

# **Thomasville Community Resource Center Evaluation of 21<sup>st</sup> Century Community Learning Center**



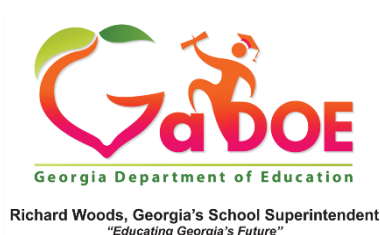
Evaluation of 21st Century Community Learning Center

## **2018-2019 Grant Activities**

**for**

**Cross Creek Elementary  
Garrison Pilcher Elementary  
Harper Elementary  
Thomas County Middle**

**Antrica Morgan and Ciawanda McDonald  
Independent Evaluators**



**Georgia Department of Education**  
**21<sup>st</sup> Century Community Learning Centers**  
**FY 19 Common Data Elements Form**

**Subgrantee:** Cross Creek, Garrison Pilcher, Harper Elementary and Thomas County Middle Schools

**Date:** June 7, 2019

<b>1. Attendance</b>									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	124	Number:	299	Number:	197	Number:	27	Number:	157
<b>2. Objectives</b>									
Total Objectives		Met		Not Met		Other			
Number:	6	Number:	4	Number:	2	Number:	0		
<b>3. Standardized Testing</b>									
<b>3A. English Language Arts – Regular Attendees Achievement Levels</b>									
Beginning		Developing		Proficient		Distinguished			
Number:	69	Number:	56	Number:	11	Number:	0		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	61		
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		
<b>3B. Math – Regular Attendees Achievement Levels</b>									
Beginning		Developing		Proficient		Distinguished			

Number:	47	Number:	68	Number:	20	Number:	0
Regular Attendees without scores who took standardized test						Number:	0
Regular Attendees who did not take standardized test						Number:	62
Retake Data (If applicable)					Number of Retakes:		0
Beginning		Developing		Proficient		Distinguished	
Number:	0	Number:	0	Number:	0	Number:	0

#### 4. Report Card Grades

##### 4A. English Language Arts – Regular Attendees

Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
31	55	37	57	13	4
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric & Letter		

##### 4B. Math – Regular Attendees

Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
30	38	41	63	20	5
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric & Letter		

#### 5. Surveys

##### 5A. Student Surveys

Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
51	91	13	91	11	88	13

5B. Parent Surveys						
Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
51	47	4	47	4	47	4
5C. Regular School Day Teacher Surveys						
Number of Teacher Surveys Completed	Behavior		Homework Completion			
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement		No Need to Improve	
Number	Number		Number			
203	733	129	854		58	
6. Partners						
Number of Partners	Total Amount of Contributions					
8	198,495.00					

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# SUMMARY OF EVALUATION FINDINGS FOR 21<sup>ST</sup> CCLC PROGRAMS FOR 2018-2019

## Cross Creek Elementary, Garrison Pilcher Elementary, Harper Elementary and Thomas County Middle Schools

<b>Program Objectives</b>	<b>Cross Creek Elementary</b>	<b>Garrison Pilcher Elementary</b>	<b>Harper Elementary</b>	<b>Thomas Middle School</b>	<b>All Program sites</b>
	<b>Objective Achieved?</b>	<b>Objective Achieved?</b>	<b>Objective Achieved?</b>	<b>Objective Achieved ?</b>	<b>Objective Achieved?</b>
<b>Goal 1: Improve student academic achievement.</b>					
<b>Objective 1.1)</b> 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>MET</b>	<b>N/A</b>	<b>NOT MET</b>	<b>MET</b>	<b>NOT MET</b>
<b>Objective 1.2)</b> 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.	<b>MET</b>	<b>N/A</b>	<b>NOT MET</b>	<b>MET</b>	<b>MET</b>
<b>Goal 2: Improve student health, emotional and social development.</b>					
<b>Objective 2.1)</b> 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>MET</b>	<b>MET</b>	<b>MET</b>	<b>MET</b>	<b>MET</b>
<b>Objective 2.2)</b> 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.	<b>NOT MET</b>	<b>MET</b>	<b>MET</b>	<b>MET</b>	<b>MET</b>
<b>Goal 3: Increase parental involvement.</b>					
<b>Objective 3.1)</b> 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.	<b>MET</b>	<b>NOT MET</b>	<b>NOT MET</b>	<b>NOT MET</b>	<b>NOT MET</b>
<b>Objective 3.2)</b> 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>MET</b>	<b>NOT MET</b>	<b>NOT MET</b>	<b>MET</b>	<b>MET</b>



**Thomasville Community Resource Center**  
**Evaluation of 21<sup>st</sup> Century Community Learning Center**  
**2018-2019 Grant Activities**  
**Cross Creek Elementary**  
**Garrison Pilcher Elementary**  
**Harper Elementary**  
**Thomas County Middle**

**Antrica Morgan and Ciawanda McDonald**  
**Independent Evaluators**

## **Introduction**

This report summarizes findings and recommendations from a formative and summative evaluation of the 21st Century Community Learning Center (CCLC) programs at the following four sites: Cross Creek Elementary, Garrison Pilcher Elementary, Harper Elementary and Thomas County Middle Schools. These programs are facilitated by the Thomasville Community Resource Center (herein referred to as TCRC). The purpose of this evaluation reflects activities conducted and data collected over the 2018-2019 academic year in keeping with contractual obligations with the Georgia Department of Education (herein referred to as GADOE).

## **Program Overview/History**

TCRC began providing 21st CCLCs in 2008. Currently, program services are being administered and monitored under the direction of the Executive Director (Mrs. Lisa Billups), whose tenure with the organization spans over 6 years. The Executive Director continues to oversee and report internal program improvements with a continued desire to implement recommended changes from past evaluations. The objective of this report is to provide a comprehensive overview of observations and findings on the identified program sites for the entire academic year of 2018-2019. It represents an analysis of required data, by GADOE, collected throughout the academic year 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.

### **Geographical Characteristics**

Cross Creek Elementary, Garrison Pilcher Elementary, Harper Elementary, and Thomas Middle School are located in Thomasville, Georgia. Thomasville is located in Thomas County. According to the Census Bureau, it has a population of approximately 44,779 as of 2017, of which 36.5% are African American followed by Caucasians at 57.6% and those that are Hispanic or Latino at 3.7%. Approximately 24.0% of the population is under the age of 18 and the median household income in the city is \$41,336. Approximately 17.9% of the total population are listed as below the poverty line (<https://www.census.gov>).

### **Site Characteristics**

Cross Creek has 837 students enrolled with 54 teachers providing instruction. The average student to teacher ratio is 15:1 which is lower than the national average of 17:1. On average, 84% are eligible to receive free or reduced lunch. The 21<sup>st</sup> CCLC service projections for Cross Creek were 34 participants. This site met and exceeded the anticipated participants with 93 registered students of which 52 attended thirty days or more. This site was open five days a week for a total of fifteen hours a week (**see Table 2**) with the exception of official Thomas County school closures. During the summer, the site was open five days a week for a total of 40 hours a week for 4 weeks; with the exception of official Thomas county school closures (**see Table 2**). The population of regular attendees at this site is 50 African American, four Caucasian, three Hispanic and four multi-racial students. There are more males (n=33) than females (n=28) and 20 were identified as having special needs or disabilities. This site serves children in grades third and fourth.

Garrison-Pilcher has a student population of 849 students. There are 56 teachers staffed to provide instruction. The average student to teacher ratio is 15:1 which is lower than the national average of 17:1. On average, 84% are eligible to receive free or reduced lunch. The school's student population consists of 60% Caucasian, 31% African American, and 4% Hispanic. The 21<sup>st</sup> CCLC service projections for Garrison Pilcher were 30 participants. The site met and exceeded the program projections with 73 registered participants of which 47 attended thirty days or more. This site was open five days a week for a total of fifteen hours a week (**see Table 2**) with the exception of official Thomas County school closures. During the summer, the site was open five days a week for a total of forty hours a week for four weeks; with the exception of official Thomas county school closures (**see Table 2**). The population of regular attendees at this site is 39 African American and six Caucasian students. There is one student whom identified as having two or more races and one student identified as Hispanic. There are more females (n=29) than males (n=18) and no students were identified as having special needs or disabilities. This site serves children in grades first and second.

The student population at Harper is 388 students. There are 30 teachers staffed to provide instruction. The average student to teacher ratio is 13:1 which is lower than the national average of 17:1. On average, 99% are eligible to receive free or reduced lunch. The 21<sup>st</sup> CCLC service projections for Harper Elementary were 30 participants. The site met and exceeded the anticipated participants with 52 registered participants of which 44 attended 30 days or more. This site was open five days a week for a total of fifteen hours a week (**see Table 2**) with the exception of official Thomas County school closures. During the summer, the site was open five days a week for a total of forty hours a week for four weeks; with the exception of official Thomas County school closures (**see Table 2**). The population of regular attendees at this site is

100% African American. There are more females (n=23) than males (n=21) and five were identified as having special needs or disabilities. This site serves children in grades K through 5. The majority of the students who are represented are in kindergarten and first grade with 50% of the total attendees.

The 21<sup>st</sup> CCLC service projections for Thomas County middle school were thirty participants. The site met and exceeded the anticipated participants with 81 registered participants of which 54 attended 30 days or more. This site was open five days a week for a total of fifteen hours a week (**see Table 2**) with the exception of official Thomas County school closures. During the summer, the site was open five days a week for a total of forty hours a week for four weeks; with the exception of official Thomas County school closures (**see Table 2**). The population of regular attendees at this site is 48 African American, five Caucasian students and two Hispanic students. There are more females (n=29) than males (n=27) and eleven were identified as having special needs or disabilities. This site serves children grades 5 through 8. The majority of the students who are represented are in the fifth grade. Currently, Thomas Middle school has 1,650 students enrolled with 106 teachers providing instruction. The average student to teacher ratio is 16:1 which is lower than the national average of 17:1. On average, 84% are eligible to receive free or reduced lunch (<https://www.niche.com>).

