

21st CENTURY COMMUNITY LEARNING CENTER(CCLC)

Thomasville Community Resource Center Grant B

Scott Elementary, Northside Elementary, & Eastside Elementary



SUMMATIVE EVALUATION REPORT 2018-2019

June 17, 2019

Table of Contents

21st CCLC Overview and History.....	5
21st CCLC Student Attendance & Enrollment	7
Average Daily Attendance	
Student Grade Levels	
Quality and Staffing	9
Student: Staff Ratio.....	9
21st CCLC Program Operations.....	10
Hours, Days, Weeks, Fall and Spring	
Objective Assessment.....	12-14
Status of Program Objectives	15-17
Evaluation Overview.....	18
Data Collection.....	19
Program Implementation.....	23
Program Outcome.....	24
Parent, Teacher, and Student Surveys	
Progress Towards Sustainability.....	36
Recommendations.....	37

The 21st Century Community Learning Center

THE NEED FOR AFTERSCHOOL PROGRAMS

An incredible need exists for afterschool activities giving suitable youth supervision in an organized and supervised environment. Literature proposes that students and guardians are well served by youth programs amid afterschool hours. Programs can focus on social, educational, and recreational activities for youngsters, while shielding them from undesirable situations (Posner & Vandell, 1994; Riley, 1994). These afterschool programs have become an important component for communities that provide their students with constructive activities during after school hours. Quality after school programs have been found to help students academically and socially as well as expand students' exposure to new activities.

Research shows a number of positive impact on children and families, but depending on the types of activities offered. The most prevalent benefit for children participating in afterschool activity, is that children are kept safe and out of danger. Research has shown the following benefits of regular participation in a high quality program: Gains in academic grades and standardized test scores, Improved motivation and dedication to school and learning and Increased interest in school just to name a few. Afterschool programs can also offer opportunities children did not know were possible and help children to see life's possibilities that, with commitment and tenacity are reachable.

A key benefit of Afterschool Programs has been to improve school attendance, test scores, and grades. Participation in afterschool programs have also been linked to a decrease in problem behaviors (e.g., drug use, aggression, gang activity) and increase parental involvement, which is crucial to student success. In addition to providing services to students, 21st CCLC programs aim to engage adult family members by providing services that meet their unique needs. Additional components offered through

Thomasville Community Resource Center-Grant B Summative Report 2019

21st CCLC programs include homework assistance, project and problem-based learning activities, character education, physical education and recreational activities, and dropout prevention.

The 21st CCLC programs are funded through the Elementary and Secondary Act (ESEA) which has specific aims:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards
- Offer students an array of additional services, programs, and activities such as youth development activities, drug and violence prevention programs, counseling, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students
- Offer adult family members of students served by community learning centers opportunities for literacy and related educational development

<<*****>>

Improving Quality Through Summative Evaluation

OVERVIEW AND HISTORY

Given the impacts of high quality afterschool programs, federal, state, city, and community efforts and initiatives across the U.S. have established and expanded afterschool enrichment programs. Evaluation of program quality is important to maintaining high quality programs and assessing progress towards achieving the program objectives. Program evaluation provides information for adjustments.

As specified in the grant, the program evaluation plan consisted of a formative and a summative evaluation applying both qualitative and quantitative data. 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.

The results from the evaluation are intended to be used to improve students attending Scott Elementary, Northside Elementary, and Eastside Elementary 21st CCLC Program and are shared with the Department of Education, Thomasville Community Resource Center, Site Coordinators, program partners, and made available to the public upon request. For the summative evaluation, all possible

Thomasville Community Resource Center-Grant B Summative Report 2019

variables were assessed as reported, based on the data provided by the 21st CCLC Program. Using available data, the primary components of this Summative Evaluation are: (1) Student Attendance and Enrollment (2) Program Operation (e.g., days, hours, and weeks of operation for each component), (3) Quality of Staffing (e.g., Student: Staff Ratio, Staff Training, and Use of Certified Teachers), (4) Objective Assessment (e.g., activities, data collected, timeline, analysis and results), (5) Progress towards Sustainability (e.g., partnership development, partner maintenance, and contributions to the program), and (6) Overall Recommendations to enhance program quality. Qualitative data were gathered through site visits to each of the school sites. During the site visits, classroom observations, informal interviews with Site Coordinator, teachers, parents, and students were conducted when possible.

Thomasville Community Resource Center-Grant B Summative Report 2019

Student Attendance and Enrollment

The 2018-2019 School Year TCRC-Grant B targeted 127 student attended across three schools: Eastside Elementary, Northside Elementary, and Scott Elementary. A total of 207 students registered for the TCRC-Grant B between August 2018 and May 2019. One-hundred sixty-nine (169) of those students attended the TCRC-Grant B for 30 days or more.

Eastside Elementary School is located in Cairo, Georgia. Eastside Elementary School is within the Grady County School District. School enrollment is approximately 675 students in grades PK-5. Student enrollment at Eastside Elementary School is diverse with 41.2 % White, 39.3% African American, and 16.4% Hispanic. Approximately 89% of students qualify for free and reduced lunch.

Northside Elementary School is located in Cairo Georgia. Northside is also within Grady County School District with approximately 387 students in grades PreK-5. There approximately 57% Hispanic, 32% African American, and 7.8 % White. Approximately 89% of the students enrolled in Northside Elementary qualify for free and reduced lunch.

