

**Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers  
FY 22 Common Data Elements Form**



**Subgrantee:** Haper/Scott Elementary School **Date:** September 30, 2022

**1. Attendance**

| Total Number of Students Targeted | Registered Students Attending at least 1 day or 1 hour | # of Students Attending ≥ 30 days or 90 hours) | Total Number of Parent Opportunities | Cumulative Total Number of Parents Attending |
|-----------------------------------|--|--|--------------------------------------|--|
| Number: 97                        | Number: 112  | Number: 81                                     | Number: 6                            | Number: 241                                  |

**2. Objectives**

| Total Objectives | Met       | Not Met   | Other     |
|------------------|-----------|-----------|-----------|
| Number: 9        | Number: 6 | Number: 0 | Number: 3 |

**3. GTID**

Number of Student GTIDs Reported in Cayen: 123

**4. Report Card Grades**

**4A. English Language Arts**

| Students without Grades                           | Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester ELA Grade |    |    |        | Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade |    |        |        |  |
|---|---|----|----|--------|---|----|--------|--------|--|
|   | A   | B  | C  | D or F | A   | B  | C      | D or F |  |
| 36  | 17  | 22 | 26 | 11     | 18  | 27 | 19     | 12     |  |
| Identify the preferred if it is not letter grades |   |    |    |        |   |    | Letter |        |  |

**4B. Math**

| Students without Grades                           | Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester Math Grade |    |    |        | Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade |    |         |        |  |
|---|--|----|----|--------|--|----|---------|--------|--|
|   | A  | B  | C  | D or F | A  | B  | C       | D or F |  |
| 29  | 16   | 26 | 20 | 21     | 20   | 21 | 27      | 15     |  |
| Identify the preferred if it is not letter grades |  |    |    |        |  |    | Percent |        |  |

**5. Teacher Reported Engagement in Learning Survey**

| Total Number of Surveys Completed                       | Survey Question #1: Satisfactorily completes homework or assignments? |                |                |                         |                         |                    |                    |                         |                         |    |
|---|---|----------------|----------------|-------------------------|-------------------------|--------------------|--------------------|-------------------------|-------------------------|----|
|   | Significant Decline   |                | Slight Decline |                         | Did not need to improve |                    | Slight Improvement |                         | Significant Improvement |    |
|   | %   | 2              | %              | 14                      | %                       | 32                 | %                  | 22                      | %                       | 30 |
|   | Survey Question #2: Participates in class and is attentive?           |                |                |                         |                         |                    |                    |                         |                         |    |
| Significant Decline                                     |   | Slight Decline |                | Did not need to improve |                         | Slight Improvement |                    | Significant Improvement |                         |    |
| %   | 0   | %              | 11             | %                       | 24                      | %                  | 29                 | %                       | 36                      |    |
| Survey Question #3: Demonstrates a motivation to learn? |   |                |                |                         |                         |                    |                    |                         |                         |    |
| Significant Decline                                     |   | Slight Decline |                | Did not need to improve |                         | Slight Improvement |                    | Significant Improvement |                         |    |
| %   | 0   | %              | 12             | %                       | 23                      | %                  | 26                 | %                       | 39                      |    |

**6. Partners**

| Number of | Total Amount of Contributions |
|-----------|-------------------------------|
| 3         | 82,372                        |

# Thomasville Community Resource Center

*Harper & Scott Elementary School*

## SUMMATIVE EVALUATION REPORT *2021-2022*

*June 14, 2022*



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# *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 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*

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## 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. It is also important to carefully establish evaluation procedures to effectively monitor the quality of after school programs.

This school term, the COVID-19 pandemic continued to have a tremendous effect on the community and students. Families have lost loved ones, suffered from fear, depression, anxiety, and had changes in income. These impacts have not been lost on students. They too have suffered greatly. Students have had to make major adjustments while also dealing with the stress and anxiety that is inevitable in a pandemic. As schools return to somewhat normal, educators must understand that the pandemic has impacted students in many ways. One solution to this problem is that the 21<sup>st</sup> Century After-school program which provides extra academic support for students. This gives the students the benefit of time spent with friends, hands-on learning, creative enrichment and expression, and the opportunity to lead, explore, and create without feeling pressured. It also provides a shared space for reconnecting with their peers and teachers while they are adjusting through these difficult times.