**Tables 1-3** provide the characteristics of the sites reported in this evaluation and reported information related to the intended target population, the actual population attending thirty days or more and the feeder schools providing the students. As noted in **Table 1**, the grade level and projected number of student participants varies across program sites.

**Table 1. Site Characteristics of TCRC 21<sup>st</sup> CCLC: Target Population and Participation (2018-2019 Academic Year)**

<b>Site Name</b>	<b>Grade Level Range of Students</b>	<b>Number Projected to serve in application or proposal.</b>	<b>Number of students who attended 30 days or more.</b>	<b>Number of students who attended less than 30 days.</b>	<b>Name of all public and private feeder schools.</b>
Cross Creek Elementary School	3 <sup>rd</sup> and 4th	34	52	30	Scott Elementary Mitchell County Middle School Lamar Reese Elementary
Garrison Pilcher Elementary School	1 <sup>st</sup> and 2nd	30	47	19	Garrison-Pilcher Elementary Scott Elementary Mitchell County Primary Preschool
Harper Elementary School	Pre-K-5	30	44	8	Eastside Elementary Hand-In-Hand Primary Preschool Jerger Elementary
Thomas County Middle School	5 <sup>th</sup> -8th	30	54	27	Eastside Elementary

**Table 2. Site Characteristics of TCRC 21<sup>st</sup> CCLC: Daily Program Operations (2018-2019 Academic Year)**

<b>SITE</b>	<b>AFTERSCHOOL HOURS OF OPERATION</b>	<b>AFTERSCHOOL HOURS OF OPERATION</b>	<b>AFTERSCHOOL HOURS OF OPERATION</b>	<b>AFTERSCHOOL HOURS OF OPERATION</b>	<b>AFTERSCHOOL HOURS OF OPERATION</b>
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Cross Creek</b>	3:20PM 6:20PM	3:20PM 6:20PM	3:20PM 6:20PM	3:20PM 6:20PM	3:20PM 6:20PM
<b>Garrison Pilcher</b>	3:00PM 6:00PM	3:00PM 6:00PM	3:00PM 6:00PM	3:00PM 6:00PM	3:00PM 6:00PM
<b>Harper</b>	3:00PM 6:00PM	3:00PM 6:00PM	3:00PM 6:00PM	3:00PM 6:00PM	3:00PM 6:00PM
<b>Thomas County</b>	3:30PM 6:30PM	3:30PM 6:30PM	3:30PM 6:30PM	3:30PM 6:30PM	3:30PM 6:30PM

The sites being evaluated in this report currently operate at various dates and times. The four sites, Cross Creek Elementary, Garrison-Pilcher Elementary, Harper Elementary and Thomas County Middle school all operate after school programs, five days per week for a total of fifteen hours a week. Additionally, all the sites provided summer enrichment activities. TCRC offers student's assistance with academic enrichment, character development, health and wellness, and life skills training. While in attendance, students receive homework assistance and various types of enrichment activities tailored to enhance their math, reading, language arts, writing, and science knowledge. TCRC activities are designed to meet the student needs at his or her current academic level and challenge them to become efficient, independent learners.

**Table 3. Site Characteristics of TCRC 21<sup>st</sup> CCLC: Program Parameters**

Site Name	During the School Year: Number of days per week program in session	During the School Year: Number of hours per day program in session	During the School Year: Total number of weeks program was in session	During the School Year: Average number of students per day at site	During the Summer: Number of days per week program in session	During the Summer: Number of hours per day program in session	During the Summer: Total number of weeks program was in session
Cross Creek Elementary	5	3	31	36	5	8	4
Garrison Pilcher Elementary School	5	3	31	34	5	8	4
Harper Elementary	5	3	30	37	5	8	4
Thomas County Middle School	5	3	32	39	5	8	4

### Staff Professional Development

Currently, TCRC is stable and has a well-defined organizational structure. The Executive Director works directly and collaboratively with the Program Manager and provides guidance, oversight, and input into programmatic decisions such as, funding, staffing, resources, and special events. The Executive Director ultimately has final decision-making authority but encourages collaboration from staff, particularly the Program Manager. The Program Manager in consultation with the Executive Director makes decisions about the daily operations of the program activities using guidelines set by the GADOE. The Program Manager supervises all site coordinators and serves as the public figure for the program in collaborating with community stakeholders, program staff, school administrators, and parents of participants. The Program Manager also serves as the bridge between site coordinators, staff and program administrators,

requiring regular staff meetings to address operational concerns, distribute pertinent program information, share ideas, and discuss ways to improve performance outcomes.

TCRC was successful in recruiting experienced staff to provide core academic and enrichment activities to its participants. All staff was required to complete a Level 2 background check from the state of Georgia and meet the credentialing requirements mandated by the GADOE. TCRC recruited 25 staff members including 4 site coordinators and 21 various staff members to oversee Grant A activities. In a 2018 survey, the staff was asked about the strategies and procedures TCRC uses to obtain experienced staff. One site coordinator reported:

*“Thomasville Community Resource Center sends a memo informing Superintendents of the school systems that we partner with, and they distribute the memo out to the faculty and staff.”*

Work experience and years of experience among TCRC staff varies and staff is consistent in providing a sense of continuity in instruction and support for the participants. The site coordinators all reported having greater than 20 years of experience working with afterschool programs. To ensure continued growth and professional development of its staff TCRC requires staff, teachers, and site coordinators to attend new hire orientation and various trainings throughout the school year. Professional development trainings cover topics including:

- Afterschool Youth Development Conference
- National Youth at Risk Conference
- Behavior Management
- Making the Classroom Inclusive
- Creative Ways to get and Maintain Students Attention
- Purpose and Effectiveness of Ice Breakers
- It All Adds Up
- Literacy Skills
- Social Emotional Learning
- Positive Behavior Support
- Understanding the Shy and Introverted Child



It is within reason to conclude that based on the years of experience, credentials, and continued trainings and professional development; the TCRC staff is highly qualified to execute the goals and objectives outlined by the state of Georgia for the 21<sup>st</sup> CCLC program.

### **Program Activities**

During the reporting period, the evaluator made five visits to each site. During those visits, the evaluator witnessed similar activities implemented amongst all the sites. At all sites, the students were given the opportunity to increase their knowledge with project-based activities, didactic learning, and hands on learning, and recreational activities. The students used tools such as, Moby Max, Reading Theory, Character Education, Music Let's Get Fit, Character Counts, Just Dance, interactive technology video gaming, Prodigy Math, Smart Board technology for didactic learning, and iPad to access internet for interactive sites. Enrichment activities focused on four areas, Parental Involvement, Character Development/Life Skills, Health and Wellness, and Academic Achievement. The enrichment activities reflect target areas such as, homework help, instruction, academic learning, recreation, and health and wellness. The evaluator observed these activities being reinforced throughout the four sites. The evaluator found the interaction between the staff and students to be organized, sufficient and targeted the program objectives outlined.

In an effort to clarify and create consistency in this summative evaluation, the evaluator will standardize the program activities analyzed to objectify the data presented. In order to ensure reliability and validity of this evaluation, the evaluator used the following activities per site to measure the objectives.

**Table 4: Designated Standardized Enrichment Activities**

<b>Objective 2.1) 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>
2.1 FY19 SY Snack/Mentoring
2.1 FY19 SY Let's Get Fit/Friday
<b>Objective 2.2) 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.</b>
2.2 FY19 SY Character Counts
2.2 FY19 SY Arts & Crafts
2.2 FY19 SY The Center for Puppetry
<b>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.</b>
3.1 FY19 SY Family Night Math
3.1 FY19 SY Family Steam Night
3.1 FY19 SY Family Literacy Night
3.1 FY19 SY Family Paint Night
3.1 FY19 SY Family STEAM Night
3.1 FY19 SY Lights on Afterschool
<b>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.</b>
3.2 FY19 SY Health & Wellness Night
3.1 FY19 SY Family Zumba

**Evaluators Site Observations**

This is a random sample account of the evaluator's observations of each site during November 2018 and March 2019 for the reporting period. Five site visits to each of the program sites were completed over the course of the academic year. These site visits occurred during the months of October, November, December, February and March. During each of these site visits,

there were brief interviews, questions with teachers, staff, and the site coordinators, along with structured observations of processes, protocols, resources, and other site characteristics.

**Cross Creek Elementary (Grades 3 and 4 Only)**

**November 26, 2018 @ 4:15pm**

3 teachers  
2 paraprofessionals

Students Enrolled: 41  
Students Present: 34  
Students Attending on Average: 39

The 21st Century program has access to the entire facility.

**Snack:** Baked Cheetos and Grape Juice

**Evaluator Observation:**

3<sup>rd</sup> graders and staff are in the gym playing dancing dodge ball then relay races. Next, they separated into grade level groups. All groups working on math facts. One group had math stations set up in the classroom for students to rotate through each station.

**Garrison Pilcher Elementary School (Grades 1 and 2 Only)**

**November 26, 2018 @ 5:10pm**

3 teachers  
1 paraprofessional  
1 student aid

Students Enrolled: 40  
Students Present: 38  
Students Attending on Average: 30

The 21st Century program has access to the entire facility.

**Snack:** Baked Cheetos and Grape Juice

**Evaluator Observation:**

Site Coordinator has a group of students using the SmartBoard playing Kahoot with math facts. Another staff member has a different group of students using the SmartBoard playing Kahoot with math facts. She is explaining answers to students when they provide incorrect answers. Another staff member has another group of students using the SmartBoard playing GoNoodle and Just Dance.