Scott Elementary School is a Fine Arts Focused school located in Thomasville, Georgia. Scott Elementary School is within the Thomasville City School District and serves approximately 360 students in grades PreK-5. The school's racial makeup is 91.1 % African American, 2.8% Hispanic, and 2.8% two or more races. Based on the 2016-17 school information, approximately 91% of students qualified for free or reduced lunch.

Figure 1: Number of Eastside Elementary School Students Attending 30 Days or More

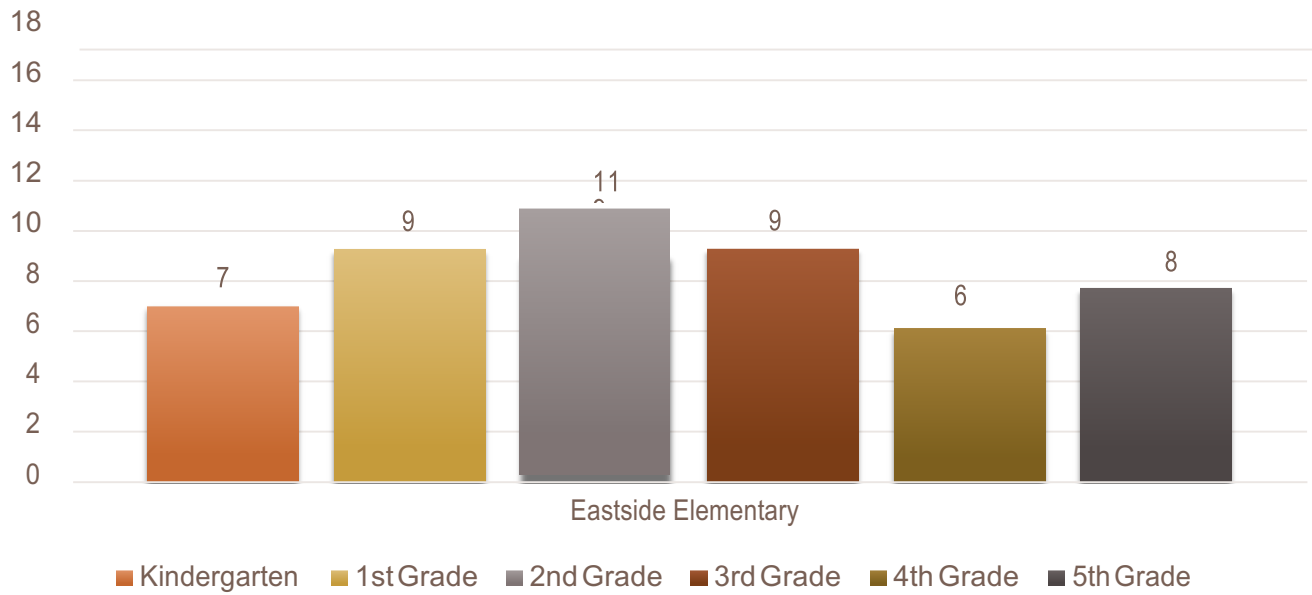
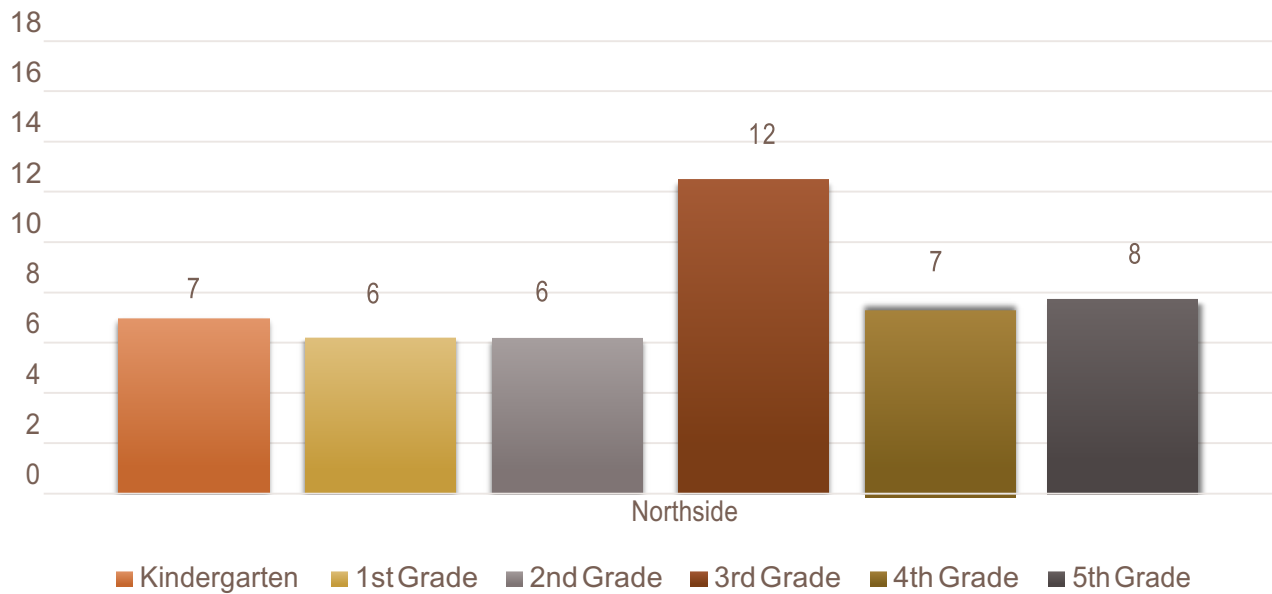
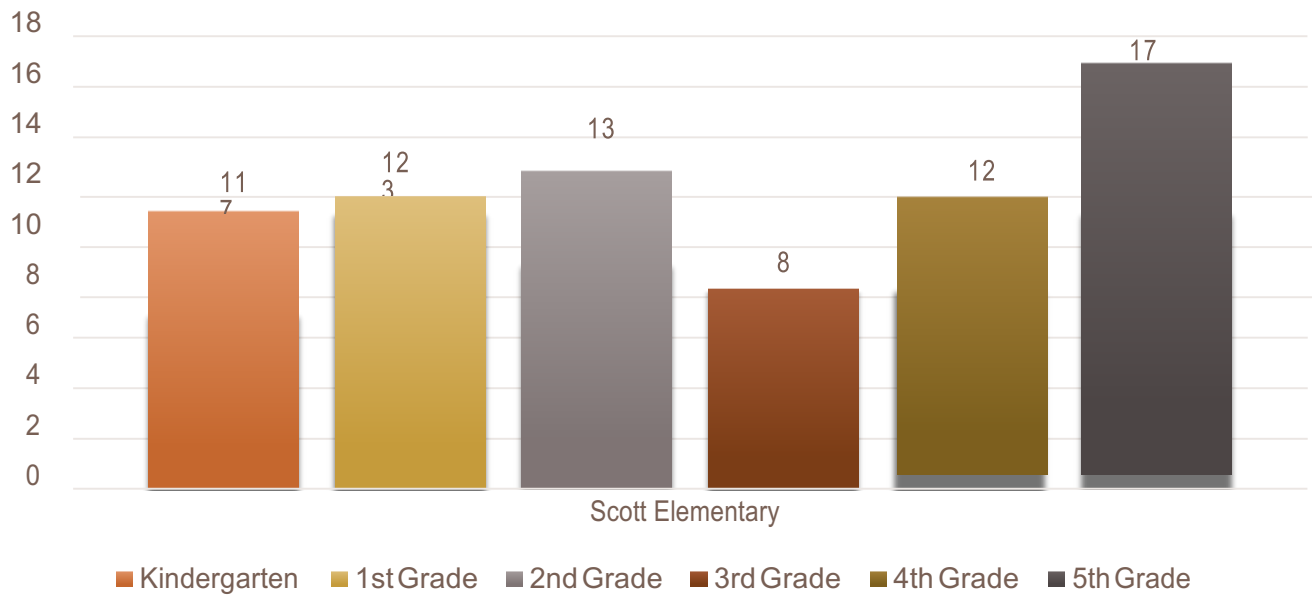


