



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Department of Education 21st Century Community Learning Centers FY 17 Common Data Elements Form

Subgrantee: Factory Transition

Date: June 15, 2017

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	135	Number:	141	Number:	134	Number:	10	Number:	366
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	12	Number:	8	Number:	4	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	58	Number:	30	Number:	9	Number:	0		
Regular Attendees without scores who took standardized test:								Number:	10
Regular Attendees who did not take standardized test:								Number:	27
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	45	Number:	39	Number:	13	Number:	0		
Regular Attendees without scores who took standardized test:								Number:	10
Regular Attendees who did not take standardized test:								Number:	27
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		

4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
			“A” or “B”	“C”	“D” or “F”
Number	Number	Number			
10	26	36	30	27	5
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
			“A” or “B”	“C”	“D” or “F”
Number	Number	Number			
7	47	21	30	26	3
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

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	
129	105	19	112	13	113	12

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	
129	115	14	116	11	120	9

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	
139	87	49	102	37

6. Partners

Number of Partners	Total Amount of Contributions
15	\$11,275

Impact CHAMPS Program

21st Century
Community Learning
Center
Annual Evaluation
Report 2016-2017



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Chestnut Log Middle School, Mason Creek Middle School

Reporting Period

August 2016 - May 2017

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INTRODUCTION

Program Overview & History

The Impact CHAMPS Grant was awarded in July of 2014 and serves students in grades 6-8 at two middle schools: Chestnut Log Middle School and Mason Creek Middle School. The Impact CHAMPS program is designed to provide students with hands-on activities aligned with the Common Core Georgia Performance Standards (CCGPS) such as the following: reading and math tutoring and enrichment, science experiments, entrepreneurial education, cultural arts education, mentoring program, homework help, tutoring, credit recovery, recreation, technology integration, character education, drug prevention education, and violence prevention education. The planning committee developed objectives based on the School Improvement Plans of the targeted schools and the statewide program performance goals listed in Table 6 of this report.

Student Attendance and Enrollment

A total of 128 students registered for the Impact CHAMPS program between August 2016 and May 2017. One-hundred-three (103) of those students attended the Impact CHAMPS program for 30 days or more. At Chestnut Log Middle School, a total of 72 students registered and 55 of those students attended 30 days or more. At Mason Creek Middle School, a total of 56 students registered and 48 of those students attended 30 days or more. Chestnut Log Middle School exceeded their target number of 45 by 27 students; and Mason Creek Middle School exceeded their target number of 55 by 1 student. This information is presented in the figures below.

Figure 1: Number of Students Attending 30 Days or More

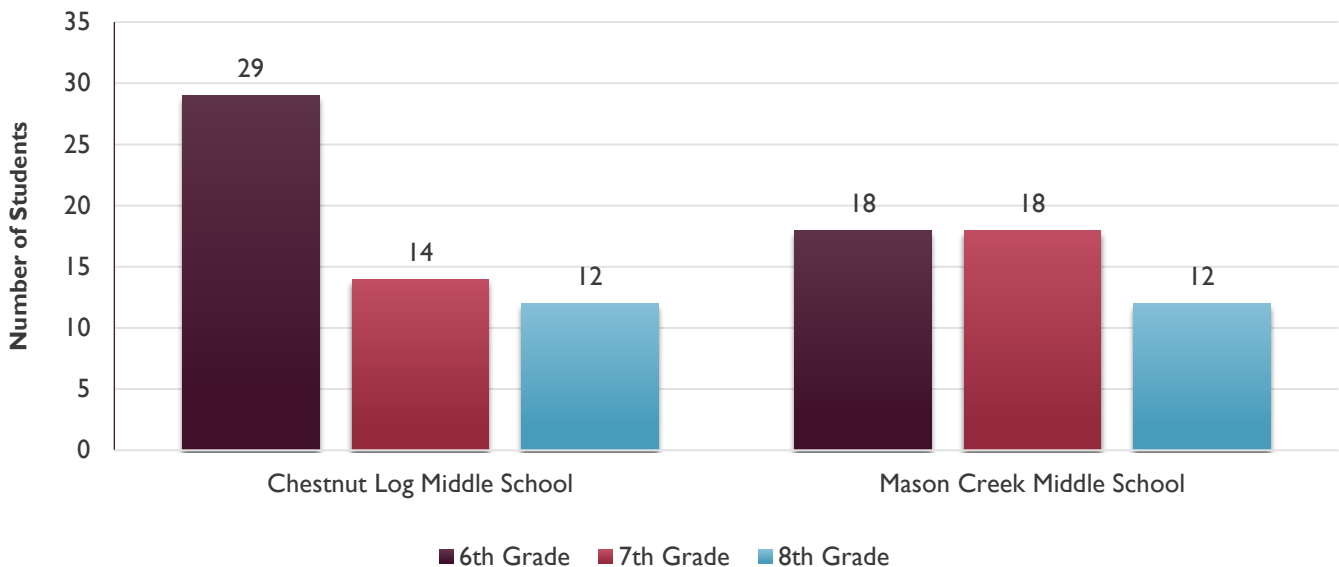
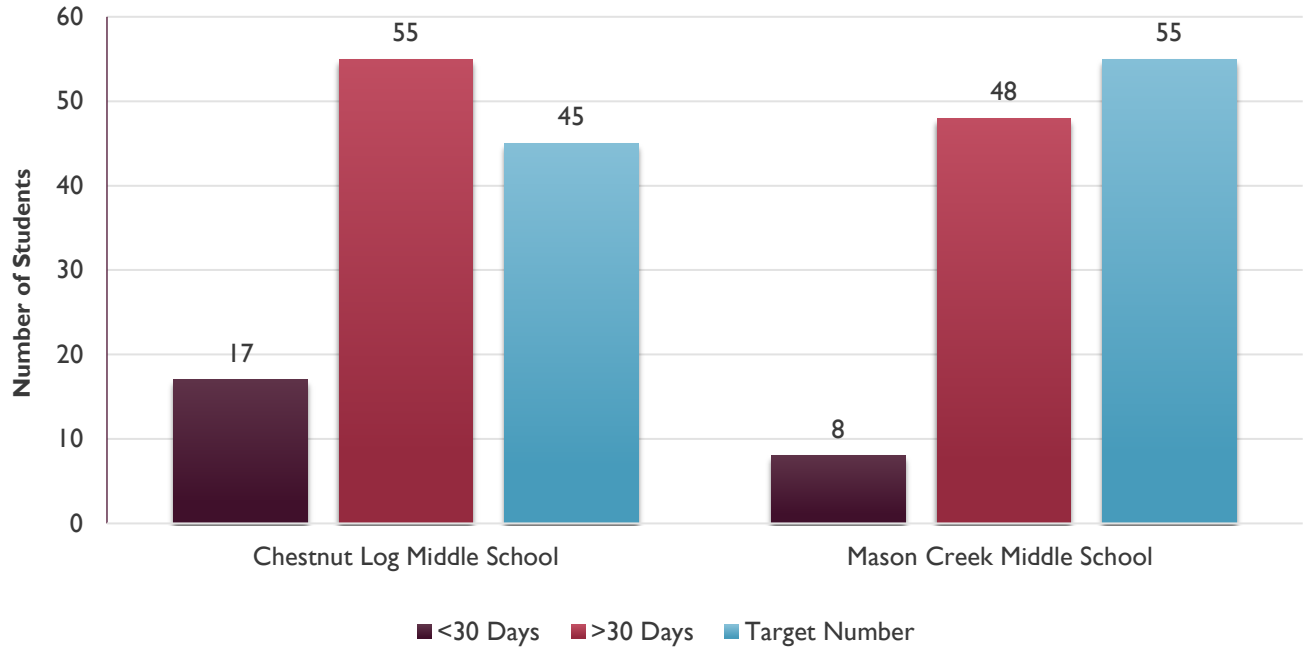