As specified in the grant, the program evaluation plan consisted of a formative and a summative evaluation applying both qualitative and quantitative data. Thomasville Community Resource Center began providing 21st CCLCs in 2008. Currently, program services are being

administered and monitored under the direction of the Program Manager, Ms. Twana Hines. Ms. Twana Hines 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 2021-2022. 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 Harper Elementary and Scott Elementary 21st CCLC program and are shared with the Department of

Education, Thomasville Community Resource Center, 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  
Thomasville Community Resource Center-Summative Report 2021-2022

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.



# *21<sup>st</sup> CCLC Student Attendance & Enrollment*

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## STUDENT ATTENDANCE

Harper Elementary School is located in Thomasville, Georgia. Harper Elementary School is within the Thomasville City School District and serves approximately 271 students in grades K-5. The school's racial makeup is 98% African American, 1% White, and 1% two or more races. Based on the 2019 school information from Governor's Office of Student Achievement, approximately 74% of students qualified for free or 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.

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or "enrollment" in the program is categorized by student attendance of at least one day in the 21st CCLC program during the program reporting period.

"Regularly participating" is categorized as student attendance of more than 30-days throughout the program period covered by the report. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. A total of 60 students registered for Harper Elementary School between



August 2021 and May 2022. Thirty-one (31) of those students attended Harper Elementary School for 30 days or more. A total of 63 students registered for Scott Elementary School between August 2021 and March 2022. Thirty-four (34) of those students attended Scott Elementary School for 30 days or more.

Table 1 provides a breakdown of student and regular attendees by school sites. Enrollment data was retrieved from CAYEN After-School System.

*Table 1: Total Student Enrollment and Regularly Student Attendees*

| <i>School Sites</i>             | <i>Total Students Enrolled<br/>(Attended 1 Day or<br/>more)</i> | <i>Regularly Attending<br/>Students<br/>(Attended 30 days or<br/>more)</i> |
|---------------------------------|---|--|
| <i>Harper Elementary School</i> | <i>54</i>   | <i>31</i>  |
| <i>Scott Elementary School</i>  | <i>58</i>   | <i>34</i>  |

Source: CAYEN

*Table 2: Total Participants & Hours by Grade Level*

| <i>Total Participants &amp; Hours by Grade Level</i> |               |              |                     |              |                    |              |                    |              |                     |              |                      |              |                       |              |
|--|---------------|--------------|---------------------|--------------|--------------------|--------------|--------------------|--------------|---------------------|--------------|----------------------|--------------|-----------------------|--------------|
| <i>Grade Level</i>                                   | <i>Total</i>  |              | <i>&lt;15 Hours</i> |              | <i>15-44 Hours</i> |              | <i>45-89 Hours</i> |              | <i>90-179 Hours</i> |              | <i>180-269 Hours</i> |              | <i>&gt;=270 Hours</i> |              |
| <i>Site</i>  | <i>Harper</i> | <i>Scott</i> | <i>Harper</i>       | <i>Scott</i> | <i>Harper</i>      | <i>Scott</i> | <i>Harper</i>      | <i>Scott</i> | <i>Harper</i>       | <i>Scott</i> | <i>Harper</i>        | <i>Scott</i> | <i>Harper</i>         | <i>Scott</i> |
| PK   | 1             | 1            | 0                   | 0            | 0                  | 1            | 0                  | 0            | 0                   | 0            | 0                    | 0            | 1                     | 0            |
| K  | 4             | 7            | 0                   | 0            | 0                  | 2            | 0                  | 5            | 0                   | 0            | 1                    | 0            | 3                     | 0            |
| 1  | 10            | 10           | 0                   | 1            | 0                  | 1            | 0                  | 8            | 0                   | 0            | 2                    | 0            | 8                     | 0            |
| 2  | 5             | 11           | 0                   | 1            | 0                  | 3            | 0                  | 7            | 0                   | 0            | 0                    | 0            | 5                     | 0            |
| 3  | 8             | 7            | 0                   | 0            | 2                  | 2            | 0                  | 5            | 0                   | 0            | 1                    | 0            | 5                     | 0            |
| 4  | 11            | 7            | 0                   | 0            | 2                  | 3            | 1                  | 4            | 0                   | 0            | 2                    | 0            | 6                     | 0            |
| 5  | 15            | 15           | 0                   | 1            | 2                  | 3            | 0                  | 11           | 1                   | 0            | 3                    | 0            | 9                     | 0            |
| Total  | 54            | 58           | 0                   | 3            | 6                  | 15           | 1                  | 40           | 1                   | 0            | 9                    | 0            | 37                    | 0            |