Figure 1: Number of Northside Elementary School Students Attending 30 Days or More



Thomasville Community Resource Center-Grant B Summative Report 2019

Figure 1: Number of Scott Elementary School Students Attending 30 Days or More



Thomasville Community Resource Center-Grant B Summative Report 2019

Student Demographics

Demographic information for TCRC-Grant B 21st CCLC participants who attended 30 days or more is presented in the table below.

Table 1: Student Demographics

	Eastside Elementary		Northside Elementary		Scott Elementary	
	# Students	Percent	# Students	Percent	# Student	Percent
Totals	50	100.0%	46	100.0%	73	100.0%
Grade						
K	7	14%	7	15.2%	11	15.0%
1	9	18%	6	28.2%	12	16.4%
2	11	22%	6	28.2%	12	16.4%
3	9	18%	12	26.0%	8	10.9%
4	6	12%	7	15.2%	12	16.4%
5	8	1.6%	8	17.3%	17	23.2%
Gender						
Female	25	50%	19	41.3	32	43.8%
Male	25	50%	27	58.6	41	56.1%
Ethnicity						
Black	45	90%	41	89.1%	70	95.8%
White	1	2%	1	2%	1	1%
Asian/Pacific Islander	0	0%	0	0%	0	0%
Hispanic	1	2%	4	8%	0	0%
American Indian/Alaska Native	0	0%	0	0%	0	0%
Other	2	4%	0	0%	2	2.7%
Program						
Not proficient in English	1	2%	5	10.8%	0	0%
Free/Reduced Lunch	50	100%	46	100%	73	100%
Special Education	5	10%	5	10.8%	13	17.8%

STAFF QUALIFICATION AND PROFESSIONAL DEVELOPMENT

A top quality program depends heavily upon qualified and seasoned program employees. The Thomasville Community Resource Center encompasses a clearly outlined structure. The Executive Director, Ms. Lisa Billups worked directly, collaboratively, and provides steerage and oversight with the Program Manager, Ms. LaTonya Williams White on major program choices addressing funding, staffing, resources, and special events. The Executive Director had final decision-making authority on these major parts that have an effect on program structure, however the Program Manager is an energetic participant during this method. The Program Manager created choices concerning daily operations with steerage and reports on to the Executive Director. She served as the main contact for collaborators/stakeholders, program employees, and program participants. The Program Manager was conjointly the primary line of communication with employees at the 21stCCLC Program sites. TCRC with success attracted seasoned employees to supply core educational and enrichment activities to students. Thomasville Community Resource Center provided an initial orientation for staff. This orientation outlined the mission and vision, info regarding the service delivery model and expectations of outcomes. To support services provided through the 21st CCLC program, TCRC conjointly offered Professional Development to staff. Staff were inspired and frequently participated in numerous trainings throughout the year. Professional Development opportunities were offered as full day coaching sessions organized by the Program Manager, Ms. LaTonya Williams White. Professional Development sessions were based on Formative Assessment, teacher request, and TCRC staff observation of need. Professional development session topics included: Challenging Behavior, Staff Orientation, Recognizing and Reporting Child Abuse, First Aid & CPR, Engaging Student Activities, Health & Safety