**Harper Elementary School**

**November 28, 2018 @ 4:30pm**

2 teachers  
3 paraprofessionals paraprofessional

Students Enrolled: 44  
Students Present: 40  
Students Attending on Average: 39

The 21st Century program has access to the cafeteria, media center, two computer labs, two classrooms, gym and storage.

**Snack:** Doritos and Apple Juice

**Evaluator Observation:**

1<sup>st</sup> and 2<sup>nd</sup> grades are in library working on math facts in math stations. One station is computers with math games. One station is small group with teacher working on math worksheet. One station is a dice and number chart game.

Another group in cafeteria working on Christmas art activity with construction paper, crayons, glue and cotton balls.

**Thomas County Middle School  
November 28, 2018 @ 5:30pm**

3 teachers  
2 paraprofessionals

Students Enrolled: 53  
Students Present: 40  
Students Attending on Average: 46

The 21st Century program has access to all computer labs, the gym when there is no sports practice or games, four classrooms and the soccer fields.

**Snack:** Sunflower Seeds and Orange Juice

**Evaluator Observation:**

One group is playing Math Jeopardy on SmartBoard. While one teacher is facilitating the Math Jeopardy, the other teacher has two students receiving one on one for academic challenges.

Next, the group worked on a project-based learning project.

**Cross Creek Elementary (Grades 3 and 4 Only)  
March 21, 2019 @ 4:20pm**

Present: 27

**Snack:** Chocolate Graham Crackers and Juice

**Evaluator Observation:**

3<sup>rd</sup> grade with staff completing reading activity and now headed outside for Let's Get Fit. Outside, students are swinging, playing basketball, and turning cartwheels in the grass.

4th grade is returning from the gym and Let's Get Fit activities. Students are now in classroom working on sentences. They are selecting sentence cards and constructing sentences.

**Garrison Pilcher Elementary School (Grades 1 and 2 Only)**  
**March 21, 2019 @ 5:10pm**

Present: 35

**Snack:** Graham Crackers and Grape Juice

**Evaluator Observation:**

2nd graders are in two groups. Half of the students are doing reading activities on ipads. The other half are playing Sight Word Bingo.

1st graders are in two groups. Half of the students are doing a big puzzle. The other half are making sentences out of word puzzles.

All groups combined for charades.

**Harper Elementary School**  
**March 26, 2019 @ 4:25pm**

**Snack:** Munchies Mix and Apple Juice

**Evaluator Observation:**

K - 2<sup>nd</sup> grades are in the cafeteria doing homework help. Next, they transitioned to students completing the 21<sup>st</sup> Century student surveys. Staff explains what the survey is and stress that it is their opinion and feelings. She instructed them to "Do no copy someone else paper." They are also stopping parents upon pick up to complete the parent surveys.

Grades 3<sup>rd</sup> – 5<sup>th</sup> in computer lab.

**Thomas County Middle School**  
**March 26, 2019 @ 5:25pm**

Present: 34

**Snack:** Cereal and Milk

**Evaluator Observation:**

Students are outside enjoying work-stations (ipad activities and 4 square) in the nice weather. Site Coordinator is calling small groups of students inside to complete 21<sup>st</sup> Century Program student survey

## **Program Strengths**

The evaluator noted several factors contributing to the success of the 21<sup>st</sup> CCLC program for the 2018-2019 reporting period. Based on the number of students registered in the program, the evaluator can conclude that the TCRC staff, program administrators, and school administrators did not encounter any difficulties with recruiting students to participate in the program. The original proposal for the 2018-2019 reporting period projected 124 students to be serviced. The four sites collectively, reported servicing 197 students for thirty days or more. The organizational structure was sound and stable, and the employees were consistently available and at their respective sites providing services. The evaluator also notes parental satisfaction with the existence of the program. Parents are also and satisfied with the academic improvements and consider them to be a strength of the program during the reporting period. In a 2018 survey with the site coordinators, they were asked to describe how much interaction they have with the parents. The coordinators reported:

*"I have interaction with parents from the program when I host my monthly family nights and also daily interactions. Also, parent phone calls and reminders."*

*"I communicate and interact on a daily basis when parents are signing their students out. I also interact through weekly letters and monthly newsletters. Also, I communicate through monthly progress reports and phone calls."*

An additional strength of the program is the ability of the site coordinators to plan activities targeting obstacles faced by the participants at their respective sites. All program site coordinators were asked to describe what makes their site unique. The following responses were noted as contributing to strengthening the program for the 2018-2019 reporting period and in years to come. The coordinators reported:

*"I feel that my site is unique because we are constantly engaged and active in the students' education. We allow opportunities for the students' regular day teachers/principal to visit our classrooms. We provide family engagements where the parents can volunteer and be involved. We are consistent in our efforts to make an impact in the lives of the children that we serve. Everything our children to be effective in need is accessible."*

*"Sits in the middle of shopping center and Housing Complex."*

*"My site is very unique in its own way. My site only holds 1-2<sup>nd</sup> grade and our students are just learning to read and on a beginner level. The 1<sup>st</sup> graders are coming over from Pre-K. I have great parent support and school support."*

Another strength to the program is the level of professional development TCRC provides its staff. The staff overall report a high level of satisfaction when asked about working for TCRC and having access to resources needed to perform their jobs.

### **Program Barriers**

The evaluator noted several factors considered barriers to the success of the 21<sup>st</sup> CCLC program for the 2018-2019 reporting period. Despite the fact that the program reported significant enrollment for the 2018-2019 reporting period, the evaluator noted inconsistent attendance amongst the students. The program reported registering a total of 299 participants however only 197 students were in attendance for thirty or more days. In the past, staff turnover was reported to be a concern for the TCRC program.<sup>1</sup> During the 2018-2019 reporting period the evaluator notes staff turnover to be a mild concern at this time. Another emerging concern is parental involvement in at least one program wide event. Despite parental enthusiasm about the 21<sup>st</sup> CCLC program, parental participation in one program wide event remains challenging.

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<sup>1</sup> Perry, R. (2015). 21<sup>st</sup> Century Community Learning Center Grant Activities: Program Year 2014-2015. Final Version. Thomasville, GA: Thomasville Community Resource Center

## **Summative Evaluation Design and Assessments**

The Executive Director for TCRC and the Program Manager indicate the formal evaluation for the program would consist of both a formative and summative component. According to a professor at Carnegie Mellon University, the goal of a formative assessment is to monitor student learning with the purpose of providing feedback that can be used by teachers to improve their teaching techniques and help improve student learning by identifying the student's strengths and weaknesses (Carnegie Mellon University 2016).<sup>2</sup> Summative evaluations are outcome based and are used to evaluate student learning at the end of an instructional period. It is used to compare student performance against a given standard or benchmark.

The GADOE has mandated that all student participants, their parents, and primary teacher at the school be surveyed. The GADOE developed the questions/items. The evaluator used various design and data collection methods to maximize the validity and compare the findings presented in this evaluation. The summative evaluation utilized qualitative and quantitative data collection methods, including the following:

- Detailed communications with the Program Manager.
- Structured interviews developed for completion by the Program Manager.
- Meetings/conferences with the Program Manager, site coordinators and other program staff.
- Review of program materials.
- Separate web-based surveys developed for completion by teachers and the site coordinators for each site.
- Brief interviews and discussions with enrichment contact staff during select site visits.

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<sup>2</sup> Carnegie Mellon University: Eberly Center, [www.cmu.edu/teaching/assessments](http://www.cmu.edu/teaching/assessments)



This is the third year the evaluator has worked with TCRC. The leadership has remained the same throughout the reporting period. The evaluator has maintained an open line of communication with the Program Manager, Executive Director, and administrative staff. Updates on various issues regarding staff changes, organizational restructures, administrative processes and protocols, and current program strengths and limitations have been requested and maintained. The quality of communication and responsiveness of program administrators with the evaluator have been timely and exceptional.

### **Executive Director Interview/Survey**

The Executive Director completed a structured emailed interview in 2018, the content and data provided continues to provide relevance during this reporting period. **Appendix A** is a sample copy of the interview questions asked of the Director. The interview reflects a series of open-ended questions on various topics such as the TCRC inception, evolution, community needs, and community collaborations. This interview encompassed information based upon the Director's overall perception of the TCRC and CCLC program and its obstacles. Data collected from this survey is being utilized as part of the summative evaluation. The Executive Director was also available for questions and comments with the evaluator via email and telephone to discuss current and future program activities. The following questions were asked of the Executive Director:

*How many years has your 21<sup>st</sup> CCLC program been in operation?*

*Can you tell me a little about the history of your program?*

*How was the program with TCRC started?*

*How has the program grown and developed?*

## Program Manager Interview

The Program Manager completed a structured emailed interview in 2018, the content and data provided continues to provide relevance during this reporting period. **Appendix B** is a sample copy of the interview questions asked of the program manager. The interview reflects a series of open-ended questions on various topics such as the uniqueness of sites, site collaboration, organizational structure, and program oversight. The interview encompassed information based upon the activities completed at the sites collectively. Data collected from this interview is utilized as part of the summative evaluation. The Program Manager was also available for questions and comments with the evaluator via email and telephone to discuss current and future program activities. The following questions were asked of the Program Manager:

*What ways do the individual sites vary?*

*Is there any coordination between sites? Please explain.*

*Could you provide me with an overview of the site management/governance structure?*

*What role do you have in making the following kinds of decisions (for the project as a whole) at the individual sites?*