Source: CAYEN

## AVERAGE DAILY ATTENDANCE

For the purposes of this evaluation, in addition to assessing progress towards regular student attendance, it is also important to explore whether the program is making progress toward meeting the proposed average daily attendance of student participants. As shown in Table 3, indicates Harper Elementary achieved 38 daily average daily attendance rate and Scott program achieved 44 average daily attendance rate. The COVID-19 pandemic significantly impacted the communities, schools, and families globally. Due to the pandemic, there were multiple challenges facing Harper Elementary School's program, which negatively impacted the required average daily attendance or regular attendee requirement. However, Ms. Tawana Hines continued to recruit students in the program. During 2021-2022, Harper Elementary School began providing services on August 24, 2021 and ended on May 10, 2022 and Scott Elementary began providing services on August 27, 2021 and ended on May 13, 2022.

*Table 3: Average Daily Student Attendance*

| <i>School Sites</i>      | <i>Average Daily Attendance</i> |
|--------------------------|---------------------------------|
| Harper Elementary School | 38                              |
| Scott Elementary School  | 44                              |

**DEMOGRAPHICS OF STUDENT ATTENDEES**

A total of 54 Harper Elementary students were recorded as total participants on the “APR Report” in CAYEN and a total of 58 students were recorded as total participants at Scott Elementary School. Table 4 indicates the demographic characteristics of the students who regularly attended Harper and Scott Elementary School. The homogeneity of the both programs closely reflect that of the community in which majority of students are of African American decent. The school program’s demographic information is listed in Table 4. Given the criteria by which children are considered as total participant that attended one hour or more, as operationalized the 21<sup>st</sup> CCLC program.

Table 4: Demographic characteristics of participants that attended one hour or more

|                           | Harper Elementary School |         | Scott Elementary School |         |
|---------------------------|--------------------------|---------|-------------------------|---------|
|                           | # Students               | Percent | # Students              | Percent |
| Total                     | 54                       | 100%    | 58                      | 100%    |
| <b>Gender</b>             |                          |         |                         |         |
| Female                    | 31                       | 57%     | 32                      | 55%     |
| Male                      | 23                       | 43%     | 26                      | 45%     |
| <b>Race/Ethnicity</b>     |                          |         |                         |         |
| Black                     | 50                       | 93%     | 50                      | 86%     |
| White                     | 0                        | 0%      | 0                       | 0%      |
| Asian                     | 0                        | 0%      | 2                       | 03%     |
| Hispanic                  | 3                        | 05%     | 1                       | 01%     |
| 2 or more races           | 1                        | 01%     | 5                       | 08%     |
| <b>Other</b>              |                          |         |                         |         |
| Not proficient in English | 0                        | 0%      | 0                       | 0%      |
| Free/Reduced Lunch        | 54                       | 100%    | 58                      | 100%    |
| Special Education         | 7                        | 13%     | 1                       | 08%     |