Figure 2: Summary of Number of Days Attended by Students



Student Demographics

Demographic information for Impact CHAMPS program participants who attended 30 days or more is presented in the table below.

Table 1: Student Demographics

	Chestnut Log Middle School		Mason Creek Middle School		All Schools	
	# Students	Percent	# Students	Percent	# Students	Percent
Totals	55	100.0%	48	100.0%	103	100.0%
Grade						
6	29	52.7%	18	37.5%	47	45.6%
7	14	25.5%	18	37.5%	32	31.1%
8	12	21.8%	12	25.0%	24	23.3%
Gender						
Female	22	40.0%	31	64.6%	53	51.5%
Male	33	60.0%	17	35.4%	50	48.5%
Race						
Black	33	60.0%	36	75.0%	69	67.0%
White	11	20.0%	7	14.6%	18	17.5%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	12.7%	4	8.3%	11	10.7%
American Indian/Alaska Native	2	3.6%	1	2.1%	3	2.9%
Other	2	3.6%	N/A	N/A	2	1.9%
Other						
Not proficient in English	2	3.6%	2	4.2%	4	3.9%
Free/Reduced Lunch	46	83.6%	38	79.2%	84	81.6%
Special Education	7	12.7%	8	16.6%	15	14.6%

Average Daily Attendance

Table 2: Average Daily Attendance

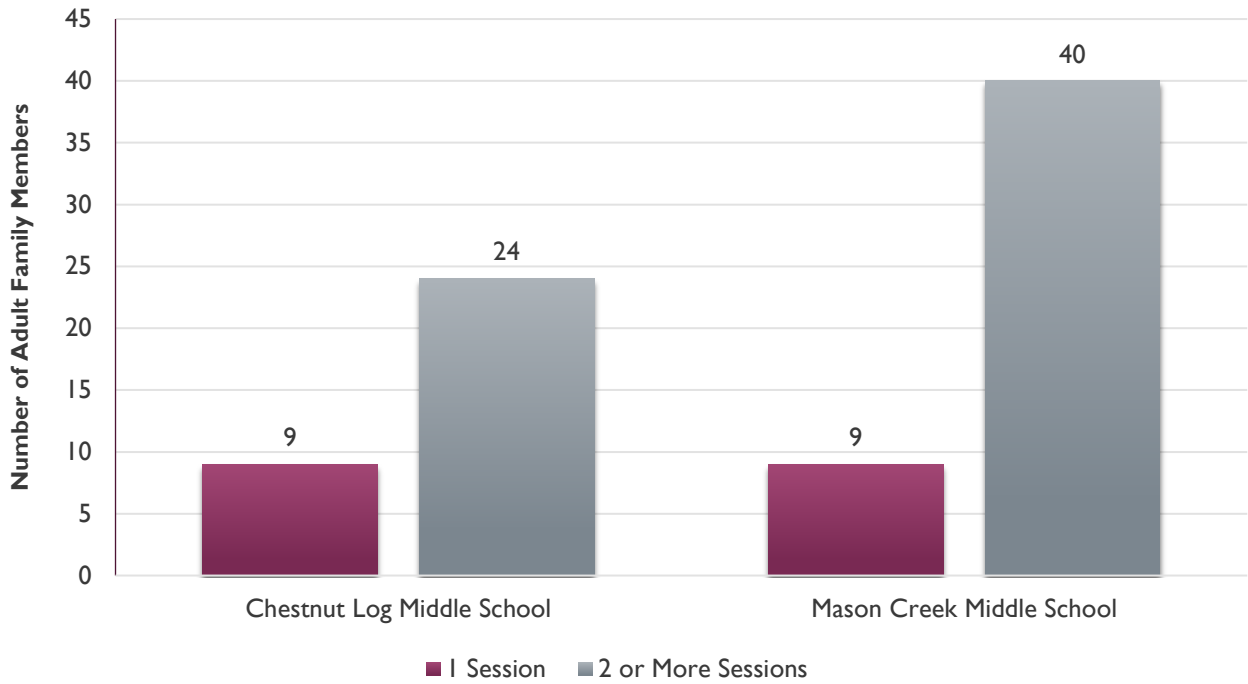
Site	Average Daily Attendance
Chestnut Log Middle School	36
Mason Creek Middle School	35

Source: APlus Information System

Adult Family Member Attendance

The Impact CHAMPS program served 82 adult family members. The figure below shows how many days of the program family members attended.

Figure 3: Number of Sessions Attended by Adult Family Members



Source: APlus Information System

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
Chestnut Log Middle School	32	5	12
Mason Creek Middle School	32	5	12

Source: APlus Information System

Program Staff

Table 4: Ratios of Teachers to Students

	Chestnut Log Middle School	Mason Creek Middle School
Academic	1:10	1:10
Enrichment	1:12	1:12
Recreation	1:12	1:12

Source: DCSS

Table 5: Characteristics of Program Staff

	Chestnut Log Middle School		Mason Creek Middle School		All Schools	
	# Staff	Percent	# Staff	Percent	# Staff	Percent
Totals	16	100.0%	14	100.0%	30	100.0%
Gender						
Female	12	75.0%	11	78.6%	23	76.7%
Male	4	25.0%	3	21.4%	7	23.3%
Race						
Black	11	68.8%	2	14.3%	13	43.3%
Asian	N/A	N/A	N/A	N/A	N/A	N/A
White	5	31.3%	9	64.3%	14	46.6%
Hispanic	N/A	N/A	2	14.3%	2	6.7%
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	1	7.1%	1	3.3%
Certification Status						
Certified	13	81.3%	13	92.9%	26	86.7%
Not Certified	3	18.7%	1	7.1%	4	13.3%

Source: DCSS

Program Goals, Objectives, Activities and Benchmarks

The goals, objectives, activities, and benchmarks of the Impact CHAMPS program are presented in the table on the following page.

