Program Recommendations

Directions: Please provide program recommendations in Column A based upon the results of this Formative Assessment. These recommendations can come from within the program, the external evaluator, or other program stakeholders. In Column B, please describe specific steps for implementation that the program will follow to ensure the recommended actions occur. **Delete the examples in both columns before entering comments.**

Recommendations	Steps for Implementation
Example: The program has made progress but has not met the academic objectives for math and English Language Arts. It is recommended to review student data to identify students who are not showing improvement as well as determine possible interventions and assistance. Individual targeted assistance and tutoring sessions might be helpful based on information provided by regular-school day teachers. It is recommended to communicate consistently with the regular school day teachers to coordinate support and share progress.	Example: Leadership Teams at each site will review student data and grades. Based upon data analysis, the program will use the following interventions to revise the program and activities. 1) The program will develop a portfolio for each student that includes student goals and progress. 2) The program will use project based learning to facilitate connections between learning and the real-world. 3) The program will provide families with appropriate activities to use with their child at home. 4) The program will schedule time for conferences with the 21st CCLC staff and regular school day teachers.
The evaluator observed a site manager having a stand up meeting with a parent and child regarding report cards. The site manager met with the school teacher and provided an update to the parent of the plan that the school teacher and site manager are putting in place to improve the student's outcomes and behavior. She then proceeded to provide positive reinforcement and encouragement to the student. All of this took place really quick during parent pick up and sign out.	The program should consider having this site manager work as a peer mentor and provide quick workshops on communicating effectively with parents. This interaction was a quick yet powerful exemplar moment for how to present information that was not very positive, in a positive manner.
The program is making progress on improving students academic achievements based on the activities that are in place. It is highly recommended for each child to have his/her individual assessment of areas of weakness. Each site manager is recommended to continue to input in Cayen students Report Card grades per nine week assessment. It is highly recommended for site managers to engage as often as biweekly with teachers of regularly attending students. It is recommended for parents, teachers, and managers to address the students' concerns. It is recommended for individual attention to be placed on students' areas of weakness.	The program will assign each child a pre and post assessment from established and implemented curriculums. This will assist in goal setting and identifying weakness in academic areas of math and ELA/Reading, pre/post grades, and mastery of weakness. The program will continue to post nine weeks grades in Cayen for Math and ELA/Reading. Site managers will continue to develop stronger working relationships with teachers of regularly attending students whose grades decrease.

TCRC program staff continue to provide appropriate activities to strengthen academic skills learned during the school day. The instructors are willing to individualize activities for struggling students based report card review and parent concerns. One recommendation is to begin communication with regular day school teachers to gain targeted strategies and other techniques where needed.	The site manager should work on a collaborative plan with school officials to generate additional tutoring assitance as needed. (i.e. college students...)