# ***Providing A Quality 21<sup>st</sup> CCLC Program Operation***

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## PROGRAM OPERATION

As cited earlier in this report, services were provided at two locations: Harper Elementary School and Scott Elementary School. Recruitment was an effort that was supported by program administrators and staff members throughout the school year. Staff members targeted their recruitment of student to those who needed the most assistance with their academic and behavioral goals. The program also provided parents with information regarding expectations of the program. Promotional flyers and application forms were sent to all families. The focus was on academic remediation/enrichment in the core content area (math, reading/ELA, science, and social studies) aligned to Georgia Standards, homework assistance, cultural enrichment through project-based learning activities, and a variety of enrichment activities. On program activities, homework is also completed or if homework is already complete, children are encouraged to read or engage in program-designed activities before extension activities begin.

Table 5 displays each program's hours of operation during the school year, 5 days per week, for 3 hours per day.

<<\*\*\*\*\*>>

Table 5: Program Hours of Operation

| School Year 2021-2022 Program Operations |                            |                                   |                                  |         |
|--|----------------------------|-----------------------------------|----------------------------------|---------|
| School Sites                             | Total Number of Weeks Open | Typical Number Days Per Week Open | Typical number of hour per week: |         |
|  |                            |                                   | After School                     | Weekend |
| <b>Harper Elementary School</b>          | 29                         | 5                                 | 15                               | 0       |
| <b>Scott Elementary School</b>           | 30                         | 5                                 | 15                               | 0       |

<<\*\*\*\*\*>>

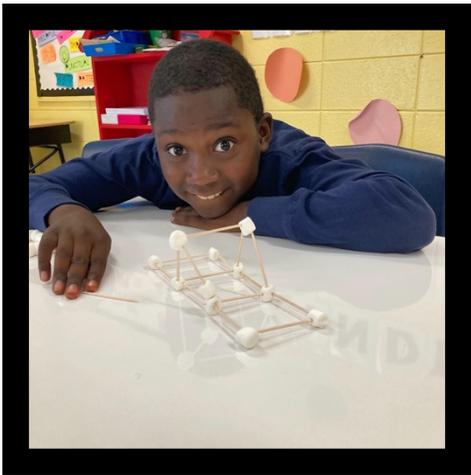


# 21st CCLC Quality of Staffing

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## STAFFING CHARACTERISTICS

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 steering and oversight with the Program Director, Ms. Twana Hines 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 Director is an energetic participant during this method. The Program Director created choices concerning daily operations with steering and reports on to the Executive Director. She served as the main contact for

collaborators/stakeholders, program employees, and program participants. The academic activities at Harper Elementary include instruction by 2 certified teachers, small group instruction, homework assistance, and computer-based assistance to reinforce and compliment the regular school day academic program. Scott Elementary School's academic activities include instruction by 1 certified teacher, small group instruction, homework assistance, and computer-based assistance to reinforce and compliment the regular school day academic program. The academics used a ratio of 10:1 student to teacher ratio. During site visits, it was evident that the academic goals as described in the grant were being taught Table 6 shows the demographics of 21st CCLC staff.

Table 6: Regular Staff by Paid and Volunteer Status

| Harper Elementary School        | 2021-2022<br>School Year |           |
|---------------------------------|--------------------------|-----------|
|                                 | Paid                     | Volunteer |
| Staff Type                      |                          |           |
| Administrator                   | 0                        | 0         |
| Community Member                | 0                        | 0         |
| High School Student             | 0                        | 0         |
| School Day Teacher              | 2                        | 0         |
| Other Non-Teaching School Staff | 5                        | 0         |
| Subcontracted Staff             | 0                        | 0         |
| Other                           | 0                        | 0         |
| Total                           | 7                        | 0         |

Table 7: Regular Staff by Paid and Volunteer Status

| Scott Elementary School         | 2021-2022<br>School Year |           |
|---------------------------------|--------------------------|-----------|
|                                 | Paid                     | Volunteer |
| Staff Type                      |                          |           |
| Administrator                   | 0                        | 0         |
| Community Member                | 0                        | 0         |
| High School Student             | 0                        | 0         |
| School Day Teacher              | 1                        | 0         |
| Other Non-Teaching School Staff | 2                        | 0         |
| Subcontracted Staff             | 0                        | 0         |
| Other                           | 0                        | 0         |
| Total                           | 3                        | 0         |

## STAFF QUALIFICATION AND PROFESSIONAL DEVELOPMENT

Thomasville Community Resource Center prides itself on the quality of its staff.