Table 6: Impact CHAMPS Program 21st CCLC Grant Goals & Objectives

Goal 1	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
Improve Academic Achievement	1.1 55% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Reading/ELA GEORGIA MILESTONES.	GEORGIA MILESTONES Scores	a.) Homework Assistance b.) Computer based assessments/ activities & Enrichment sessions c.) Accelerated Reader Reports d.) GEORGIA MILESTONES	a.) Daily & Weekly Monitoring b.) Weekly sessions offered - multiple times per week c.) GEORGIA MILESTONES given in April of each year and retake assessment in May
	1.2 60% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Math GEORGIA MILESTONES.	GEORGIA MILESTONES Scores	a) Homework Assistance b.) Mini-lessons/activities & Enrichment sessions and Clubs c.) GEORGIA MILESTONES	a.) Daily & Weekly Monitoring b.) Weekly sessions offered - multiple times per week c.) GEORGIA MILESTONES given in April of each year and retake assessment in May
	1.3 65% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Science GEORGIA MILESTONES.	GEORGIA MILESTONES Scores	a.) Homework Assistance b.) Mini-lessons/activities & Enrichment sessions and Clubs c.) GEORGIA MILESTONES	a.) Daily & Weekly Monitoring b.) Weekly sessions offered - multiple times per week c.) GEORGIA MILESTONES given in April of each year and retake assessment in May

Goal 1	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<p>Improve Academic Achievement</p>	<p>1.4 65% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Social Studies GEORGIA MILESTONES.</p>	<p>GEORGIA MILESTONES Scores</p>	<p>a.) Homework Assistance b.) Mini-lessons/activities & Enrichment sessions and Clubs c.) GEORGIA MILESTONES</p>	<p>a.) Daily & Weekly Monitoring b.) Weekly sessions offered - multiple times per week c.) GEORGIA MILESTONES given in April of each year and retake assessment in May</p>
	<p>1.5 Of the 21st CCLC Grant students participating in program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B or C) in Math as measured by the school report card if grade is below an A.</p>	<p>Progress notes each 4.5 weeks, report cards each 9 weeks</p>	<p>a.) Progress report evaluations with classroom teachers b.) Agenda book messages with missing assignments c.) Remedial help needed and student goal setting</p>	<p>a.) Every two weeks b.) Daily and weekly throughout the school year c.) Daily or weekly based on student needs</p>
	<p>1.6 Of the 21st CCLC Grant students participating in program 30 days or more, 80% will exhibit an annual academic improvement from or maintain (A, B or C) in Reading as measured by the school report card if grade is below an A.</p>	<p>Progress notes each 4.5 weeks, report cards each 9 weeks</p>	<p>a.) Progress report evaluations with classroom teachers b.) Agenda book messages with missing assignments c.) Remedial help needed and student goal setting</p>	<p>a.) Every two weeks b.) Daily and weekly throughout the school year c.) Daily or weekly based on student needs</p>

Goal 1	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
Improve Academic Achievement	1.7 At least 85% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.	Progress notes each 4.5 weeks, report cards each 9 weeks, AimsWeb Assessment	a.) Progress report evaluations with classroom teachers b.) Agenda book messages with homework listed and missing assignments noted c.) Teacher survey to measure progress	a.) Daily agenda review throughout the school year b.) Bi-weekly grade book review c.) Pre - Post (at end of year) data from teacher surveys
	1.8 At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory behavior by the end of the school year.	Progress notes each 4.5 weeks, report cards each 9 weeks, agenda messages, teacher survey, behavior report from Infinite Campus	a.) Speakers, counseling services, conferencing b.) Role playing activities, character development seminars c.) Teacher survey to measure progress	a.) Daily agenda review throughout the school year b.) Bi-weekly grade book review c.) Pre - Post (at end of year) data from teacher surveys

Goal 2	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<p>Increase Family Involvement</p>	<p>2.1 50% of the active enrolled parents will attend two or more sessions each year.</p>	<p>Calendar of events, parent needs assessment survey</p>	<p>a.) Newsletter b.) Schedule of parent education sessions c.) Parent activity interest survey</p>	<p>a.) Quarterly b.) Schedule/calendar of activities, APLUS adult registration, and attendance records. 1 hour parent sessions for a minimum of 6 sessions c.) Administered at parent orientation and survey at end the year</p>
	<p>2.2 Of the family members who participate in 3 or more family involvement / education / literacy activities, 50% will report increased engagement.</p>	<p>Sign in sheets and agenda from parent sessions, calendar of events, parent needs assessment survey</p>	<p>a.) Event sign in sheet b.) Schedule of parent education sessions c.) Parent activity interest survey</p>	<p>a.) Collected at each parent session b.) Schedule event posted each month in APLUS c.) Parents will be given an evaluation survey at each parent education/involvement/literacy session.</p>

Goal 3	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<p>DCSS will develop programs grounded in scientifically based best practices and engage the community.</p>	<p>3.1 At least 80% of after school teachers will report satisfaction with the level of professional development received related to best practices in after school programming by the end of the school year.</p>	<p>Professional development logs, copies of conference attendance certificates, staff professional development survey</p>	<p>a.) Professional development survey to determine needs and level of satisfaction b.) Staff attending conference</p>	<p>a.) Professional Development needs assessment pre and post survey in fall and spring of each year and post survey given at the end of year b.) Collection of sign in sheets, log of sessions taken and completed after each class</p>
	<p>3.2 DCSS and CISDC will establish and maintain partnerships with at least 10 civic, community, business, or faith based partners by the end of the school year.</p>	<p>Partner list, copy of partner agreement or contribution thank you letters, data entry in Afterschool 21 system</p>	<p>a.) The Partners in Education committee will provide assistance workshops b.) Speakers for events, volunteer for events, mentor students, donate materials.</p>	<p>a. & b.) Community collaboration data entered in APLUS monthly</p>