Thomasville Community Resource Center-Grant B Summative Report 2019

Average Daily Attendance

Table 2: Average Daily Attendance

Site	Average Daily Attendance
Eastside Elementary School	40
Northside Elementary School	32
Scott Elementary School	61

Source: CAYEN

Program Operation

Table 3: Summary of Program Operations

Site	Total Number of Weeks Open	Typical Number of Days per Week Open	Typical Number of Hours per Week
Eastside Elementary School	30	5	10.5
Northside Elementary School	29	5	11
Scott Elementary School	30	5	15

Source: CAYEN

Table 3: Summary of Program Closure Dates

Site/Date	Cause
Eastside Elementary School	
Oct. 15-19, 2018	Hurricane Michael Weather
November 1, 2018	Weather Day
November 14, 2018	City of Cairo Water Outage
March 5, 2019	Weather Day
April 19, 2019	Weather Day

Site/Date	Cause
Northside Elementary School	
Oct. 15-19, 2018	Hurricane Michael Weather
November 1, 2018	Weather Day
November 14, 2018	City of Cairo Water Outage
March 5, 2019	Weather Day
April 19, 2019	Weather Day

Thomasville Community Resource Center-Grant B Summative Report 2019

Site/Date	Cause
Scott Elementary School	
Oct. 15-19, 2018	Hurricane Michael Weather
November 1, 2018	Weather Day
March 5, 2019	Weather Day
April 19, 2019	Weather Day

Program Staff

Table 4: Ratios of Teachers to Students

	Eastside	Northside	Scott
Academic	1:5	1:4	1:6
Enrichment	1:5	1:4	1:6
Recreation	1:5	1:4	1:6

Source: CAYEN

Thomasville Community Resource Center-Grant B

Summative Report 2019

Program Goals, Objectives, Activities and Benchmarks

The goals, objectives, activities, and benchmarks of TCRC 21st CCLC are presented in the table on the following page.

Table 5: TCRC-Grant B 21st CCLC Grant Goals & Objectives

Goal 1	Measurable Objectives	Measurable Tools	Activities
Academic Success	1.1) 50% of regularly participating students (attending at least 30 operational days) will perform in reading, English, or language arts as developing learners or above, as demonstrated by state assessments.	Georgia Milestone End of Grade Assessment	Homework assistance Tutoring
	1.2) 50% of regularly participating students (attending at least 30 operational days) will perform in math as developing learners, or above as demonstrated by state assessments.	Georgia Milestones End of Grade Assessment	Reading Lessons Independent readingtime Computer Lab reading activities

Thomasville Community Resource Center-Grant B

Summative Report 2019

Goal 2	Measurable Objectives	Measurable Tools	Activities
Youth Development	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.	Program teacher observations Student self-evaluation survey	Goal setting and monitoring for students
	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.	Program teacher observations Student self-evaluation survey	Goal setting and monitoring for students

Thomasville Community Resource Center-Grant B

Summative Report 2019

Goal 3	Measurable Objectives	Measurable Tools	Activities
Family Engagement	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.	Event attendance logs throughout program year	<p>Family needs met through services, skill-building workshops, and the supportive, collaborative and welcoming environment created</p> <p>Parent educational and community-building opportunities provided</p>
	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.	Event attendance logs throughout program year	<p>Family needs met through services, skill-building workshops, and the supportive, collaborative and welcoming environment created</p> <p>Parent educational and community-building opportunities provided</p>

STATUS OF PROGRAM OBJECTIVES

Table 6: TCRC 21st CCLC Grant B

Goal 1	Measurable Objectives	Status	Comments
Youth Achieve Academic Success	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.	Met	<p>Eastside: 3-5 students met – 12/24 (50.0%)</p> <p>Northside: 3-5 students met – 24/28(85.7%)</p> <p>Scott: 3-5 students met 34/38(89.4%)</p>
	1.2 50% of regularly participating students (attending at least 30 operational days) will perform in math as developing learners, or above as demonstrated by state assessments.	Met	<p>Eastside: 3-5 students met – 16/24 (66.6%)</p> <p>Northside: 3-5 students met – 25/28(89.0%)</p> <p>Scott: 3-5 students met 35/38(92.1%)</p>

Goal 2	Measurable Objectives	Status	Comments
Youth Development	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.	Met	100.0% of students met this 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.	Met	100.0% of students meet this objective

Goal 3	Measurable Objectives	Status	Comments
Family Engagement	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.	Met	Total met objective.
	3.2 25% of parents and/or family members of regularly participating students (attending 30 or more operational days) will participate in at least one health and wellness family event program wide annually.	Met	Total met objective.

EVALUATION OVERVIEW

Given the impacts of high quality afterschool programs, federal, state, city, and community efforts and initiatives across the U.S. have established and expanded afterschool enrichment programs.

Evaluation of program quality is important to maintaining high quality programs and assessing progress towards achieving the program objectives. Program evaluation provides information for adjustments. It is also important to carefully establish evaluation procedures to effectively monitor the quality of after school programs.

