90%	12	9%	0	0%	1	1%	0	0%
I'm doing better in school since I started coming to the 21 <sup>st</sup> CCLC program	112	85%	18	14%	1	1%	0	0%	0	0%
I feel better about myself because of the 21 <sup>st</sup> CCLC program	105	80%	20	15%	5	4%	0	0%	0	0%
I have made new friends because of the 21 <sup>st</sup> CCLC program	105	80%	20	15%	4	3%	1	1%	1	1%

## **Teacher Survey**

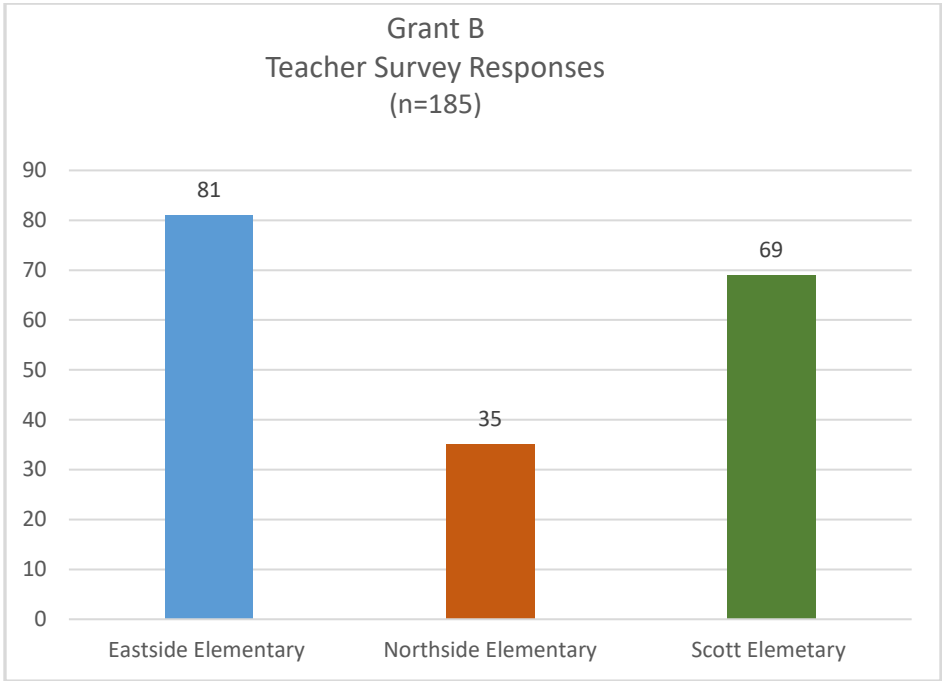
Surveys were distributed to each participating students regular teachers to assess whether or not student behavior related to academic performance was changed or improved throughout the year. Site coordinators were encouraged to collect as many surveys as possible. The survey included ten questions with answers measured using an eight point Likert scale. Survey questions were as follows:

### ***To what extent has the student changed:***

1. Turning in his/her homework on time.
2. Completing homework to your satisfaction?
3. Participate in class?
4. Volunteering (e.g., for extra credit or more responsibilities)?
5. Attend class regularly?
6. Is attentive in class?
7. Behaving well in class?
8. Academic performance?
9. Come to school motivated to learn?
10. Get along well with other students?