STATUS OF PROGRAM OBJECTIVES

Table 7: Impact CHAMPS Program 21st CCLC Grant

Goal 1	Measurable Objectives	Status	Comments
Improve Academic Achievement	1.1 55% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Reading/ELA GEORGIA MILESTONES.	Not Met	CLMS Not Met – 54.2% met objective (26/48). MCMS Not Met– 38.3% met objective (18/47). Total students meeting objective: 46.3%
	1.2 60% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Math GEORGIA MILESTONES.	Not Met	CLMS Met – 70.8% met objective (34/48). MCMS Not Met – 40.4% met objective (19/47). Total students meeting objective: 55.7%
	1.3 65% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Science GEORGIA MILESTONES.	Not Met	CLMS Not Met – 53.8% met objective (7/13). MCMS Not Met– 28.6% met objective (4/14). Total students meeting objective: 40.7¹%
	1.4 65% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Social Studies GEORGIA MILESTONES.	Met	CLMS Met – 76.4% met objective (13/17). MCMS Not Met– 57.1% met objective (8/14). Total students meeting objective: 67.7%
	1.5 Of the 21st CCLC Grant students participating in program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B or C) in Math as measured by the school report card if grade is below an A.	Met	CLMS Met – 92.7% met objective (51/55). MCMS Met – 87.5% met objective (42/48). Total students meeting objective: 90.3%
	1.6 Of the 21st CCLC Grant students participating in program 30 days or more, 80% will exhibit an annual academic improvement from or maintain (A, B or C) in Reading as measured by the school report card if grade is below an A.	Met	CLMS Met – 83.6% met objective (46/55). MCMS Not Met – 79.2% met objective (38/48). Total students meeting objective: 81.5%

¹ The total number of students taking the Social Studies and Science Assessments is lower than the total number of regularly participating students as only 5th and 8th graders were administered those assessments.

Goal 1	Measurable Objectives	Status	Comments
<p>Improve Academic Achievement</p>	<p>1.7 At least 85% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.</p>	<p>Met</p>	<p>Teachers of 21st CCLC students: CLMS Met – 79% met objective MCMS Met – 100% met objective Total students meeting the objective: 89.8% of teachers indicated that that there was slight-significant improvement, or no need to improve when asked if their students were demonstrating satisfactory homework completion.</p> <p>Parents of 21st CCLC students: CLMS – 94.7% met objective MCMS – 88.9% met objective Total students meeting the objective: 90.6% of parents “Agreed” or “Strongly Agreed” that the program was helping their child to complete and turn his/her homework in on time.</p>
	<p>1.8 At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory behavior by the end of the school year.</p>	<p>Met</p>	<p>Disciplinary Action Data: CLMS Met – 94.5% met objective MCMS Met – 75.0% met objective Total students meeting the objective: 85.4%</p> <p>Teachers of 21st CCLC students: CLMS – 75.0% met objective MCMS – 87.0% met objective Total students meeting the objective: 80.7% of teachers indicated that that there was slight-significant improvement, or no need to improve when asked if their students were behaving well in class.</p> <p>Parents of 21st CCLC students: CLMS – 68.4% met objective MCMS – 75.5% met objective Total students meeting the objective: 73.4% of parents “Agreed” or “Strongly Agreed” that the program was helping their child’s behavior to improve.</p>

Goal 2	Measurable Objectives	Status	Comments
<p>Increase Family Involvement</p>	<p>2.1 50% of the active enrolled parents will attend two or more sessions each year.</p>	<p>Met</p>	<p>CLMS Met – 24 of 36 (66.7%) of parents attended 2 or more sessions. MCMS Met – 40 of 49 (81.6%) of parents attended 2 or more sessions. Total parents meeting the objective: 75.2%</p>
	<p>2.2 Of the family members who participate in 3 or more family involvement / education / literacy activities, 50% will report increased engagement.</p>	<p>Met</p>	<p>100% of parents who reported that they attended 3 or more parent night/sessions on the parent survey stated that they learned a lot (60%) or some (40%).</p> <p>100% of parents who reported that they attended 3 or more parent night/sessions on the parent survey were satisfied that the 21st CCLC program will improve their child's success by the end of the school year.</p> <p>75.0% of parents who reported that they attended 3 or more parent night/sessions on the parent survey indicated that they have been more active/ involved in their child's education since attending the 21st CCLC program.</p> <p>93.8% of parents who reported that they attended 3 or more parent night/sessions on the parent survey agreed that the program was helping them to understand how to help their child with his or her educational needs.</p>

Goal 3	Measurable Objectives	Status	Comments
DCSS will develop programs grounded in scientifically based best practices and engage the community.	3.1 At least 80% of after school teachers will report satisfaction with the level of professional development received related to best practices in after school programming by the end of the school year.	Met	After-school Impact CHAMPS program staff indicate that: CLMS Met– 77.8% of after-school teachers are satisfied with the level of professional development received. MCMS Met – 100.0% of after-school teachers are satisfied with the level of professional development received. Total meeting objective: 91.3%
	3.2 DCSS and CISDC will establish and maintain partnerships with at least 10 civic, community, business, or faith based partners by the end of the school year.	Met	Partnerships established & maintained with 18 partners.

EVALUATION OVERVIEW

Located at Kennesaw State University, the A.L. Burruss Institute of Public Service and Research is the independent, third party evaluator for the Impact CHAMPS program. The A.L. Burruss Institute of Public Service and Research was established in July of 1988 and provides a wide range of technical assistance across a broad range of policy areas to governmental entities at various levels, as well as nonprofit organizations. The Burruss Institute has conducted numerous evaluations and has experience conducting needs assessments and satisfaction surveys for non-profit and government agencies at the state, county, and municipal level. In addition, Dr. Corrie Davis, and Dr. Camille Sutton Brown Fox, faculty members from Kennesaw State University’s Bagwell College of Education, partnered with the Burruss Institute on this project.

There were two main purposes for the Impact CHAMPS evaluation during Year 3. The first was to provide detailed information about the Impact CHAMPS program implementation to the Program Director and Site Coordinators and the second was to accurately assess the progress of the program in meeting the goals and objectives as outlined in the grant proposal.

Use of Evaluation Results

Staff made extensive efforts to explain and clearly communicate programmatic expectations to all stakeholders including students, parents, teachers, and staff. During the third year of implementation, all data collected and subsequently analyzed, will be used to guide and improve the third year of implementation. Future data collection and evaluation reports will be used to assess, plan, design, and implement strategies to improve the program. Prior to the opening of the 2018 school year, the evaluation of objectives and information obtained from the parent, teacher, and staff surveys will be shared with the Impact Champs teachers at a preplanning meeting.