Observation of the two elementary sites using the Georgia Afterschool and Youth Development Quality Standards Assessment tool confirmed the academic rigor of the material presented, the quality of the relationships between children and staff and the connection of both enrichment and remediation to the Georgia Standards of Excellence. 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 21<sup>st</sup> 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. Twana Hines. 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, COVID-19 training sessions.



# *21st CCLC Objective Assessment*

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## PROGRAM OUTCOMES

Academic Excellence, LLC served as the external evaluator for Harper and Scott Elementary School program. The programs aimed to achieve eight objectives. The first six objectives deal with academic performance in reading, math, and science. The three goals of the program are to engage children in enrichment activities to facilitate the following:

Goal 1: Provide opportunities for academic improvement for 21<sup>st</sup> CCLC students, so they meet or exceed state and local performance standards in core academic areas of English/Language Arts, Math Science, and Social Studies.

Goal 2: Improve positive 21<sup>st</sup> CCLC student outcomes in the areas of school attendance, class participation, and character development.

Goal 3: Increase Parent involvement.

This Summative Evaluation Report is designed to highlight the strengths and accomplishments of both sites and suggest recommendation to support ongoing sustainability. MobyMax and iStation scores were unavailable. Also, due to COVID-19 the sites did not offer parent opportunities during the school year.

# *Status of Program Objectives*

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Table 8: Harper Elementary School 21<sup>st</sup> CCLC Grant Goals, Objectives, and Status

| Goal 1                                | Measurable Objectives  | Activities   | Status/Comments                  |
|---------------------------------------|--|--|----------------------------------|
| Improve Students Academic Performance | 1.1) A minimum of 50% of regularly participating 3rd – 5th grade students will meet or exceed standard on the State assessments for English language arts or reading,                          | 1.1.1) iReady<br>1.1.2) Homework helpers                                 | Met                              |
|                                       | 1.2) A minimum of 50% of regularly participating 3rd – 5th grade students will meet or exceed standards on the State assessments for math,   | 1.1.1) iReady and enrichment activities.<br>1.1.2) Enrichment Activities | Met                              |
|                                       | 1.3) A minimum of 50% of regularly participating PreK-2nd grade students will show improvement from pre to post testing in reading using MobyMax and/or IStation reading assessments, and      | 1.3.1) Homework Help<br>1.3.2) Enrichment Activities                     | MobyMax scores were not provided |
|                                       | 1.4) A minimum of 50% of regularly participating PreK-2nd grade students will show improvement from pre to post testing in math assessments.(MAP Scores were used.)                            | 1.4.1) MAP Scores<br>1.4.2) Enrichment Activities                        | Met                              |
|                                       | 1.5) A minimum of 75% of regularly participating PreK students will show advancement through trained observation of interaction with teachers and through age-appropriate testing via MobyMax. | 1.5.1) iReady and enrichment activities.<br>1.5.2) Enrichment Activities | MobyMax scores were not provided |

| Goal 2                             | Measurable Objectives  | Activities  | Status/Comments                  |
|------------------------------------|--|---|----------------------------------|
| Increase Positive Student Behavior | 2.1) A minimum of 50% of regularly participating students at all sites will be absent 15 days or less during the regular school day and    | 2.1.1) Engaging students with exciting enrichment activities. | Attendance data was not provided |
|                                    | 2.2) A minimum of 50% of regularly participating students at all sites will demonstrate improvement in character development and behavior. | 2.1.2) Engaging students with exciting enrichment activities. | Met                              |