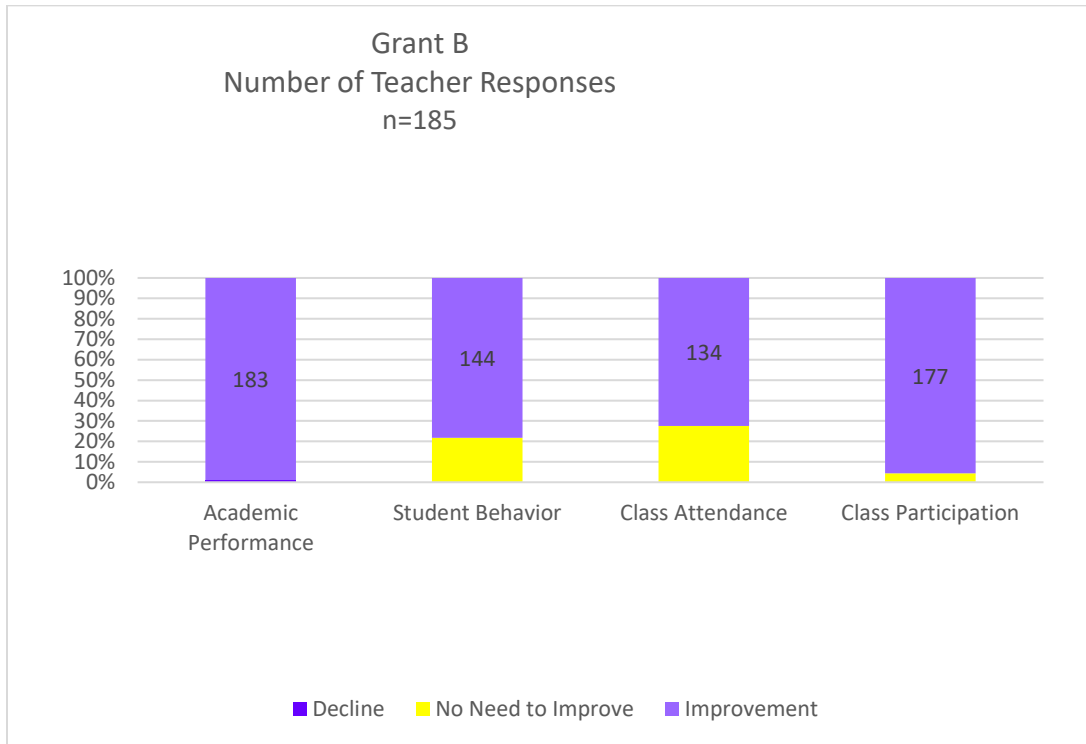
Survey responses were anonymized once the data was collected. This was to ensure the responses were forthcoming and provided meaningful feedback to improve the program operations and outcomes. A total of 185 teachers across all three sites responded to the survey as illustrated in Figure 6.2.

**Figure 6.2: Number of Teacher Survey Respondents**



There are several behaviors identified to support academic learning. In the provided surveys, Teachers rated the degree of improvement in areas such as homework submission, class attendance and participation, behavior, academic performance and motivation to learn. Based on teacher survey responses; students improved in most of the categories including academic improvement, behavior, and class participation. The largest area of growth was in academic performance. There were no reports of the decline in students’ academic learning behaviors.

**Figure 6.3: Student Performance by Category**



### Interviews and Observations (Site Visits)

Evaluation team members conducted impromptu interviews with Site Managers and program staff during quarterly observations. The observations were conducted from November 2016-April 2017. Evaluation team members visited each Grant B site for a designated amount of time to observe teacher and student interactions, review program documents, and engage in informal conversations with site staff, volunteers, and coordinators. The goal of the interviews was to capture perspectives of program participants, staff, and others affiliated with the program. The interviews were unstructured and conversational.

Valuable information on the students’ response to the program was collected during the interview sessions. According to one of the Site Managers, “the students like coming and don’t want to leave when it is time to go home.” Research states that particularly important

considerations should be made for students who may be discouraged and “turned off” by school (Protheroe, 2007). One of the program’s success stories shared provided a real time example of why this program is needed to reach students who could become turned off or fall through the cracks.

*Mr. Weatherspoon was a teacher in the after-school program. His most difficult student to work with in the beginning of the program was L.S. Everything Mr. Weatherspoon requested or asked of L.S. L.S. would do the total opposite or ignore requests. Mr. Weatherspoon continued to work on improving himself and his approach as well as tone with L.S. to see some type of break through or change for the better in L.S. Half way through the after-school program Mr. Weatherspoon finally saw some improvements in L.S. L.S. went from not listening or ignoring to responding with “No Sir” “Yes Sir” “I’ll help you Mr. Weatherspoon.” L.S. had a much more pleasant attitude/behavior with the Mr. Weatherspoon as well as other after-school staff. He was now participating in all activities and responding and volunteering to do extra things when offered to him. His conduct in regular day school improved as well.*

### **Program Impact**

Students in afterschool attend school more often, do better in school, gain skills for success, and are more likely to graduate. The students in TCRC 21<sup>st</sup> CCLC Grant B program made strides in their academic work. Miller (2003) states that successful afterschool programs have 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. Based on the results from the Georgia Milestone Standardized tests, TCRC provided activities that allowed the students to gain knowledge and successfully perform at higher levels.

This success is highlighted in the objectives set forth and progress made on the grant goals and objectives.

- Goal 1 was to improve student academic achievement; specifically in the areas of reading, language arts, and math.
- Goal 2 was to improve student health, emotional and social development.
- Goal 3 was to increase parental involvement.

During the 2016-17 program year, 89 TCRC 21<sup>st</sup> CCLC participating students took the Georgia Milestones Assessment (English/Language Arts and Math). To meet Goal 1, in Objective 1.1 75% of students scored as developing, proficient, or distinguished in the area of English/Language Arts to successfully meet the goal. In the math subject area, 62% of the students scored developing, proficient, or distinguished to successfully meet the goal.