Project Director and DCSS:

1. The Project Director reviews the reports and findings with site coordinators during each month of operation. Meetings are held in person or via conference calls to discuss program highlights and recommendations for program improvement and/or program concerns. Additionally, the Project Director made frequent site visits throughout the year and spoke with coordinators on a weekly or daily basis depending upon the need and the month. The Director has also attended sustainability training and grant writing sessions, as well as other relevant training this year.
2. The Project Director reports evaluation findings to the school district and works with instructional staff at the district level to include 21st CCLC programs and evaluation results in the District School Improvement plan. An LEA Implementation Plan is created from district-level and school-specific trend data analysis. This analysis becomes a part of the Consolidated Application-Comprehensive Plan of the district.
3. The Project Director presents data and evaluation results to the Communities In Schools of Douglas County Board of Directors at quarterly meetings. The role of this volunteer Board is to identify ways of supporting the school improvement plan through suggestions for additional partnerships and financial support through donations.
4. During July 2017, the Project Director will lead a meeting with the grant site coordinator to analyze student assessment data in order to create an improvement plan that addresses each school's individual academic needs. This plan coupled with the previous year's evaluations results will drive the implementation of the 21st CCLC program for 2017-2018. Additionally, the program site coordinators will meet with their respective principals to share results. They will then make necessary program adjustments for the 2017-2018 school year. The grant site coordinator will also share the evaluation result action plan with school day faculty, leadership, parents, and advisory council.
5. Data will be used to set schedule and priorities for the next school year. In some cases more math segments will be added if the data shows a need. Data will also be used to determine if student numbers need to be increased for a particular grade level.

EVALUATION METHODS

Multiple measures were used to evaluate the Impact CHAMPS program. These measures include surveys of students, parents, regular school day and after-school teachers, as well as observations and student records. 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

During spring 2017, a survey was administered to the parents/guardians of students who participated in the Impact CHAMPS program. Parents were given a paper survey and encouraged to complete it and return it to program staff. Once received by staff, the completed surveys were entered into an online data collection system created by the Burruss Institute.

The survey was designed to assess parent satisfaction and attitudes toward the Impact CHAMPS program and measure the degree to which they thought it helped their child improve behavior and academic skills. The survey has 16 items with a few open-ended questions, but most are measured using 5-point scales (ranging from “Strongly Agree” to “Strongly Disagree”, and “Very Satisfied” to “Very Dissatisfied”).

Parent surveys were distributed and collected at parent night sessions, and surveys were sent home with students. The completion rates for the parent survey are summarized in table below.

Table 8: Completion Rates for Parent Survey

School	Number of Surveys Completed	Number of Surveys Distributed	Parent Response Rate
Chestnut Log Middle School	19 ²	47	40.4%
Mason Creek Middle School	45	46	97.8%
Total	64	93	68.8%

Teacher Survey

During spring 2017, an online survey was administered to the regular school day teachers of the student participants of the Impact CHAMPS Program. The purpose of the survey was to assess whether regular school day teachers believed that student participant's behavior related to academic performance had changed during their involvement with Impact CHAMPS this year. The survey includes 10 items on 8 point scale: 1. No need to

² CLMS had 21 parent surveys returned but only 19 were available at the time the report was finalized

improve, 2. Significant improvement, 3. Moderate improvement, 4. Slight improvement, 5. No change, 6. Slight decline, 7. Moderate decline, 8. Significant decline.

The completion rates for the teacher survey are presented in the table below.

Table 9: Completion Rates for Teacher Survey

School	Number of Teacher Surveys Completed	Number of Surveys Distributed	Teacher Response Rate
Chestnut Log Middle School	44	47	93.6%
Mason Creek Middle School	44	46	95.6%
Total	88	93	94.6%

Student Survey

During spring 2017, a survey was administered to students who participated in the Impact CHAMPS Program. The purpose of the survey was to gauge the attitudes of students toward school and the degree to which they felt participating in the Impact CHAMPS program helped them. The survey includes 10 items on a 5 point rating scale: 1. Strongly Agree, 2. Agree, 3. Neither Agree or Disagree, 4. Disagree, and 5. Strongly Disagree, in addition to a few open ended questions.

The completion rates of the student survey are presented in the table below.

Table 10: Completion Rate for Student Survey

School	Spring Surveys Completed	Number of Surveys Distributed	Student Response Rate
Chestnut Log Middle School	40	47	85.1%
Mason Creek Middle School	45	46	97.8%
Total	85	93	91.4%

After-School Program Survey

During spring 2017, an online survey was administered to the after-school teachers of the student participants of the Impact CHAMPS Program. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether or not they felt they received enough professional development/training, and how confident they were working with the students in different areas (i.e., math tutoring, literacy/reading enrichment, providing homework help, etc.). They were also asked about program curriculum and how well it aligned with the school-day curriculum, as well as how confident they were performing other duties of their job not directly related to working with the students (i.e., being knowledgeable about procedures to ensure compliance with health and safety laws, procedures to follow in an emergency, efficient methods for conducting attendance checks and dismissals, time/classroom management etc.).

The survey includes 34 items based on either a 4 or 5 point scale, as well as a few open ended questions. The 4 point scale is as follows: 0. Not Answered, 1. Confident, 2. Would like more training, 3. Not applicable. The 5 point scale is as follows: 0. Not Answered, 1. Needed very much, 2. Needed, 3. Not Needed, 4. Not applicable.

The completion rates for the after-school program survey are presented in the table below.

Table 11: Completion Rate for After-school Program Survey

School	Number of After-School Teacher Surveys Completed	Number of Surveys Distributed	ASP Response Rate
Chestnut Log Middle School	13	13	100%
Mason Creek Middle School	14	14	100%
Total	27	27	100%

Site Visits

The evaluators visited the two middle schools in the fall of 2016 spring of 2017. The purpose of the site visits was to observe activities and lessons during implementation at each school and collect documentation that would assist in the evaluation of the program. Sites were also visited multiple times by the project director and the GADOE Evaluation Specialist.

Other Techniques

1. Collected and analyzed secondary data gathered from the APlus Information System
2. Collected and analyzed secondary data gathered from DCSS.