| Goal 3                      | Measurable Objectives  | Activities   | Status/Comments |
|-----------------------------|--|--|-----------------|
| Increase Family Involvement | 3.1) 50% of parents/family members of regularly participating students will take part in at least one program-wide event and                     | 3.1.1) Parent involvement and/or family events such as Author's tea, Georgia Milestones test prep, Curriculum nights.                          | Met             |
|                             | 3.2) 50% of regularly participating students' parents/guardians will report that their child talk to them and discusses the afterschool program. | 3.2.1) Parents Involvement and/or family events such as Author's tea, Georgia Milestones test prep, Curriculum nights.<br>3.2.2) Parent Survey | Met             |

# Evaluation Overview

## TEACHER ENGAGEMENT IN LEARNING SURVEY

The Teacher Engagement in Learning Survey was completed by the school day teacher of every student in grades PK-5 attending at least one hour of programming during the school year for both Harper and Scott Elementary. The school day teachers had knowledge of the student's performance and instructs the student in a core academic subject. The teachers' results assist with guiding the curriculum and suggest improvements for the 21st CCLC Program. The survey is focused on their engagement in the 2021-2022 school year.

Table 9: Harper Elementary's Teacher Engagement In Learning Survey (n=60)

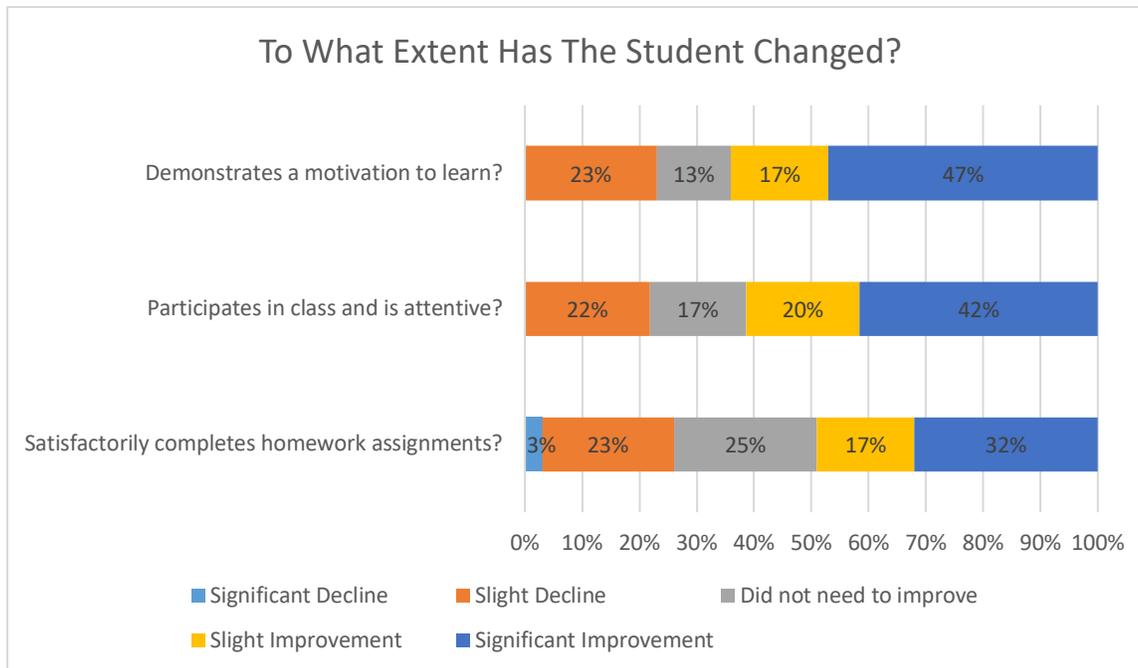
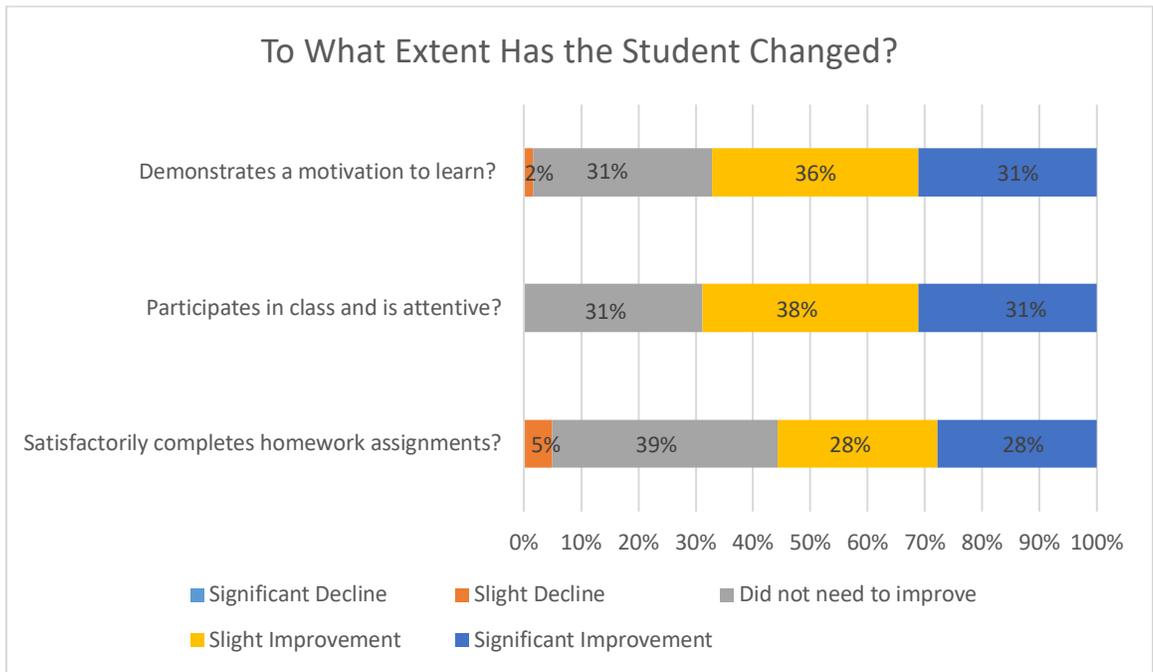