- *personnel*
- *curricular*
- *organizational*

## Site Coordinator Survey

A structured survey was developed for the site coordinators at each site (see **Appendix C**). Questions asked in the survey represented a high level of depth and breadth. The site coordinators were surveyed during the spring term only, with correspondence sent via e-mail by the evaluator. In an effort to protect the identity of the coordinators, no personal identifying information was asked or used to analyze or report findings. Additionally, to ensure anonymity

and reduce supervisor bias respondents were asked to respond to questions which is accessible to the evaluator only. Finally, all responses were collected, analyzed, and presented in the summative evaluation results section of this evaluation. The following questions were asked of the site coordinators:

*Please identify the TCRC 21<sup>st</sup> Community Learning Center for which your responses in this survey will apply to.*

*Are the resource's provided to operate this program adequate?*

*Have you been offered or provided any training or professional development opportunities this year? If yes, what classes/materials did you participate in?*

*What barriers did you identify at TCRC 21<sup>st</sup> CCLC site as a site coordinator?*

*In what ways does this program help students academically?*

*What do students gain from their experience in the afterschool program?*

*What types of skills have students learned in the afterschool program?*

*What types of afterschool activities allow the students to have fun while learning?*

*As a site coordinator, what outcomes have you observed for the TCRC 21<sup>st</sup> CCLC?*

*Identify strengths of the program.*

*Identify limitations of the program.*

*Are there any changes you would like to see to the program content/activities?*

## **Teachers Survey**

The teachers of regularly participating students were asked to complete a survey to identify the extent to which improvement was needed or not needed, using a series of ten statements/questions (see **Appendix D**). The statements were as followed:

### **Behavior**

*Behaving well in class?*

*Is attentive in class?*

*Come to school motivated to learn?*

*Get along well with other students?*

*Attend class regularly?*

### **Homework Completion**

*Turning in homework on time.*

*Completing homework to your satisfaction?*

*Academic Performance?*

*Participate in class?*

*Volunteering (for extra credit or more responsibilities)?*

This survey was created by GADOE and sent directly to the teachers. The evaluator was not involved in the distribution or collection of the surveys however, was able to access the results via the Cayen data system. Teachers responded by rating the degree to which improvement is needed or not needed in areas such as, homework completion and behavior. The evaluator assigned the statements to one of the two subcategories for the purposes of consistency, reliability and data analysis.

### **Parent Survey**

The parents of regularly participating students were asked to complete a survey developed by GADOE. The survey was provided to the parents in English and Spanish, based on language preference. The survey asked the parents to rate the extent to which they agree or disagree with a series of three questions (see **Appendix E**). The questions/statements were as followed:

#### **Behavior**

*The program is helping my child's behavior improve.*

#### **Homework Completion**

*The program is helping my child to complete and turn in his/her homework on time.*

#### **Satisfaction**

*How satisfied are you with your child's 21<sup>st</sup> CCLC program?*

#### **Informational Questions**

*If the 21<sup>st</sup> CCLC program was not available, where would your child go afterschool?*

*How did you find out about the 21<sup>st</sup> CCLC program?*

*The program is helping my child's reading skills improve.*

*The program is helping my child's math skills improve.*

The evaluator was not involved in the distribution or collection of the survey's, however, was able to access the results via the Cayen data system. Parents responded by rating the degree to which they agree or disagree with questions/statements including topics such as, homework

completion, satisfaction, and behavior. The parents were also given two questions that provided the opportunity to select from various answer choices. The two questions asked parents to indicate where their child would go if the 21<sup>st</sup> CCLC program were not available and how they found out about the 21<sup>st</sup> CCLC program. Lastly, parents were asked if the 21<sup>st</sup> CCLC program helped improve their child's reading and math skills (see **Appendix E**). For the purposes of consistency, reliability and data analysis, the evaluator analyzed the questions independent of the subcategories.

### **Student Survey**

The students were asked to complete a brief survey developed by GADOE. They were provided in two versions, one for those students in grades K-4<sup>th</sup> and another for those in grades 5<sup>th</sup> thru 8<sup>th</sup> ( see **Appendix F&G**). The survey was provided to the students in English and Spanish, based on language preference. The survey asked the students identical questions however, the answer choices offered “smile or frown faces” for the students in grade K-4<sup>th</sup>. The students were asked to rate the extent to which they agree or disagree with a series of six statements. The statements are as followed:

#### **Behavior**

*My overall behavior has improved because of the 21<sup>st</sup> CCLC program.*  
*I feel better about myself because of the 21<sup>st</sup> CCLC program.*

#### **Homework Completion**

*The 21<sup>st</sup> CCLC program helps me complete and turn in my homework on time.*  
*I'm doing better in school since I started coming to the 21<sup>st</sup> CCLC program.*

#### **Satisfaction**

*I like the 21<sup>st</sup> CCLC program.*  
*I have made new friends because of the 21<sup>st</sup> CCLC program.*

The evaluator was not involved in the distribution or collection of the survey's, however, was able to access the results via the Cayen data system. Students responded by rating the

degree to which they agree or disagree with statements including topics such as, homework completion, satisfaction, and behavior (see **Appendix F&G**). The evaluator assigned the statements to one of the three subcategories for the purposes of consistency, reliability and data analysis.

### **Summative Evaluation Results and Performance Outcomes**

In addition to the analysis of standardized data, qualitative assessments of outcomes were conducted via surveys. GADOE developed a survey for the teachers, parents, and students. It was distributed and collected for the evaluator's analysis.

The teachers were asked to answer a series of ten questions related to the extent of which improvement was needed or not needed. A total of 203 teachers responded to the survey amongst the four reporting sites. The evaluator allotted the questions into subcategories based on the content described in the question/statement. The subcategories of behavior and homework completion were used. The summarized findings are presented in **Table 5**, which reflects all the teacher's responses combined.

**Table 5: Evaluation of TCRC Program: Teachers Survey 2018-2019 All Sites Combined  
Homework Completion**

Questions	Did not need to Improve	Significant/Moderate/Slight Improvement	No Change	Slight/Moderate/Significant Decline	Response Count
Turning in his/her homework on time	14	176	13	0	203
Completing homework to your satisfaction?	14	175	13	1	203
Participate in Class?	9	177	16	1	203
Volunteering (extra credit or more responsibility)	17	144	41	1	203

Academic Performance?	4	182	14	3	203
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#### **Behavior**

Questions	Did not need to Improve	Significant/Moderate/Slight Improvement	No Change	Slight/Moderate/Significant Decline	Response Count
Attend class regularly?	52	116	34	1	203
Is attentive in Class?	14	163	20	5	203
Behaving well in class?	25	148	24	6	203
Come to school motivated to learn?	12	159	30	2	203
Get along well with other students?	26	147	25	5	203

There were no marked or significant variations in the response account distribution across individual sites. Of the total 203 responses, 182 teachers indicated the students' academic performance made slight, moderate or significant improvement, which is 90% of teachers. Additionally, 4.5% of teachers agree that the students participate in class and there was no need for improvement and 87% of teachers indicate students are turning in his/her homework on time.

The parents were asked to answer a series of three questions related to the extent of which improvement was needed or not needed. A total of 51 parents responded to the survey amongst the four reporting sites. The evaluator allotted the questions into subcategories based on the content described in the questions/statement. The subcategories of behavior, satisfaction, and homework completion were used. The summarized findings are presented in **Table 6**, which reflects all the parent's responses combined.

**Table 6: Evaluation of TCRC Program: Parent Survey 2018-2019 All Sites Combined**  
**Behavior**

Question	Strongly Agree/Agree	Neither Agree nor Disagree	Disagree/Disagree Strongly	Response Count
The program is helping my child's behavior improve.	47	4	0	51

**Homework Completion**

Question	Strongly Agree/Agree	Neither Agree nor Disagree	Disagree/Disagree Strongly	Response Count
The program is helping my child to complete and turn in his/her homework on time.	47	4	0	51

**Satisfaction**

Question	Very satisfied/Some what satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied/very dissatisfied	Response Count
How satisfied are you with you child's 21 <sup>st</sup> CCLC program?	47	4	0	51

There were no marked or significant variations in the response account distribution across individual sites. Of the total 51 responses, 47 parents are very satisfied or somewhat satisfied with their child's 21<sup>st</sup> CCLC program, which is 92.15% of the parent population. This is exceptional feedback for the 21<sup>st</sup> CCLC program. Additionally, 92.15% of parents report the program is helping their child complete and turn in homework on time. Parents reportedly agreed or strongly agreed with this response and 82.8% of teachers report there is slight, moderate or significant improvement with students turning in his or her homework on time.



**Table 6a: Evaluation of TCRC Program: Parent Survey 2018-2019 All Sites Combined**  
**Reading**

Question	Strongly Agree/Agree	Neither Agree nor Disagree	Disagree/Disagree Strongly	Response Count
The program is helping my child's reading skills improve.	47	4	0	51

**Math**

Question	Strongly Agree/Agree	Neither Agree nor Disagree	Disagree/Disagree Strongly	Response Count
The program is helping my child's math skills improve.	47	4	0	51

There were no marked or significant variations in the response account distribution across individual sites. Of the total 51 responses to the reading improvement, 47 parents either agree or strongly agree that the 21<sup>st</sup> CCLC program is helping their child's reading skills. That reflects 92.15% of the parent population, which is exceptional for the 21<sup>st</sup> CCLC program. Additionally, 92.15% percent of parents report the program is helping their child's math skills improve.

**Table 6b: Evaluation of TCRC Program: Parents Survey 2018-2019 All Sites Combined**

Question	Home Alone	Home with a sibling, parent, guardian, or sitter	Home of someone else (like a friend, relative or sitter)	Someplace else for activities	Other
If the 21 <sup>st</sup> CCLC program was not available, where would your child go afterschool?	3	38	9	1	0

Question	School/Agency	Another parent	Another Community Organization/Agency	Another Student	Other
How did you find out about the 21 <sup>st</sup> CCLC program?	26	23	0	2	0

The parents report that if the 21<sup>st</sup> CCLC program were not available, 81% of them would have their child go home alone, with a sibling, parent, guardian, or sitter. Unfortunately, one

parent reported they would have the child go someplace else for activities. In response to the question asking parents how they found out about the 21<sup>st</sup> CCLC program, 50.98% of parents reported finding out about the program from the school or agency and 45.09% found out from another parent. The evaluator acknowledges this as a strength of the 21<sup>st</sup> CCLC program and recommends continued efforts.