Data Collection Schedule

Table 12: Data Collection Activities

Activity	Dates(s)
Site Visits	Fall 2016 & Spring 2017
Parent Survey	Spring 2017
Regular Day Teacher Survey	Spring 2017
After-School Program Survey	Spring 2017
Student Survey	Spring 2017
Analysis of APlus Information System	Ongoing
Other Techniques	Ongoing

PROGRAM IMPLEMENTATION

Program Activities

The primary activities of the Impact CHAMPS program are listed below:

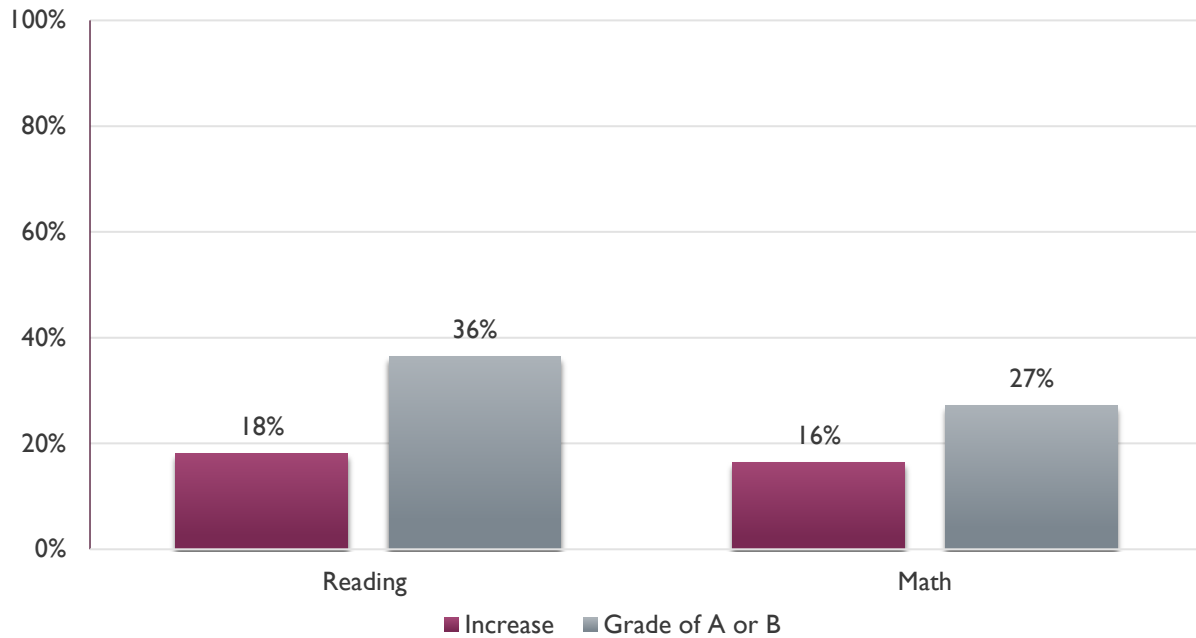
- Parent Orientation
- Student Orientation
- Homework Help
- Academic Assistance & Tutoring (Math, ELA/Reading, Test Prep)
- Science Lab
- Chess
- Gardening
- Arts and Crafts
- Character Education
- Support Services Counseling
- Family Involvement and Literacy
- Saturday Sessions
- STEM
- Youth Leadership
- College and Career Readiness

Source: APlus Information System and site schedules,

PROGRAM OUTCOME DATA

Academic Performance – Chestnut Log Middle School

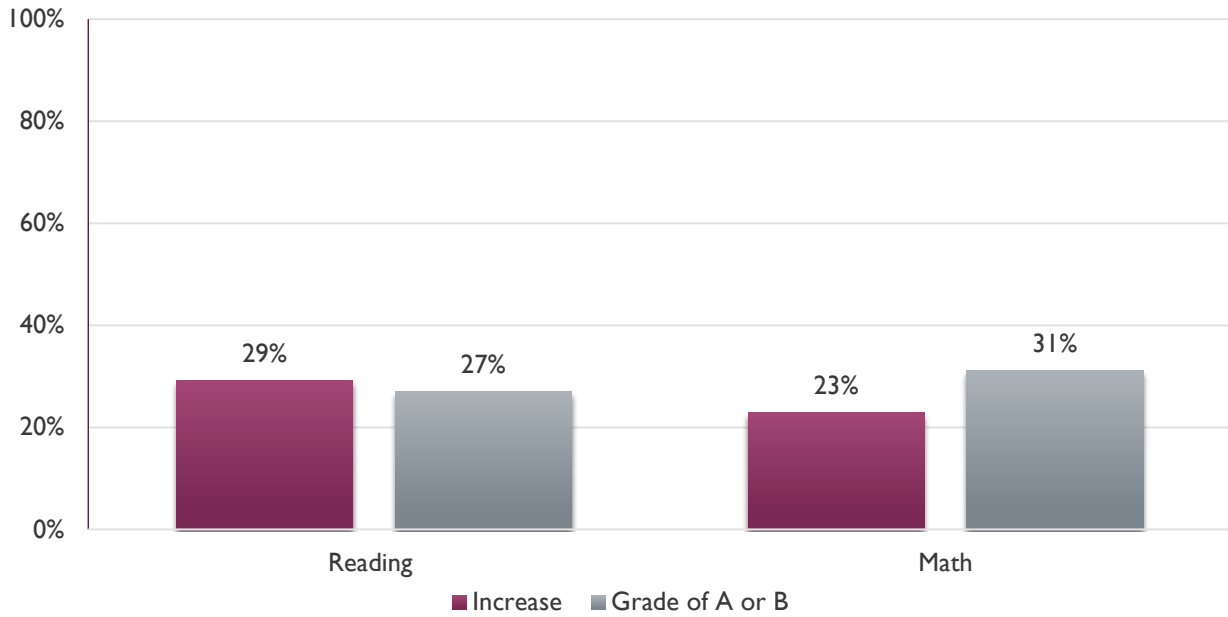
Figure 4: Chestnut Log Middle School – Students Earning an A or B or Increasing a Letter Grade from Fall to Spring



As can be seen in the chart above, 54.6% of students at Chestnut Log Middle School increased their reading grade or earned an A or B throughout the year; and 43.6% of students increased their math grade or earned an A or B throughout the year.