Table 10: Scott Elementary’s Teacher Engagement In Learning Survey (n=61)



**SITE VISITS**

Also, external evaluators retrieved additional observational data during the 4 site 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 GADOE Evaluation Specialist.

**DATA COLLECTION SCHEDULE**

Table 9: Data Collection Activities

| Activity                       | Dates                                  |
|--------------------------------|--|
| Regular Day Teacher Survey     | Cayen                                  |
| Student Survey                 | Cayen                                  |
| Analysis of GA Milestones Data | Were not released to Site Coordinators |
| Analysis of CAYEN Data         | Ongoing                                |
| Other Techniques               | Ongoing                                |

Source: CAYEN and site schedule

# *Program Implementation*

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## *PROGRAM ACTIVITIES*

The primary activities of Harper & Scott Elementary School program are listed below:

- STEM/STEAM
- Academic Enrichment (Literacy and Math)
- Tutoring
- Homework Help
- Character Education Mentoring Enrichment
- Physical Activity

*Source: CAYEN*



# Program Outcome Data

## ACADEMIC PERFORMANCE-STUDENT REPORT CARD GRADES

Table 11: Harper/Scott Elementary School 21<sup>st</sup> CCLC Program-Students Earning an A, B, C, or D/F for Fall and Spring in ELA and Math.