As specified in the grant, the program evaluation plan consisted of a formative and a summative evaluation applying both qualitative and quantitative data. The results from the evaluation are intended to be used to improve TCRC-Grant B's 21st CCLC Program and are shared with the GaDOE, TCRC-Grant B's admin staff, Site Coordinators, program partners, and made available to the public upon request. For the summative evaluation, all possible variables were assessed as reported, based on the data provided by the 21st CCLC Program. Using available data, the primary components of this Summative Evaluation are: (1) Student Attendance and Enrollment (2) Program Operation (e.g., days, hours, and weeks of operation for each component), (3) Quality of Staffing (e.g., Student: Staff Ratio, Staff Training, and Use of Certified Teachers), (4) Objective Assessment (e.g., activities, data collected, timeline, analysis and results), (5) Progress towards Sustainability (e.g., partnership development, partner maintenance, and contributions to the program), and (6) Overall Recommendations to enhance program quality. Qualitative data were gathered through site visits to each of the school sites. During the site visits, classroom observations, informal interviews with Site Coordinator, teachers, parents, and students were conducted when possible. To enhance the quality and effectiveness of the 21st CCLC Program, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions.

Use of Evaluation Results

Academic Excellence, LLC served as the external evaluator for TCRC-Grant B. The program aims to achieve six objectives. The first two objectives deal with academic performance in reading and math. The three goals of the program are to engage children in enrichment activities to facilitate the following:

Goal 1: Improve academic Achievement.

Goal 2: Increase students' enrichment experiences, cultural enlightenment, and personal growth.

Goal 3: Involve family members of regularly participating students in family engagement and family workshop activities.

This Summative Evaluation Report is designed to highlight the strengths and accomplishments of TCRC-Grant B and suggest recommendation to support ongoing sustainability.

EVALUATION METHODS

Multiple measures were used to evaluate TCRC-Grant B's program. The parent, teacher, and student surveys are used to monitor progress and make decisions for TCRC-Grant B's 21st CCLC program activities and projects that are a grant requirement. Stakeholder feedback is intended to guide the continuous improvement process and should enable the identification of successful aspects of the program and areas in need of improvement. Parent surveys received parent opinions on staffing, activities, operations, site administration communication, child's happiness with the program, and behaviors regarding the overall program. As stakeholders, parents are key indicators of whether the program is facilitating basic communication of goals and objectives. Their opinions indicate whether certain criteria are being met such as quality homework completion, student's ability to get along with others, and students' behavior. The teachers' results assist with guiding the curriculum and suggest improvements for the 21st CCLC Program. Participants who did not attend the program for 30 days or more at any of the sites are not included in any of the analyses per the guidelines set forth in the objectives.

Parent Survey

In the spring of 2019, a survey was administered to the adult family members of students who participated in the TCRC-Grant B's program. The purpose of the survey was to assess the level of engagement of each family member and overall satisfaction with the program. The survey has 17 items with a few open-ended questions, but most are measured using 5-point scales ranging Strongly Agree to "Strongly Disagree, Very Satisfied to Very Dissatisfied, and Excellent to Very Poor.

Table 8: Completion Rates for Parent Survey

School	Number of Surveys Completed
Eastside Elementary	20
Northside Elementary	17
Scott Elementary	73
Total	110

Teacher Survey

In spring 2019, a survey was administered to the regular day teacher of the students who participated in the program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior related to afterschool programs over the course of the program. The survey includes 10 items on an 8-point scale: 1. No need to improve, 2. Significant improvement, 3. Moderate improvement, 4. Slight improvement, 5. No change, 6. Slight decline, 7. Moderate decline, 8. Significant decline.

Table 9: Completion Rates for Teacher Survey

School	Number of Surveys Completed
Eastside Elementary	49
Northside Elementary	40
Scott Elementary	73
Total	162

Student Survey

In the spring of 2019, a survey was administered to student who participated in the TCRC-Grant B's program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether or not it helped them academically and/or socially.

Table 10: Completion Rate for Student Survey

School	Number of Surveys Completed
Eastside Elementary	20
Northside Elementary	17
Scott Elementary	73
Total	110

Site Visits

Also, external evaluators retrieved additional observational data during the 6 sites visits. The purpose of the site visits was to observe activities and lessons during the implementation and collect documentation that would assist in the evaluation of the program. The site was also visited multiple times by the Program Director and the GADOE Evaluation Specialist.

Other Techniques

1. Collected and analyzed secondary data gathered from CAYEN
2. *Collected and analyzed secondary data gathered from Thomasville Community Resource Center*

Data Collection Schedule

Table 11: Data Collection Activities

Activity	Dates
Sites Visits	November 2018, December 2018, January 2019, February 2019, March 2019, April 2019
Parent Survey	Spring 2019
Regular Day Teacher Survey	Spring 2019
Student Survey	Spring 2019
Analysis of GA Milestones Data	Spring 2019
Analysis of CAYEN Data	Ongoing
Other Techniques	Ongoing

PROGRAM IMPLEMENTATION

Program Activities

The primary activities of TCRS-Grant B's program are listed below:

- STEM/STEAM
- Academic Enrichment (Literacy and Math)
- Project Based Learning
- Arts and Crafts
- Puppetry
- Homework Help
- Enrichment Activities (e.g., Character education, cooking, mentoring)
- Physical Activity (Let's Get Fit)
- Counseling (Character Counts)
- Recreation
- Computer Lab

Source: CAYEN and site schedule

Involvement of Adult Family Members

In the spring of 2019, a survey was administered to the adult family members of students who participated in the Eastside Elementary program. The purpose of the survey was to assess the level of engagement of each family member and overall satisfaction with the program. Survey responses are summarized in Table 12.