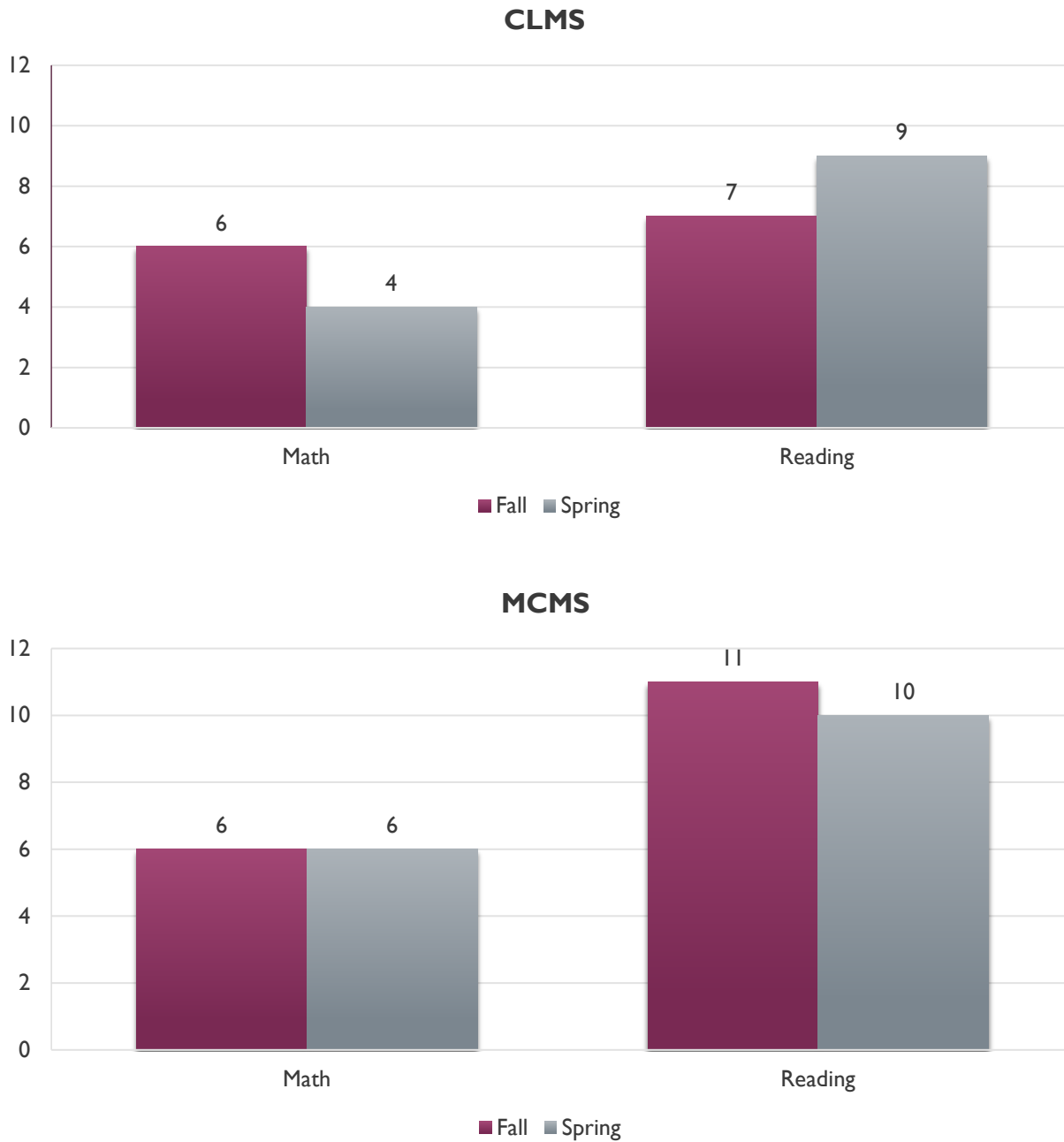
Academic Performance – Mason Creek Middle School

Figure 5: Mason Creek Middle School – Students Earning an A or B or Increasing a Letter Grade from Fall to Spring



As can be seen in the chart above, 56.3% of students at Mason Creek Middle School increased their reading grade or earned an A or B throughout the year; and 54.1% of students increased their math grade or earned an A or B throughout the year.

Figure 6: Number of Failing Grades in Reading & Math



As illustrated in Figure 6 above, the number of failing grades (*i.e.*, grades of 69 or below) stayed the same for math at Mason Creek Middle School and decreased by 1 failing grade in reading; and at Chestnut Log Middle school, the number of failing reading grades slightly increased while failing math grades decreased by two.

Involvement of Adult Family Members

In the spring of 2017, a survey was administered to the adult family members of students who participated in the Impact CHAMPS program. The purpose of the survey was to assess the level of engagement of each family member, to what degree they thought the Impact CHAMPS program helped their child academically, and overall satisfaction with the program. Survey responses are summarized in Figures 7 and 8.

Figure 7: Adult Family Member Survey Responses – Percentage Agreeing or Indicating Satisfaction