Goal 2 was to improve student health, emotional and social development. The goal was met by 100% of regularly participating students. TCRC infused the six pillars of the Character Counts Curriculum into the weekly activities at each program site. Goal 3 was to increase parental involvement. As indicated in Table 7.1, there were 16 Parent Involvement activities offered across the Grant B sites during the program year. Parent and/or family member attendance at the various activities exceeded the set objectives for this goal. Table 6.2 (below), provides a breakdown of the grant goals and objectives with supporting detail and percentages.

**Table 6.2: Objective Status**

	Measureable Objective	Eastside Elementary	Northside Elementary	Scott Elementary
<b>Goal 1: Improve student academic achievement</b>	(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. <b>OBJECTIVE MET (67/89) = 75%</b>	Met Developing=19 Proficient=11 Distinguished=1	Met Developing=3 Proficient=8 Distinguished=1	Met Developing=16 Proficient=8 Distinguished=0
	(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 state assessments. <b>OBJECTIVE MET (55/89)= 62%</b>	Met Developing=12 Proficient=8 Distinguished=0	Met Developing=12 Proficient=4 Distinguished=0	Met Developing=16 Proficient=8 Distinguished=0
<b>Goal 2: Improve student health, emotional, and social development.</b>	(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. <b>OBJECTIVE MET= 100%</b>	Met  Dance Gym Let's Get Fit Healthy Habits	Met  Dance Gym Let's Get Fit Healthy Habits	Met  Dance Gym Let's Get Fit Healthy Habits
	(2.4) 75% 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. <b>OBJECTIVE MET=100%</b>	Met  Character Counts	Met  Character Counts	Met  Character Counts

<b>Goal 3: Increase parental involvement</b>	(3.1) 40% of parents and/or family members of regularly attending students (attending 30 or more operational days) will participate in at least one program wide event. <b>OBJECTIVE MET= 73%</b> 87 family members attended/120 families	Met (Family Math Night) 20 attendees	Met (Family Literacy Night) 19 attendees	Met (Family Math Night) 48 attendees
	(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. <b>OBJECTIVE MET=70%</b> 84 family members attended/120 families	Met (Zumba Night) 17 attendees	Met (Zumba Night) 19 attendees	Met (Zumba Night) 48 attendees

7.0 Progress Towards Sustainability

**Partnership Development and Program Contributions**

Structured afterschool program costs vary widely depending on the organization and other available funding. 21st Century Community Learning Centers work closely with schools, youth and community groups, faith-based organizations, and businesses. Based on reports from site managers, programs engaged in a variety of functions with partners. These functions ranged from in-kind donations of classroom space and materials to the provisions of snacks and food.

One notable success was the partnership with Thomas County Schools. The 21<sup>st</sup> CCLC Program Manager, LaTonya Williams White stated, “I think our partnership and collaboration with the Thomas County School System is a great and much needed asset that continues to grow. This partnership allows Thomasville Community Center to have access to the schools, students, and school equipment.”



In addition to the feedback from the Program Manager and Site Managers, participants rated all activities with partners as at least moderately successful, with training, joint planning, and resources as having the highest level of success. For example, Northside Elementary collaborated with Second Harvest to provide a nutritious light supper for participating students. This was a change during the program year and the teachers and parents both liked the modification in the schedule. In fact, during the spring site visit, the evaluator observed students eating hamburgers, baked beans, peaches, and chocolate milk.

Eastside Elementary collaborated with Second Harvest Food of South Georgia as well as the host elementary school. The partnerships enabled the programs to continue providing the valuable activities to enhance student success.

### **Family Involvement and Support**

Research shows that parent involvement in afterschool programs provides the same benefits to children, families and programs as parent involvement in the regular school day. Afterschool programs present a gateway into the school for many parents who do not otherwise feel connected to their children's school (Afterschool Alliance, 2008).

TCRC Grant B sites offered services designed to increase involvement in their child's education. Parents enjoyed activities that offer a chance to socialize and discuss concerns with other parents and staff. Each site offered a Parent Orientation and Family Math Night. Throughout the year, parent attendance and participation increased as reported by two Site Managers.