The students were asked to answer a series of six questions related to the extent of which improvement was needed or not needed. A total of 51 students responded to the survey amongst the four sites for the 2018-2019 reporting period. The evaluator allotted the questions into subcategories based on the content described in the questions/statement. The subcategories of behavior, satisfaction and homework completion were used. The summarized findings are presented in Table 7, which reflects all the student's responses combined.

**Table 7: Evaluation of TCRC Program: Student Survey 2018-2019 All Sites Combined**  
**Homework Completion**

Question	Strongly Agree/Agree	Neither Agree nor Disagree	Somewhat Disagree/ Strongly Disagree	Response Count
The 21 <sup>st</sup> CCLC program helps me complete and turn in my homework on time.	46	5	0	51

**Behavior**

Question	Strongly Agree/Agree	Neither Agree nor Disagree	Somewhat Disagree/ Strongly Disagree	Response Count
My overall behavior has improved because of the 21 <sup>st</sup> CCLC program.	45	6	0	51
I feel better about myself because of the 21 <sup>st</sup> CCLC program.	44	7	0	51

**Satisfaction**

Question	Strongly Agree/Agree	Neither Agree nor Disagree	Somewhat Disagree/ Strongly Disagree	Response Count
I like the 21 <sup>st</sup> CCLC program.	45	6	0	51
I have made new friends because of the 21 <sup>st</sup> CCLC program.	43	7	0	51

There were no marked or significant variations in the response account distribution across individual sites. Of the total 51 responses, 46 students, which is 90.19%, report they agree or strongly agree with the statement, the 21<sup>st</sup> CCLC program helps them complete and turn in homework on time, 92.15% of parents also agreed or strongly agreed with this statement and 82.8% of teacher's report there is a slight, moderate, or significant improvement with students turning in homework on time. Overall, students, parents, and teachers report positive feedback in homework completion. Additionally, 88.23% of students report they like the 21<sup>st</sup> CCLC program, which is similar to the 92.15% of parents who reportedly are very satisfied or somewhat satisfied with the program. This is exceptional feedback for the 21<sup>st</sup> CCLC program. The evaluator acknowledges this as a strength of the 21<sup>st</sup> CCLC program and recommends continued efforts.

## Academic Achievement

The Georgia Milestones Assessment is a summative assessment given to students in grades 3 through 12. Students in grades 3 through 8 take an assessment in English Language Arts and Mathematics. The purpose of the assessment is to determine how well students are mastering the content standards in core content subject areas. The content areas of English Language Arts and Mathematics will be used for purposes of this evaluation. An interpretation of the findings will be included in this summative report. During 2018-2019, the students' scores were analyzed by GDOE and the following score interpretation was used to determine the outcome.

***Beginning Learners*** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level and to be on track for college and career readiness.<sup>4</sup>

***Developing Learners*** demonstrate partial proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level and to be on track for college and career readiness.<sup>4</sup>

***Proficient Learners*** demonstrate proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia's content standards. The students are prepared for the next grade level and are on track for college and career readiness.<sup>4</sup>

***Distinguished Learners*** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level and are well prepared for college and career readiness.<sup>4</sup>

## Georgia Milestones

### 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.

**Table 8a: Georgia Milestones ELA Scores by Site**

Program Site	1/Beginning Learners	2/Developing Learners	3/Proficient Learner	4/Distinguished Learners	No Score Available
Cross Creek	32	23	6	0	2
Harper	10	8	0	0	0
Thomas County	27	25	5	0	1
Total	69	56	11	0	3

This objective is deemed to have been **NOT MET**. Cross Creek had fifty-two students who attended thirty or more operational days. To satisfy the objective requirements **26** students had to score a two, three, or four English/Language Arts on the Georgia Milestones Assessments. **Table 8a** reflects, Cross Creek had **56% (n=29)** of students who satisfied the requirements of the objective. Harper Elementary had forty-four students who attended thirty or more operational days. To satisfy the objective requirements **22** students had to score a two, three, or four in English/Language Arts on the Georgia Milestones Assessments. **Table 8a** reflects, Harper had **19% (n=8)** of students who satisfied the requirements of the objective. Thomas County Middle school had fifty-four students who attended thirty or more operational days. To satisfy the objective requirements **27** students had to score a two, three, or four in English/Language Arts on the Georgia Milestones Assessments. **Table 8a** reflects, Thomas County had **56% (n=30)** of students who satisfied the requirements of the objective. **Garrison Pilcher is excluded from Georgia Milestones Assessment, as this site services students in grades 1 and 2.** The total number of students needed to meet the requirements of **Objective 1.1** is **75** students. The

average total number of students who scored a two, three, or four on the English/Language Arts state assessment is **67** students.

**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.**

**Table 8b: Georgia Milestones Mathematics Scores by Site**

Program Site	1/Beginning Learners	2/Developing Learners	3/Proficient Learner	4/Distinguished Learners	No Score Available
Cross Creek	19	31	10	0	2
Harper	4	13	1	0	18
Thomas County	24	24	9	0	1
Total	47	68	20	0	21

This objective is deemed to have been **MET**. Cross Creek had fifty-two students who attended thirty or more operational days. To satisfy the objective requirements **26** students had to score a two, three, or four in Mathematics on the Georgia Milestones Assessments. **Table 8b** reflects, Cross Creek had **80% (n=41)** of students who satisfied the requirements of the objective. Harper Elementary had forty-four students who attended thirty or more operational days. To satisfy the objective requirements **22** students had to score a two, three, or four in Mathematics on the Georgia Milestones Assessments. **Table 8b** reflects, Harper had **32% (n=14)** of students who satisfied the requirements of the objective. Thomas County Middle school had fifty-four students who attended thirty or more operational days. To satisfy the objective requirements **27** students had to score a two, three, or four in Mathematics on the Georgia Milestones Assessments. **Table 8b** reflects, Thomas County had **62% (n=33)** of students who satisfied the requirements of the objective. **Garrison Pilcher is excluded from Georgia Milestones Assessment, as this site services students in grades 1 and 2.** The total

number of students needed to meet the requirements of **Objective 1.2** is **75** students. The average total number of students who scored a two, three, or four on the Mathematics state assessment is **88** students.

### **Health and Wellness**

**2.1 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.**

**Table 9: Individual Site Performance Data**

**Cross Creek Elementary**

Enrichment Activity	Hours/Session	Youth Participants Attended 30 or more days	Average Daily Attendance	Percentage of Participants
2.1 FY19 SY Snack/Mentoring	0.5	61	37	53.73
2.1 FY19 SY Let's Get Fit/Friday	0.25	61	37	53.73
<b>Total average</b>	0.37	61.00	37.00	53.73

**Garrison Pilcher Elementary**

Enrichment Activity	Hours/Session	Youth Participants Attended 30 or more days	Average Daily Attendance	Percentage of Participants
2.1 FY19 SY Snack/Mentoring	0.5	50	34	70.00
2.1 FY19 SY Let's Get Fit/Friday	0.25	49	34	73.47
<b>Total Average</b>	0.37	49.5	34.00	71.73

**Harper Elementary**

Enrichment Activity	Hours/Session	Youth Participants Attended 30 or more days	Average Daily Attendance	Percentage of Participants
2.1 FY19 SY Snack/Mentoring	0.5	46	36	83.67
2.1 FY19 SY Let's Get Fit/Friday	0.25	46	37	89.13

<b>Total Average</b>	0.37	46.00	36.50	86.40
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**Thomas County Middle**

Enrichment Activity	Hours/Session	Youth Participants Attended 30 or more days	Average Daily Attendance	Percentage of Participants
2.1 FY19 SY Snack/Mentoring	0.5	63	39	68.25
2.1 FY19 SY Let's Get Fit/Friday	0.5	63	40	68.25
<b>Total Average</b>	0.50	63.00	39.50	68.25

This objective is deemed to have been **MET**. Cross Creek has 52 students who attended 30 or more operational days. To satisfy the requirements of this objective an average of **39** students had to attend the designated activities. **Table 9** shows that Cross Creek had an average of **61.00** participants, which is **53.73** percent of the participants who attended the designated activities. Garrison-Pilcher has 47 students who attended 30 or more operational days. To satisfy the requirements of this objective an average of **35.25** students had to attend the listed activities. **Table 9** shows that Garrison-Pilcher had an average of **49.50** participants, which is **71.73** percent of the participants who attended the designated activities. Harper Elementary has 44 students who attended the program for 30 or more operational days. To meet the objective, Harper needed an average of **33** students to attend the designated enrichment activities. **Table 9** reflects Harper had **46.00** participants, which is **86.40** percent of the participants whom participated in activities. Lastly, Thomas Middle has 54 students who attended the program for 30 or more operational days. To meet the objective, Thomas Middle school needed an average of **40.50** students to attend the activities. Thomas Middle school had an average of **63.00** participants attend. **Overall, the four sites met the requirements needed to satisfy Objective**



**2.1<sup>3</sup>. The four sites presented with an average of 219.50 students participating in health and wellness activities for the 2018-2019 reporting period. The four sites collectively needed an average of 147.75 students, to satisfy the requirements of Objective 2.1.**