Eastside Elementary School Survey Results

Table 12: Parent Survey

Parent Survey Items and Response Frequencies Number of Parents Responding =20				
1. The program is helping my child's behavior improve.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
18	2	0	0	0
2. The program is helping my child to complete and turn in his/her homework on time.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
18	2	0	0	0
3. How satisfied are you with your child's 21st CCLC Program?				
Very Satisfied	Satisfied	Neither Agree/ Disagree	Somewhat Dissatisfied	Very Dissatisfied
20	0	0	0	0
4. Prior to your child participating in 21st CCLC Program, where did your child usually go after school?				
Home Alone	Home w/ Siblings, Parents, Guardian, Sitter	Home of Someone Else	Someplace Else for Activities	Other
1	14	2	1	2
5. How did you find out about 21st CCLC Program?				
School Agency	Another Parent	Community Organization	Another Student	Other
15	2	0	0	1
6. The program is helping my child's reading skills improve				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
16	2	1	0	0
7. The program is helping my child's math skills improve.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	No Answer
16	3	0	0	0

In the spring of 2019, a survey was administered to student who participated in the Eastside Elementary School's program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether or not it helped them academically and/or socially. Student survey responses are summarized in Table 13.

Student Survey Results

Student Survey Items and Response Frequencies Number of Students Responding =46				
1. I like the 21st CCLC Program				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
32	6	2	5	2
2. My overall behavior has improved because of the 21st CCLC program.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
31	8	5	2	1
3. The 21st CCLC program helps me complete and turn in my homework on time.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
41	3	2	0	1
4. I'm doing better in school since I started coming to the 21st CCLC program.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
36	9	0	2	0
5. I feel better about myself because of the 21st CCLC program.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
36	7	0	3	0
6. I have made new friends because of the 21st CCLC program.				
Strongly Agree	Somewhat	Neither Agree/ Disagree	Disagree	Strongly Disagree
40	5	0	1	1

In spring 2019, a survey was administered to the regular day teacher of the students who participated in the program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior related to afterschool programs over the course of the program. Survey responses are summarized in Table 14.

Student Ratings from “21 CCLC APR Teacher Survey”

Survey Items and Response Frequencies							
Total Number of Students Rated = 49							
To What Extent has the Student changed:							
1. Turning in his/her homework on time.							
No Need to Improve 9	Significant Improvement 36	Moderate Improvement 4	Slight Improvement 0	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
2. Completing homework to your satisfaction?							
No Need to Improve 9	Significant Improvement 39	Moderate Improvement 1	Slight Improvement 0	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
3. Participating in class?							
No Need to Improve 8	Significant Improvement 40	Moderate Improvement 1	Slight Improvement 0	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
4. Volunteering?							
No Need to Improve 8	Significant Improvement 41	Moderate Improvement 0	Slight Improvement 0	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
5. Attending Class?							
No Need to Improve 13	Significant Improvement 35	Moderate Improvement 0	Slight Improvement 0	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0

Student Ratings from “21 CCLC APR Teacher Survey” (continued)

Survey Items and Response Frequencies							
Total Number of Students Rated = 99							
To What Extent has the Student changed:							
6. Being attentive in class?							
No Need to Improve 7	Significant Improvement 39	Moderate Improvement 3	Slight Improvement 0	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
7. Behaving well in class?							
No Need to Improve 7	Significant Improvement 40	Moderate Improvement 0	Slight Improvement 2	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
8. Academic Performance?							
No Need to Improve 8	Significant Improvement 40	Moderate Improvement 0	Slight Improvement 1	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
9. Coming to school ready to learn?							
No Need to Improve 6	Significant Improvement 0	Moderate Improvement 0	Slight Improvement 0	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
10. Getting along well with other students?							
No Need to Improve 11	Significant Improvement 38	Moderate Improvement 0	Slight Improvement 0	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0

Northside Elementary School Survey Results

Parent Survey Results

Parent Survey Items and Response Frequencies Number of Parents Responding =17				
1. The program is helping my child's behavior improve.				
Strongly Agree 12	Agree 4	Neither Agree/ Disagree 0	Disagree 1	Strongly Disagree 0
2. The program is helping my child to complete and turn in his/her homework on time.				
Strongly Agree 14	Agree 1	Neither Agree/ Disagree 1	Disagree 1	Strongly Disagree 0
3. How satisfied are you with the 21st CCLC Program?				
Very Satisfied 15	Satisfied 2	Neither Agree/ Disagree 0	Somewhat Dissatisfied 0	Very Dissatisfied 0
4. Prior to your child participating in 21st CCLC Program, where did your child usually go after school?				
Home Alone 3	Home w/ Siblings, Parents, Guardian, Sitter 12	Home of Someone Else 2	Someplace Else for Activities 0	Other 0
5. How did you find out about 21st CCLC Program?				
School Agency 10	Another Parent 7	Community Organization 0	Another Student 0	Other 0
6. The program is helping my child's reading skills improve				
Strongly Agree 12	Agree 5	Neither Agree/ Disagree 0	Disagree 0	Strongly Disagree 0
7. The program is helping my child's math skills improve.				
Strongly Agree 12	Agree 5	Neither Agree/ Disagree 0	Disagree/ Strongly Disagree 0	No Answer 0