**Table 7.1: Parent Involvement Activities**

Session Name Date	Hours/Session	Adults Attended	Total
<b>Eastside Elementary</b>			
Parent Orientation August 11, 2016	1	22	22
Lights On Afterschool October 20, 2016	3	25	25
Family Math Night January 26, 2017	1	20	20
Zumba Family Night February 8, 2017	1	17	17
Family Literacy Night February 23, 2017	1	14	14
Computer Literacy March 16, 2017	1	22	22
<b>Northside Elementary</b>			
Parent Orientation	1.5	19	19
Lights On Afterschool October 20, 2016	3	17	17
Family Literacy Night December 16, 2016	1	33	33
Zumba & Math Family Night February 24, 2017	1	19	19
Computer Literacy Night March 16, 2017	1	21	21
<b>Scott Elementary</b>			
Lights On Afterschool! October 20, 2016	3	48	48
Family Literacy Night December 13, 2016	1	48	48
Family Math Night January 10, 2017	1	48	48
Zumba Night February 7, 2017	1	48	48
Computer Literacy Night March 7, 2017	1	48	48

## 8.0 Overall Recommendations

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The Thomasville Community Resource Center is led by a team of dedicated and experienced individuals at the executive, program, and site staff level. Evaluation of the 21<sup>st</sup> CCLC Program is critical to the success of after school programming. Program evaluation provides information for curriculum and activity adjustment, reallocation of funding, staff development, decision making and accountability (Dodson & McCann, 2006). TCRC continues to meet both the requirements of the state 21<sup>st</sup> CCLC Initiative as well as the expectations of the parents of enrolled children. The participating families were satisfied with the program and enrichment activities offered. The program staff reported they felt supported with training and technical assistance.

Overall, the TCRC 21<sup>st</sup> CCLC Grant B sites achieved the stated objectives for the 2016-17 program year. Within the model of continuous model of program improvement, several recommendations for continued improvement are provided. The recommendations are not considered “weaknesses” as the program is already making strides to address many of these challenges. Rather, this section includes recommendations and promising practices to highlight areas where the program should celebrate positive strides and areas to focus on for additional planning.

### Promising Practices:

#### *Lesson Planning and Activities*

Program staff were observed providing an effective implementation of curriculum planning. In one session, the teacher asked the students to recall prior knowledge of their visit to a reptile show as they reviewed vocabulary words such as camouflage, transparent, etc. At another site, Northside Elementary, the teacher was observed showing the students a video

outlining three steps of “how to make ice cream.” The video was followed by the students following the steps to make ice cream using a Ziploc sandwich bag, ingredients (i.e., salt, ice, half-and-half and sugar, vanilla), and shaking to mix the elements. Once the ice cream was finished, students wrote down their observations of what took place during the activity.

A few program activities observed aligned with the Georgia Afterschool and Youth Development Quality Standards. These activities included the Math Treasure Hunt, connecting the math activity through music and movement, Go Noodle video dances, and Jeopardy.

*Program Recommendations:*

*Lesson Planning and Activities*

One recommendation is to continue to expand the use of hands on activities to support academic learning. A review of documents confirmed that hands on activities are included in the lesson plan however it is imperative that teachers effectively and provide a descriptive listing of the activity and desired outcome. Of special note, it must be stated that communication of the activity’s purpose is essential for child retention and ongoing enthusiasm. For example, during one observation, one student said, “*Ms. S. said we didn’t have to do anything educational today.*” It is important for teachers to understand that children do not distinguish learning by subject area or activity.

Teachers should encourage student’s enthusiasm for learning and not segregate the activities into “educational” and/or “fun.” This could be viewed as a threat to motivation and place over-emphasis on mastery of some skills over another (Copple & Bredekamp, 2009). As reported in the Formative Evaluation, select TCRC staff could benefit from the implementation of a coaching and mentoring model across program sites. During the site observation, one

certified teacher at Eastside Elementary demonstrated mastery of the needed balance of academic and hands on program delivery. This staff member could serve as a designated mentor for staff across sites to model appropriate delivery of the activities without use of the rote/drill method.

#### *Student Behavior and Staff Response*

In addition to the delivery of planned lessons, throughout the year (during the fall and spring site visits), program staff were observed responding to challenging behavior using methods that were punitive and/or harsh. For example, a teacher threatened a child that he would not be able to attend an upcoming field trip if he did not “*straighten up.*” After this exchange, two other male students were also chastised. Professional development was offered on challenging behavior, supervision, and transitions.

In follow up conversations with site staff and the Program Manager, the employees acknowledged that additional training would benefit staff in future years. While the spring training/in-service day included the topic of challenging behavior, full implementation of the techniques requires consistency and time. A follow up recommendation is add a component of modeling and positive behavior supports without removing children from activities as a form of punishment.

#### *Community Partnerships*

The program should continue to work with community partners to strengthen and sustain initiative related programming. For example, it may be a good idea to partner with local colleges and or technical institutes to add variation in the ages of attendees. This would also enable the students to visualize the continuum from elementary to college.

## References

Afterschool Alliance

[http://www.afterschoolalliance.org/issue\\_briefs/issue\\_parent\\_involvement\\_32.pdf](http://www.afterschoolalliance.org/issue_briefs/issue_parent_involvement_32.pdf)

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