### **Character Development/Life Skills Training**

**2.2 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.**

**Table 10: Individual Site Performance Data**  
**Cross Creek Elementary**

Enrichment Activity	Hours/Session	Youth Participants Attended 30 or more days	Average Daily Attendance	Percentage of Participants
2.2 FY19 SY Character Counts	0.5	61	37	53.73
2.2 FY19 SY Arts & Crafts	0	0	0	0.00
2.2 FY19 SY The Center for Puppetry	13.25	13	16	100.00
<b>Total Average</b>	4.58	24.67	17.66	51.24

**Garrison Pilcher Elementary**

Enrichment Activity	Hours/Session	Youth Participants Attended 30 or more days	Average Daily Attendance	Percentage of Participants
2.2 FY19 SY Character Counts	0.5	49	34	71.43
2.2 FY19 SY Arts & Crafts	0.5	49	33	69.39
2.2 FY19 SY The Center for Puppetry	13.25	9	10	100.00

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<sup>3</sup> Program Objective 2.1 reads: 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>Total Average</b>	4.75	35.66	25.66	80.27
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#### **Harper Elementary**

Enrichment Activity	Hours/Session	Youth Participants Attended 30 or more days	Average Daily Attendance	Percentage of Participants
2.2 FY19 SY Character Counts	0.5	46	36	89.13
2.2 FY19 SY Arts & Crafts	0.5	46	35	79.59
2.2 FY19 SY The Center for Puppetry	13.25	17	17	100.00
<b>Total Average</b>	4.75	36.33	29.33	89.57

#### **Thomas County Middle**

Enrichment Activity	Hours/Session	Youth Participants Attended 30 or more days	Average Daily Attendance	Percentage of Participants
2.2 FY19 SY Character Counts	0.5	62	40	67.74
2.2 FY19 SY Arts & Crafts	0.5	63	36	57.14
2.2 FY19 SY The Center for Puppetry	13.25	19	19	100.00
<b>Total Average</b>	4.75	48.00	31.66	74.96

This objective is deemed to have been **MET**. Cross Creek has 52 who attended the program for 30 or more operational days. In order to satisfy the requirements of this objective an average of **33.80** students had to attend the listed activities. **Table 10** shows Cross Creek had an average of **24.67** participants, which is **51.24** percent of the participants who attended designated activities. Garrison-Pilcher has 47 students who attended the program for 30 or more operational days. In order to meet the requirements of the objective, Garrison-Pilcher needed an average of **30.55** students to attend the designated activities. **Table 10** reflects Garrison-Pilcher had an

average of **35.66** participants to attend the designated enrichment activities. The percentage is **80.27** of the participants attending enrichment activities. Harper Elementary has 44 students who attended the program for 30 or more operational days. To meet the objective, Harper needed an average of **28.60** students to attend enrichment activities. **Table 10** reflects Harper had **36.33** participants, which is **89.57** percent of the participants whom participated in character building activities. Lastly, Thomas Middle has 54 students who attended the program for 30 or more operational days. To meet the objective, Thomas Middle school needed an average of **35.10** students to attend the activities. Thomas Middle school had an average of **48.00** participants attend, which is **74.96** percent who participated in character building enrichment activities. **Overall, three of the four sites MET the requirements needed to satisfy Objective 2.2<sup>4</sup>. The four sites presented with an average of 144.66 students participating in character building activities for the 2018-2019 reporting period. The four sites collectively needed an average of 128.05 students, to satisfy the requirements of Objective 2.2.**

### Parental Involvement

**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.**

**Table 11: Individual Site Performance Data**  
**Cross Creek Elementary**

Enrichment Activity	Hours/Session	Parents Attended 30 or more days	Average Daily Attendance	Percentage of Participants
3.1 FY19 SY Family Math Night	1	17	17	100.00

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<sup>4</sup> Program Objective 2.2 reads: 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.

3.1 FY19 SY Family Steam Night	1	23	23	100.00
3.1 FY19 SY Financial Literacy Night	1	22	22	100.00
3.1 FY19 SY Family Literacy Night	1	23	23	100.00
3.1 FY19 SY Family Paint Night	1	21	21	100.00
3.1 FY19 SY Lights on Afterschool	2	21	21	100.00
<b>Total</b>	1.16	21.16	21.16	100.00

**Garrison Pilcher Elementary**

Enrichment Activity	Hours/Session	Parents Attended 30 or more days	Average Daily Attendance	Percentage of Participants
3.1 FY19 SY Family Math Night	1	9	9	100.00
3.1 FY19 SY Family Steam Night	1	13	13	100.00
3.1 FY19 SY Family Literacy Night	0	0	0	0.00
3.1 FY19 SY Financial Literacy Night	1	13	13	100.00
3.1 FY19 SY Family Paint Night	1	9	9	100.00
3.1 FY19 SY Lights on Afterschool	1	17	17	100.00
Total	.83	10.16	10.16	100.00

**Harper Elementary**

Enrichment Activity	Hours/Session	Parents Attended	Average Daily Attendance	Percentage of Participants
3.1 FY19 SY Family Math Night	1	12	12	100.00

3.1 FY19 SY Family Steam Night	1	8	8	100.00
3.1 FY19 SY Financial Literacy Night	1	13	13	100.00
3.1 FY19 SY Family Literacy Night	1	21	13	100.00
3.1 FY19 SY Family Paint Night	1	16	11	100.00
3.1 FY19 SY Lights on Afterschool	1	15	15	100.00
Total	1	14.16	14.16	100.00

**Thomas County Middle**

Enrichment Activity	Hours/Session	Parents Attended 30 or more days	Average Daily Attendance	Percentage of Participants
3.1 FY19 SY Family Math Night	1	15	15	100.00
3.1 FY19 SY Family Steam Night	1	12	12	100.00
3.1 FY19 SY Family Literacy Night	1	26	26	100.00
3.1 FY19 SY Family Paint Night	1	13	13	100.00
3.1 FY19 SY Financial Literacy Night	1	16	16	100.00
3.1 FY19 SY Lights on Afterschool	1	21	21	100.00
Total	1.00	17.16	17.16	100.00

This objective is deemed to have been **NOT MET**. Cross Creek has 52 students who attended the program for thirty or more operational days. In order to satisfy the requirements of this objective an average of **20.8** parents or family members had to attend the listed activities.

**Table 11** shows Cross Creek had an average of **21.16** participants whom attended the designated

activities. Garrison-Pilcher has 47 students who attended the program for thirty or more operational days. In order to meet the requirements of the objective, Garrison-Pilcher needed an average of **18.80** parents or family members to attend the listed activities. **Table 11** reflects Garrison-Pilcher had an average of **10.16** participants to attend the designated enrichment activities. Harper Elementary has 44 students who attended the program for thirty or more operational days. To meet the objective, Harper needed an average of **17.6** parents or family members to attend enrichment activities. **Table 11** reflects Harper had **14.16** participants whom participated in activities. Lastly, Thomas Middle has 54 students who attended the program for thirty or more operational days. To meet the objective, Thomas Middle school needed an average of **21.60** parents or family members to attend the designated activities. Thomas Middle school had an average of **17.16** participants attend enrichment activities. **Overall, three of the four sites did not meet the requirements needed to satisfy Objective 3.1<sup>5</sup>. The four sites presented with an average of 62.64 parents or family members participating in program activities for the 2018-2019 reporting period. The four sites collectively needed an average of 78.80 parents or family members to attend, to satisfy the requirements of Objective 3.1.**

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<sup>5</sup> Program Objective 3.1 reads: 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.

**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.**

**Table 12: Individual Site Performance Data**  
**Cross Creek Elementary**

<b>Enrichment Activity</b>	<b>Hours/Session</b>	<b>Adult Participants Attended</b>	<b>Average Daily Attendance</b>	<b>Percentage of Participants</b>
3.2 FY19 SY Health & Wellness Night	0	0	0	0.00
3.1 FY19 SY Family Zumba	1	16	16	100.00
<b>Total</b>	1.0	16	16	100.00

**Garrison Pilcher Elementary**

<b>Enrichment Activity</b>	<b>Hours/Session</b>	<b>Adult Participants Attended</b>	<b>Average Daily Attendance</b>	<b>Percentage of Participants</b>
3.2 FY19 SY Health & Wellness Night	0	0	0	0.00
3.1 FY19 SY Family Zumba	1	10	10	100.00
Total	1	10	10	100.00

**Harper Elementary**

<b>Enrichment Activity</b>	<b>Hours/Session</b>	<b>Adult Participants Attended</b>	<b>Average Daily Attendance</b>	<b>Percentage of Participants</b>
3.2 FY19 SY Health & Wellness Night	0	0	0	0.00
3.1 FY19 SY Family Zumba	1	9	9	100.00
Total	1.0	9.0	9.0	100.00

**Thomas County Middle**

<b>Enrichment Activity</b>	<b>Hours/Session</b>	<b>Adults Participants Attended</b>	<b>Average Daily Attendance</b>	<b>Percentage of Participants</b>

3.2 FY19 SY Health & Wellness Night	1	17	17	100.00
3.1 FY19 SY Family Zumba	0	0	0	0.00
Total	1.0	17	17	100.00

This objective is deemed to have been **MET**. Cross Creek has 52 students who attended the program for thirty or more operational days. To satisfy the requirements of the objective, an average of **13.00** parents or family members had to attend the listed activities. **Table 12** shows Cross Creek had an average of **16.00** participants. Garrison-Pilcher has 47 students who attended the program for thirty or more operational days. In order to meet the requirements of the objective, Garrison-Pilcher needed an average of **11.75** parents or family member to attend the designated activities. **Table 12** reflects Garrison-Pilcher had an average of **10.00** participants to attend the designated enrichment activities. Harper Elementary has 44 students who attended the program for thirty or more operational days. To meet the objective, Harper needed an average of **11.00** parents or family members to attend enrichment activities. **Table 12** reflects Harper had **9.00** participants whom participated in a health and wellness activity. Lastly, Thomas Middle has 54 students who attended the program for thirty or more operational days. To meet the objective, Thomas Middle school needed an average of **13.50** parents or family members to attend the activities. Thomas Middle school had an average of **17.00** participants who attended. **Overall, two of the four sites MET the requirements needed to satisfy Objective 3.2<sup>6</sup> with an average of 52.00 parents or family members participating in health and wellness activities for the 2018-2019 reporting period. The four sites collectively needed**

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<sup>6</sup> Program Objective 3.2 reads: 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.