Student Survey Results

Student Survey Items and Response Frequencies Number of Students Responding =26				
1. I like the 21st CCLC Program				
Strongly Agree 19	Agree 4	Neither Agree/ Disagree 2	Disagree 0	Strongly Disagree 1
2. My overall behavior has improved because of the 21st CCLC program.				
Strongly Agree 16	Agree 4	Neither Agree/ Disagree 2	Disagree 2	Strongly Disagree 2
3. The 21st CCLC program helps me complete and turn in my homework on time.				
Strongly Agree 19	Agree 4	Neither Agree/ Disagree 1	Disagree 0	Strongly Disagree 2
4. I'm doing better in school since I started coming to the 21st CCLC program.				
Strongly Agree 20	Agree 3	Neither Agree/ Disagree 0	Disagree 0	Strongly Disagree 3
5. I feel better about myself because of the 21st CCLC program.				
Strongly Agree 16	Agree 3	Neither Agree/ Disagree 3	Disagree 3	Strongly Disagree 1
6. I have made new friends because of the 21st CCLC program.				
Strongly Agree 17	Agree 3	Neither Agree/ Disagree 1	Disagree 2	Strongly Disagree 3

Student Ratings from “21 CCLC APR Teacher Survey”

Survey Items and Response Frequencies							
Total Number of Students Rated = 40							
To What Extent has the Student changed:							
1. Turning in his/her homework on time.							
No Need to Improve 9	Significant Improvement 12	Moderate Improvement 12	Slight Improvement 5	No Change 1	Slight Decline 1	Moderate Decline 0	Significant Decline 0
2. Completing homework to your satisfaction?							
No Need to Improve 1	Significant Improvement 19	Moderate Improvement 13	Slight Improvement 5	No Change 2	Slight Decline 0	Moderate Decline 0	Significant Decline 0
3. Participating in class?							
No Need to Improve 3	Significant Improvement 15	Moderate Improvement 14	Slight Improvement 7	No Change 1	Slight Decline 0	Moderate Decline 0	Significant Decline 0
4. Volunteering?							
No Need to Improve 1	Significant Improvement 10	Moderate Improvement 17	Slight Improvement 11	No Change 1	Slight Decline 0	Moderate Decline 0	Significant Decline 0
5. Attending Class?							
No Need to Improve 13	Significant Improvement 6	Moderate Improvement 13	Slight Improvement 4	No Change 3	Slight Decline 1	Moderate Decline 0	Significant Decline 0

Student Ratings from “21 CCLC APR Teacher Survey” (continued)

Survey Items and Response Frequencies							
Total Number of Students Rated = 60							
To What Extent has the Student changed:							
6. Being attentive in class?							
No Need to Improve 6	Significant Improvement 15	Moderate Improvement 15	Slight Improvement 2	No Change 1	Slight Decline 0	Moderate Decline 1	Significant Decline 0
7. Behaving well in class?							
No Need to Improve 10	Significant Improvement 9	Moderate Improvement 12	Slight Improvement 6	No Change 1	Slight Decline 1	Moderate Decline 0	Significant Decline 1
8. Academic Performance?							
No Need to Improve 0	Significant Improvement 19	Moderate Improvement 19	Slight Improvement 1	No Change 1	Slight Decline 0	Moderate Decline 0	Significant Decline 0
9. Coming to school motivated to learn?							
No Need to Improve 3	Significant Improvement 14	Moderate Improvement 16	Slight Improvement 7	No Change 0	Slight Decline 0	Moderate Decline 0	Significant Decline 0
10. Getting along well with other students?							
No Need to Improve 6	Significant Improvement 9	Moderate Improvement 19	Slight Improvement 3	No Change 2	Slight Decline 1	Moderate Decline 0	Significant Decline 0

Scott Elementary School Survey Results

Parent Survey Results

Parent Survey Items and Response Frequencies Number of Parents Responding =73				
1. The program is helping my child's behavior improve.				
Strongly Agree 45	Agree 19	Neither Agree/ Disagree 9	Disagree 0	Strongly Disagree 0
2. The program is helping my child to complete and turn in his/her homework on time.				
Strongly Agree 45	Agree 20	Neither Agree/ Disagree 8	Disagree 0	Strongly Disagree 0
3. How satisfied are you with the 21st CCLC Program?				
Very Satisfied 50	Satisfied 16	Neither Agree/ Disagree 7	Somewhat Dissatisfied 0	Very Dissatisfied 0
4. Prior to your child participating in 21st CCLC Program, where did your child usually go after school?				
Home Alone 7	Home w/ Siblings, Parents, Guardian, Sitter 53	Home of Someone Else 10	Someplace Else for Activities 3	Other 0
5. How did you find out about 21st CCLC Program?				
School Agency 28	Another Parent 33	Community Organization 7	Another Student 5	Other 0
6. The program is helping my child's reading skills improve				
Strongly Agree 45	Agree 20	Neither Agree/ Disagree 8	Disagree 0	Strongly Disagree 0
7. The program is helping my child's math skills improve.				
Strongly Agree 46	Agree 18	Neither Agree/ Disagree 8	Disagree/ Strongly Disagree 0	No Answer 0