| 4. Report Card Grades                             |  |    |    |        |  |        |    |        |
|---|--|----|----|--------|--|--------|----|--------|
| 4A. English Language Arts                         |  |    |    |        |  |        |    |        |
| Students without Grades                           | Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester ELA Grade  |    |    |        | Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade  |        |    |        |
|   | A  | B  | C  | D or F | A  | B      | C  | D or F |
| 36  | 17   | 22 | 26 | 11     | 18   | 27     | 19 | 12     |
| Identify the preferred if it is not letter grades |  |    |    |        |  | Letter |    |        |
| 4B. Math  |  |    |    |        |  |        |    |        |
| Students without Grades                           | Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester Math Grade |    |    |        | Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade |        |    |        |
|   | A  | B  | C  | D or F | A  | B      | C  | D or F |
| 29  | 16   | 26 | 20 | 21     | 20   | 21     | 27 | 15     |



# Progress Towards Sustainability

## PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY PLAN

Harper and Scott Elementary School program continues to work diligently toward sustaining and gaining new partnerships that will support the programs activities long term. Table 12 indicates the partners, their organization type, and the estimated values of their contribution made to enhance the activities offered to regularly participating students.

Table 12: Harper Elementary School - Partners

| Harper's Community Partners                      |                          |                    |
|--|--------------------------|--------------------|
| Organization                                     | Type                     | Calculated Total   |
| Harper Elementary School                         | In-Kind/Volunteers       | \$32,400.00        |
| Thomasville City School System Nutrition Program | Provided Goods/Materials | \$2,480.00         |
| Calculated total of all sites                    |                          | \$34,880.00        |
| <b>Grand Total Contributions</b>                 |                          | <b>\$34,880.00</b> |

Table 13: Scott Elementary School - Partners

| Scott's Community Partners       |                          |                    |
|----------------------------------|--------------------------|--------------------|
| Organization                     | Type                     | Calculated Total   |
| Scott Elementary School          | In-Kind/Volunteers       | \$44,640.00        |
| Scott Elementary School          | Provided Goods/Materials | \$2,852.00         |
| Calculated total of all sites    |                          | \$47,492.00        |
| <b>Grand Total Contributions</b> |                          | <b>\$47,492.00</b> |

# Overall Recommendations

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## RECOMMENDATIONS:

The evaluator's overall recommendation for continued success includes each of the following:

1. 21<sup>st</sup> CCLC program will continue to successfully provide quality after-school programming. It continues to meet all requirements of the 21<sup>st</sup> CCLC Initiative.
2. 21<sup>st</sup> CCLC program is encouraged to offer and engage parents by providing opportunities to participate in a variety of parent education workshops and parent/child interactive experiences.
3. 21<sup>st</sup> CCLC program is encouraged to first work towards increasing enrollment well above the number of students needed to meet daily attendance numbers, then developing a plan to increase the retention and daily attendance of those students already enrolled.
4. 21<sup>st</sup> CCLC program will continue to assess and improve security measures for the inside and outside of the facility.
5. 21<sup>st</sup> CCLC program is encouraged to continue to foster community relationships and target those that might contribute to long-term sustainability.
6. 21<sup>st</sup> CCLC program must work with the home schools to retrieve student data in a timely manner.
7. 21<sup>st</sup> CCLC program continues to include skill-based professional development topics during a scheduled staff meeting as well as continues to work to input data in Cayen.
8. Two strategies for improving student reading that have been shown to be effective in after schools are one-to-one tutoring and providing books to students. Providing books to students is particularly effective in tandem with tutoring. Consider additional resources for more ideas, such as the Expanded Learning and Afterschool Project.  
(<https://www.expandinglearning.org/expandingminds/article/using-afterschool-and-summer-learning-improve-literacy-skills>)

Site visits and conversation with members of the staff confirmed the program continues to operate in the best interest of students. The data from this year's assessment of the program indicate the program is making progress in meeting the academic and behavioral needs of children at Harper and Scott Elementary School. Evidence also suggests the program was fulfilling its goal and objectives to support the children in the program and their families. Children have improved their social and emotional health with the support of the teachers and administrators and that has an impact on the general school day classroom. Despite the inability to retrieve data from schools after several request; OVERALL, it appears that both 21<sup>st</sup> CCLC programs have met a critical need for their students during the pandemic.