**an average of 49.25 parents or family members to attend, to satisfy the requirements of Objective 3.2.<sup>8</sup>**

## **Performance Outcomes**

### **Report Cards**

GADOE mandated that all 21st CCLC programs monitor students' performance. In an effort to comply with this mandate, TCRC requested evaluators review student's report card and report trends. The evaluator analyzed report cards from the first and third nine weeks and presents summarized findings for the 2018-2019 reporting period. The subject areas of English/Language Arts and Mathematics for Cross Creek Elementary, Garrison-Pilcher Elementary, Harper Elementary, and Thomas County Middle schools will be reported in the summative report.

**Table 13a: ELA Report Card Trends for 1<sup>st</sup> and 3<sup>rd</sup> Nine Weeks**

Program Site	Numeric Grade Increased	Numeric Grade Decreased	Grade remained the same
Cross Creek	13	8	20
Garrison-Pilcher	10	20	3
Harper	7	3	3
Thomas County	13	16	0
Total	44	51	8

**Table 13b Mathematics Report Card Trends for 1<sup>st</sup> and 3<sup>rd</sup> Nine Weeks**

Program Site	Numeric Grade Increased	Numeric Grade Decreased	Grade remained the same
Cross Creek	13	15	1
Garrison-Pilcher	10	20	1
Harper	8	1	4

Thomas County	7	22	1
Total	38	58	7

During 2018-2019, 197 students amongst the four reporting sites attended the program for thirty or more operational days. Of the 197 participants, 31 were missing grades in English Language Arts and 30 were missing grades in Mathematics. Therefore, 170 grades will be reported for English Language Arts and Mathematics. **Table 13a/b** reflects the number of participants whose numeric grade increased, decreased, and remained the same during the reporting period. Of the 170 participants with grades available, **30%** showed a numeric grade decrease and **26%** showed a numeric grade increase in English Language Arts. Of the 170 participants with grades available, **22%** showed a numeric grade increase and **34%** showed a numeric grade decrease in Mathematics. Of the 170 participants, **5%** and **4%** of participant's grades remained the same in English Language Arts and Mathematics, respectively.

**Table 14a: ELA Report Card Trends by Site**

Program Site	Decreased by 1 letter grade	Decreased by 2 letter grades	Decreased by 3 letter grades	Decreased by 4 letter grades	Same letter grade
Cross Creek	7	0	1	0	20
Garrison-Pilcher	11	1	0	0	21
Harper	6	2	1	0	16
Thomas County	8	0	0	0	19

**Table 14b: ELA Report Card Trends by Site**

Program Site	Increased by 1 letter grade	Increased by 2 letter grades	Increased by 3 letter grades	Increased by 4 letter grades
Cross Creek	13	0	0	0
Garrison-Pilcher	8	0	0	0
Harper	8	2	0	0
Thomas County	20	4	0	0

**Table 14a/b** reflects the number of participants at each site with a decrease and increase by one, two, three, or four-letter grades, and those whose letter grade remained the same, letter grade from the first nine weeks to the third nine weeks.

Cross Creek Elementary had 52 participants who attended the program for thirty or more operational days. Of the 52 participants, **7** decreased by one letter grade and **1** participant decreased by three letter grades. **Twenty** participants maintained the same letter grade in English/Language Arts. No participants at Cross Creek Elementary decreased by two- or four-letter grades. Additionally, no participants increased by two, three, or four-letter grades. However, **13** participants increased by one letter grade. Lastly, **13** participants did not have grades available in English Language Arts at Cross Creek.

Garrison-Pilcher had 47 participants who attended the program for thirty or more operational days. Of the 47 participants, **11** decreased by one letter grade and **1** decreased by two letter grades. **Eight** students increased by one letter grade. No participants at Garrison-Pilcher Elementary decreased by three- or four-letter grades. Additionally, no participants increased by two, three, or four-letter grades. However, **21** participants maintained the same letter grade in English Language Arts. Lastly, **6** participants did not have grades available in English Language Arts.

Harper Elementary had 44 participants who attended the program for thirty or more operational days. Of the 44 participants, **6** students decreased by one letter grade, **2** decreased by two letter grades and **1** decreased by three letter grades. **Sixteen** participants maintained the same letter grade in English/Language Arts. Additionally, **8** increased by one letter grade and **2** increased by two letter grades. No participants at Harper Elementary decreased by four letter

grades and no participants increased by three- or four-letter grades. Lastly, **9** participants did not have grades available in English Language Arts.

Thomas County Middle school had 54 participants who attended the program for thirty or more operational days. Of the 54 participants, **8** decreased by one letter grade, **20** increased by one letter grade and **4** increased by two letter grades. **Nineteen** participants maintained the same letter grade in English/Language Arts. **Twenty** participants increased by one letter grade and 4 increased by two letter grades. No participants at Thomas County Middle school decreased by two, three, or four-letter grades and no participants increased by three, or four letter grades. Lastly, **3** participants did not have grades available in English/Language Arts.

**Table 15a: Mathematics Report Card Trends by Site**

Program Site	Decreased by 1 letter grade	Decreased by 2 letter grades	Decreased by 3 letter grades	Decreased by 4 letter grades	Same letter grade
Cross Creek	9	1	0	0	24
Garrison-Pilcher	8	1	0	0	22
Harper	6	4	0	0	18
Thomas County	11	1	0	0	27

**Table 15b: Mathematics Report Card Trends by Site**

Program Site	Increased by 1 letter grade	Increased by 2 letter grades	Increased by 3 letter grades	Increased by 4 letter grades
Cross Creek	9	0	0	0
Garrison-Pilcher	9	0	0	0
Harper	6	2	0	0
Thomas County	11	1	0	0

**Table 15a/b** reflects the number of participants at each site with a decrease and increase by one, two, three, or four-letter grades, and those whose letter grade remained the same, letter grade from the first nine weeks to the third nine weeks.

Cross Creek Elementary had 52 participants who attended the program for thirty or more operational days. Of the 52 participants, **9** decreased by and **9** increased by one letter grade. **One** decreased by two letter grades and **24** participants maintained the same letter grade in Mathematics. No participants at Cross Creek Elementary decreased by three- or four-letter grades and no participants increased by two, three- or four-letter grades. Lastly, **13** participants did not have grades available.

Garrison-Pilcher had 47 participants who attended the program for thirty or more operational days. Of the 47 participants, **8** decreased by one letter grade and **1** decreased by two letter grades. Additionally, **9** increased by one letter grade and **22** participants maintained the same letter grade in Mathematics. No participants at Garrison-Pilcher Elementary decreased by three- or four-letter grades and no participants increased by two, three- and four-letter grades. Lastly, **6** participants did not have grades available.

Harper Elementary had 44 participants who attended the program for thirty or more operational days. Of the 44 participants, **6** decreased and **6** increased by one letter grade, **2** participants increased and 4 decreased by two letter grades. **Eighteen** participants maintained the same letter grade in Mathematics. No participants at Harper Elementary decreased or increased by three- or four-letter grades. Lastly, **8** participants did not have grades available.

Thomas County Middle school had 54 participants who attended the program for thirty or more operational days. Of the 54 participants, **11** decreased and **11** increased by one letter grade, **1** participant increased and **1** decreased by two letter grades. **Twenty-seven** participants maintained the same letter grade in Mathematics. **Two** participants decreased and no participants increased by two letter grades. No participants at Thomas County Middle school

decreased or increased by three- or four-letter grades. Lastly, 3 participants did not have grades available.

### **Progress toward Sustainability**

TCRC continues to thrive as an organization, providing valuable services to the students, parents, and community in Thomas County. There has been continued program wide improvements contributing to the stabilization of the 21<sup>st</sup> CCLC organizational structure. Staff receive quality training to encourage professional development. Some barriers do exist which recommendations were provided for future improvements. Lastly, TCRC has eight community partners including the School Nutrition program and the school district, contributing goods and services and in-kind donations. The contributions total \$198,495.00, which contribute towards the sustainability efforts of the program. In a 2018 interview, the Executive Director was asked about the growth and development of the TCRC program, the Director reported:

*“The center has grown from 40-55 students at the headquarters office to 85 during the school year and 100 during the summer. We have shifted from afterschool only services to a full day 3-year-old program that will start in August 2018 and serving 18 month – 36-month-old children in a home-based literacy program for families called Parent Child Home. The center is moving from licensed to Georgia accreditation. We use research-based instruments and curriculum for students. We are continuing to expand our volunteer pool that is important in our tutoring sessions. We are currently completing strategic planning to better identify our future goals and performance outcomes.”*

### **Performance Recommendations**

In an effort to help guide these initiatives, the following recommendations are put forth:

1. TCRC made huge efforts in providing a mentor for each site. The evaluator recommends continued mentoring efforts should be made for each site. This will encourage site coordinators and staff to create innovative and effective activities to increase math and language arts skill levels.