Student Survey Results

Student Survey Items and Response Frequencies Number of Students Responding =73				
1. I like the 21st CCLC Program.				
Strongly Agree 33	Agree 28	Neither Agree/ Disagree 9	Disagree 3	Strongly Disagree 0
2. My overall behavior has improved because of the 21st CCLC Program.				
Strongly Agree 38	Agree 25	Neither Agree/ Disagree 9	Disagree 1	Strongly Disagree 0
3. The 21st CCLC Program helps me complete and turn in my homework on time.				
Strongly Agree 37	Agree 30	Neither Agree/ Disagree 6	Disagree 0	Strongly Disagree 0
4. I'm doing better in school since I started coming to the 21st CCLC Program.				
Strongly Agree 30	Agree 35	Neither Agree/ Disagree 6	Disagree 0	Strongly Disagree 0
5. I feel better about myself because of the 21st CCLC Program.				
Strongly Agree 32	Agree 29	Neither Agree/ Disagree 11	Disagree 0	Strongly Disagree 0
6. I have made new friends because of the 21st CCLC Program.				
Strongly Agree 33	Agree 28	Neither Agree/ Disagree 10	Disagree 0	Strongly Disagree 0

Student Ratings from “21 CCLC APR Teacher Survey”

Survey Items and Response Frequencies							
Total Number of Students Rated = 73							
To What Extent has the Student changed:							
1. Turning in his/her homework on time.							
No Need to Improve 6	Significant Improvement 51	Moderate Improvement 7	Slight Improvement 5	No Change 4	Slight Decline 0	Moderate Decline 0	Significant Decline 0 (0%)
2. Completing homework to your satisfaction?							
No Need to Improve 5	Significant Improvement 49	Moderate Improvement 9	Slight Improvement 6	No Change 4	Slight Decline 0	Moderate Decline 0	Significant Decline 0
3. Participating in class?							
No Need to Improve 3	Significant Improvement 40	Moderate Improvement 12	Slight Improvement 10	No Change 8	Slight Decline 0	Moderate Decline 0	Significant Decline 0
4. Volunteering?							
No Need to Improve 2	Significant Improvement 26	Moderate Improvement 9	Slight Improvement 20	No Change 16	Slight Decline 0	Moderate Decline 0	Significant Decline 0
5. Attending Class?							
No Need to Improve 49	Significant Improvement 8	Moderate Improvement 4	Slight Improvement 3	No Change 9	Slight Decline 0	Moderate Decline 0	Significant Decline 0

Thomasville Community Resource Center-Grant B Summative Report 2019

Student Ratings from “21 CCLC APR Teacher Survey” (continued)

Survey Items and Response Frequencies							
Total Number of Students Rated = 59							
To What Extent has the Student changed:							
6. Being attentive in class?							
No Need to Improve 4	Significant Improvement 33	Moderate Improvement 11	Slight Improvement 16	No Change 9	Slight Decline 0	Moderate Decline 0	Significant Decline 0
7. Behaving well in class?							
No Need to Improve 36	Significant Improvement 15	Moderate Improvement 7	Slight Improvement 7	No Change 8	Slight Decline 0	Moderate Decline 0	Significant Decline 0
8. Academic Performance?							
No Need to Improve 2	Significant Improvement 44	Moderate Improvement 14	Slight Improvement 9	No Change 4	Slight Decline 0	Moderate Decline 0	Significant Decline 0
9. Coming to school ready to learn?							
No Need to Improve 5	Significant Improvement 29	Moderate Improvement 13	Slight Improvement 14	No Change 12	Slight Decline 0	Moderate Decline 0	Significant Decline 0
10. Getting along well with other students?							
No Need to Improve 43	Significant Improvement 12	Moderate Improvement 5	Slight Improvement 5	No Change 8	Slight Decline 0	Moderate Decline 0	Significant Decline 0

Thomasville Community Resource Center-Grant B Summative Report 2019

Progress toward Sustainability

The TCRC-Grant B has established and maintained partnerships raising \$200,617.03 in goods/materials, staffing, transportation and fund-raising. A list of these organizations/partners and their contribution amounts is found below:

Table 13: TCRC-Grant B 21st CCLC Partners

Partner	Total Contributions
Eastside	
Eastside Elementary: In Kind Donations	\$74,250.00
Eastside Elementary: Good/Materials	\$6,600.00
Total:	\$80,850.00
Northside Elementary	
Northside Elementary: In-Kind Donations	\$59,4000.00
Northside Elementary: Good/Materials	\$5,775.00
Total:	\$65,175.00
Scott Elementary	
Scott Elementary: In-Kind Donations	\$89,100.00
Scott Elementary: Goods/Material	\$9,900.00
Total:	99,500.00
All partners	\$245,025.00

Thomasville Community Resource Center-Grant B Summative Report 2019

Recommendations

Overall Recommendations:

Recommendation #1

Ensure a consistent focus on academics at Scott Elementary. Activities and instruction should be based on grade level standards.

Recommendation #2

Parent survey response rates were low for Northside and Eastside. Be sure to distribute surveys early and send reminders to non-responders.

Recommendation #3

Ensure staffing measures are in place that focus on student engagement and include more hands on activities at each site. Provide professional development on How to Engage Students in An Afterschool Program.

Recommendation #4

Gain additional support and volunteers from community organizations.

Recommendation #5

Be sure to link reading and math activities with during the day curriculum. Perhaps providing specific professional development to staff to assist with linking academic enrichment to activity enrichment.

*Thomasville Community Resource Center-Grant B
Summative Report 2019*