2. TCRC should provide the teachers, parents, and student with pre and post surveys to create a baseline and demonstrate trends amongst program performance. This should be completed after the first nine weeks of the school year to coincide with first nine weeks grades. Additionally, this information should be made available to the evaluator to document program trends.
3. The program has done a good job with improving snack options however, continued efforts should be made to provide the students with nutritional snacks that follow the USDA guidelines for providing kids with a smart snack in school, <https://www.fns.usda.gov/tn/guide-smart-snacks-schools>.
4. The program has done a good job with implementing parent and family engagement activities at each site. Continued efforts should be made to ensure all parents attend at least one program wide activity by requiring site coordinators to review parent sign-in sheets prior to the end of the reporting period and create additional means of communicating with parents such as text messaging or social media outlets.
5. The evaluator recommends TCRC establish and monitor communication protocols among all staff to decrease ambiguous and vague information being circulated amongst the program staff. Inconsistencies were reported amongst site coordinators and staff, which creates uncertainty in program objectives. Evaluator recommends each site create an on-line communication portal that provides live and up to date information to ensure all TCRC staff is well informed.

In summary, the TCRC 21st CCLC program sites are providing an instrumental service that is necessary for the students in the Thomas County School System and Thomasville City Schools. The program is well-regarded and appreciated by the students, their parents, collaborative partners, and community stakeholders. Over the 2018-2019 academic year, the program has made great improvements and continues to evolve. Many of the past recommendations were implemented. The evaluator noted multiple strengths that continue to progress the program forward, providing a positive experience in working on this project.

## **Appendix A**

### **Thomasville Community Resource Center Executive Director Interview**

**How many years has your 21<sup>st</sup> CCLC program been in operation?**

**Can you tell me a little about the history of your program?**

**How was the program with TCRC started?**

**How has the program grown and developed?**



## **Appendix B**

### **Thomasville Community Resource Center Program Manager Interview**

What ways do the individual sites vary?

Is there any coordination between sites? Please explain.

Could you provide me with an overview of the site management/governance structure?

What role do you have in making the following kinds of decisions (for the project as a whole) at the individual sites?

- personnel
- curricular
- organizational

## Appendix C

<b>Thomas Community Resource Center's 21<sup>st</sup> CCLC Evaluation</b>
<b>Evaluation of TCRC After-School Program: 2018-2019 Site Coordinator</b>

You are being asked to participate in an evaluation of the Thomas Community Resource Center's 21<sup>st</sup> Century Community Learning Center activities. The evaluator for this program is Antrica Morgan and Ciawanda McDonald. The purpose of this evaluation is to identify the strengths and limitations of the program with the goals of improving the efficiency and quality of services being provided by the program administration. Your participation is important in this process and is appreciated. There are no foreseeable risks associated with participating in this evaluation.

All information collected from this survey will remain confidential. No identifying information will be reported in the findings and the survey will be disclosed only with your permission or as required by law.

Your responses to this survey will be combined with other surveys and information, and no one will know how you responded. You may omit questions you do not want to answer. Your participation is voluntary. If you withdraw from participating your decision will not result in a penalty. Completing and returning this survey in part or whole serves as your consent to participate and gives permission for the evaluator to use the information you provided.

If you have any questions or concerns about this evaluation, please contact [REDACTED]

**1. Please identify the TCRC 21<sup>st</sup> Community Learning Center for which your responses in this survey will apply to.**

- ☐ Cross Creek Elementary
- ☐ Harper Elementary
- ☐ Garrison Pilcher Elementary
- ☐ Thomas County Middle School

**2. Are the resource's provided to operate this program adequate?**

- ☐ Yes
- ☐ No

**If not, what other resources are needed?**

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**3. Have you been offered or provided any training or professional development opportunities this year?**

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**If yes, what classes/materials did you participate in?**

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**4. What barriers did you identify at TCRC 21<sup>st</sup> CCLC site as a teacher or teacher's aide?**

\_\_\_\_\_ Recruiting students?

\_\_\_\_\_ Attendance Inconsistencies?

\_\_\_\_\_ Parent Involvement?

\_\_\_\_\_ Poor Parent Support?

\_\_\_\_\_ Poor support from day teacher/school personnel?

\_\_\_\_\_ Difficulty in communicating with school?

\_\_\_\_\_ Poor cooperation from school in obtaining necessary information?

\_\_\_\_\_ Difficulties in transporting students?

\_\_\_\_\_ Difficulty maintain a safe environment for students?

\_\_\_\_\_ Negative peer pressure influencing students?

\_\_\_\_\_ Competing activities at school in which the students want to participate?

\_\_\_\_\_ Competing responsibilities and demands at home?

\_\_\_\_\_ Difficulty in maintaining/identifying collaborative partners?

\_\_\_\_\_ Too little time with students?

Other \_\_\_\_\_

**5. In what ways does this program help students academically?**

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**6. What do students gain from their experience in the afterschool program?**

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**7. What types of skills have students learned in the afterschool program?**

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**8. What types of afterschool activities allow the students to have fun while learning?**

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**9. As a teacher/teacher aide, what outcomes have you observed for the TCRC 21<sup>st</sup> CCLC?**

- ☐ Improved math performance?
- ☐ Improved reading performance?
- ☐ Increased involvement in areas such as technology, arts, music, sports, and recreation?
- ☐ Students appear more engaged in learning?
- ☐ Students show interest in being in the program?
- ☐ Students are in a safer environment than they would be without the 21<sup>st</sup> CCLC program?
- ☐ Parents attend meetings and activities?
- ☐ Parents are supportive in ways other than coming to meetings/programs?
- ☐ Parents show positive support for learning and school?
- ☐ Parents are satisfied with our program?
- ☐ The school leadership is supportive of our program?
- ☐ Daytime Teachers are supportive of our program?
- ☐ The community supports our program?
- ☐ Students are showing more positive behaviors than when they started the program?
- ☐ Students are showing more appropriate social skills than at the beginning of the program?
- ☐ Our partners provide a necessary component to our program?

**10. Identify strengths of the program.**

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**11. Identify limitations of the program.**

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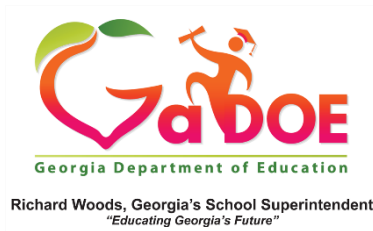
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**12. Are there any changes you would like to see to the program content/activities?**

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## Appendix D



# 21<sup>st</sup> CCLC 2018-2019 APR Regular School Day Teacher Survey

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To what extent has the student changed:

**1** Turning in his/her homework on time?  
(Choose One)

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline

**2** Completing homework to your satisfaction?  
(Choose One)

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline

**3** Participating in class?  
(Choose One)

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline

**4** Volunteering (e.g., for extra credit or more responsibilities)?  
(Choose One)

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline



**5 Attend class regularly?**

*(Choose One)*

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline

**6 Is attentive in class?**

*(Choose One)*

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline

**7 Behaving well in class?**

*(Choose One)*

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline

**8 Academic Performance?**

*(Choose One)*

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline

**9 Come to school motivated to learn?**

*(Choose One)*

- ☐ No Need to Improve
- ☐ Significant Improvement
- ☐ Moderate Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Slight Decline
- ☐ Moderate Decline
- ☐ Significant Decline

**10 Get along well with other students?**



## Appendix E



# 21st CCLC 2018-2019 Parent Survey

**Name of student in 21<sup>st</sup> CCLC program:**

**1** \*The program is helping my child's behavior improve.  
(Choose One)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

**2** \*The program is helping my child to complete and turn in his/her homework on time.  
(Choose One)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

**3** \*How satisfied are you with your child's 21<sup>st</sup> CCLC program?  
(Choose One)

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

**4.** If the 21<sup>st</sup> CCLC program was not available, where would your child go after school?  
(Choose One)

- ☐ My child stayed home alone.
- ☐ My child stayed home with a sibling, parent, guardian, or sitter.
- ☐ My child went to the home of someone else (like a friend, relative, or sitter).
- ☐ My child went someplace else for activities.
- ☐ Other (please specify)

**5** How did you find out about the 21st CCLC program?  
(Choose One)

- ☐ From the school or agency.
- ☐ From another parent.
- ☐ From another community organization or agency.
- ☐ From another student.
- ☐ Other (please specify)

**6** The program is helping my child's reading skills improve.  
(Choose One)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

**7** The program is helping my child's math skills improve.  
(Choose One)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

**\* - denotes a mandatory question**





## Appendix F

# 21st CCLC 2018-2019 Student Survey - Elementary School Level

**Student Name:**

Please mark or color in the choice the best shows how you feel about each question.

Strongly Agree    Somewhat Agree    Neither Agree nor Disagree    Somewhat Disagree    Strongly Disagree

**1** \*I like the 21st CCLC program.

**6** I have made new friends because of 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.



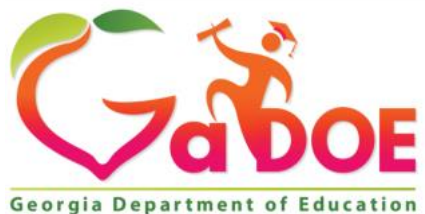
**4** I'm doing better in school since I started coming to the 21<sup>st</sup> CCLC program.



**5** I feel better about myself because of the 21<sup>st</sup> CCLC program



\* - denotes a mandatory question



## Appendix G



# 21st CCLC 2018-2019 Student Survey

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**Student Name:**

**1** \*I like the 21st CCLC program.

(Choose One)

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

**2** \*My overall behavior has improved because of the 21<sup>st</sup> CCLC program.

(Choose One)

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

**3** \*The 21<sup>st</sup> CCLC program helps me complete and turn in my homework on time.

(Choose One)

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

**4** I'm doing better in school since I started coming to the 21<sup>st</sup> CCLC program.

(Choose One)

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

**5** I feel better about myself because of the 21<sup>st</sup> CCLC program.

(Choose One)

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

**6** I have made new friends because of the 21<sup>st</sup> CCLC program.

(Choose One)

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