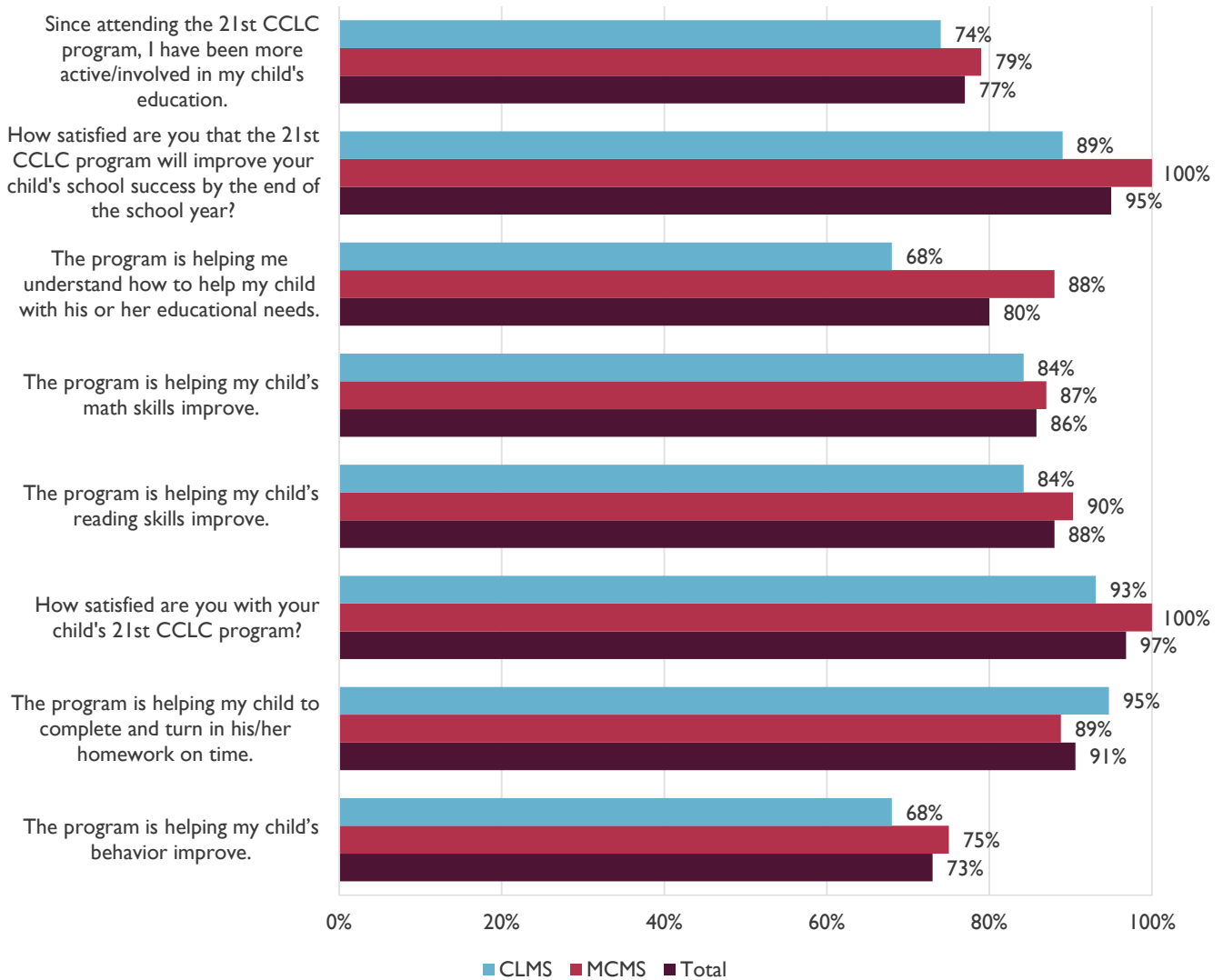
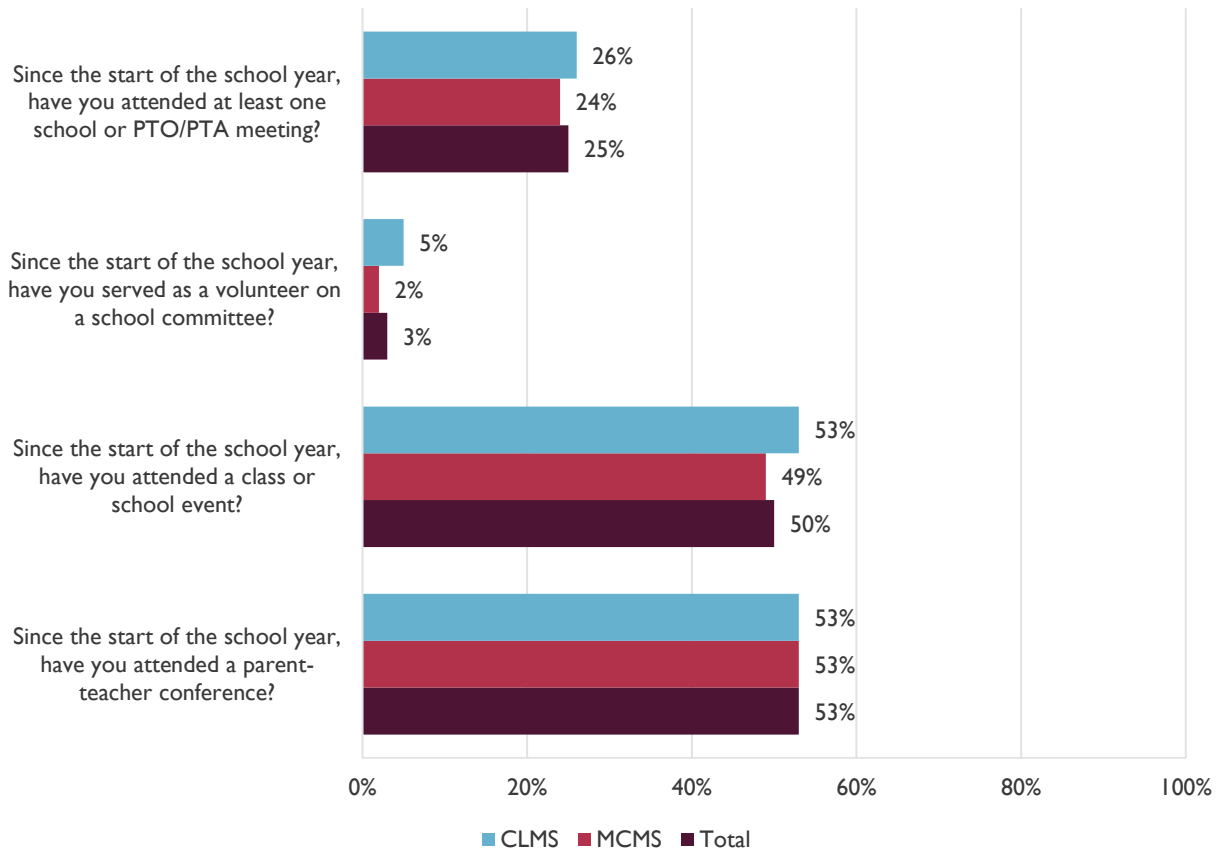


Figure 8: Involvement of Adult Family Members – Percentage Answering “Yes”



Results from the open ended data taken from the parent survey are provided below.

Parent Nights/sessions parents found the most beneficial:

Chestnut Log Middle School

Three parents indicated that all of the parent nights/sessions were helpful. The session where summer programs were discussed was also mentioned by three parents; sessions pertaining to Saturday programs were listed as the most beneficial sessions by two parents. In addition, the parent orientation was listed as being the most beneficial by one parent.

Mason Creek Middle School

Math and reading sessions were listed as the most beneficial sessions by one parent each at Mason Creek Middle School. The How to Talk to your Kids session was mentioned by one parent, and one parent reported that the Open House where they could see what their child was doing in the program was the most beneficial.

Reasons parents were unable to attend parent night sessions:

Chestnut Log Middle School

More than one fifth of parents (21.1%) at Chestnut Log Middle School listed work as the main reason for not attending parent night sessions. Not having knowledge of the sessions was mentioned by two parents.

Mason Creek Middle School

Three parents at Mason Creek Middle School listed work as the main reason they were unable to attend parent night sessions.

New parent nights/sessions parents would be interested in participating in:

Chestnut Log Middle School

Mother and Daughter/ Father and Son time – 1 participant
Meetings to provide parent feedback - 1 participant

Mason Creek Middle School

Internet safety – 1 participant

Student Observations By Regular Day Teachers

In spring of 2017, a survey was administered to the regular day teachers of the students that participated in the Impact CHAMPS program. The purpose of the survey was to assess whether the regular day teacher had observed a change in student behavior related to after-school programs over the course of the program. Survey responses are summarized in Figure 9.

Figure 9: Teacher Ratings of Impact Champs Participants

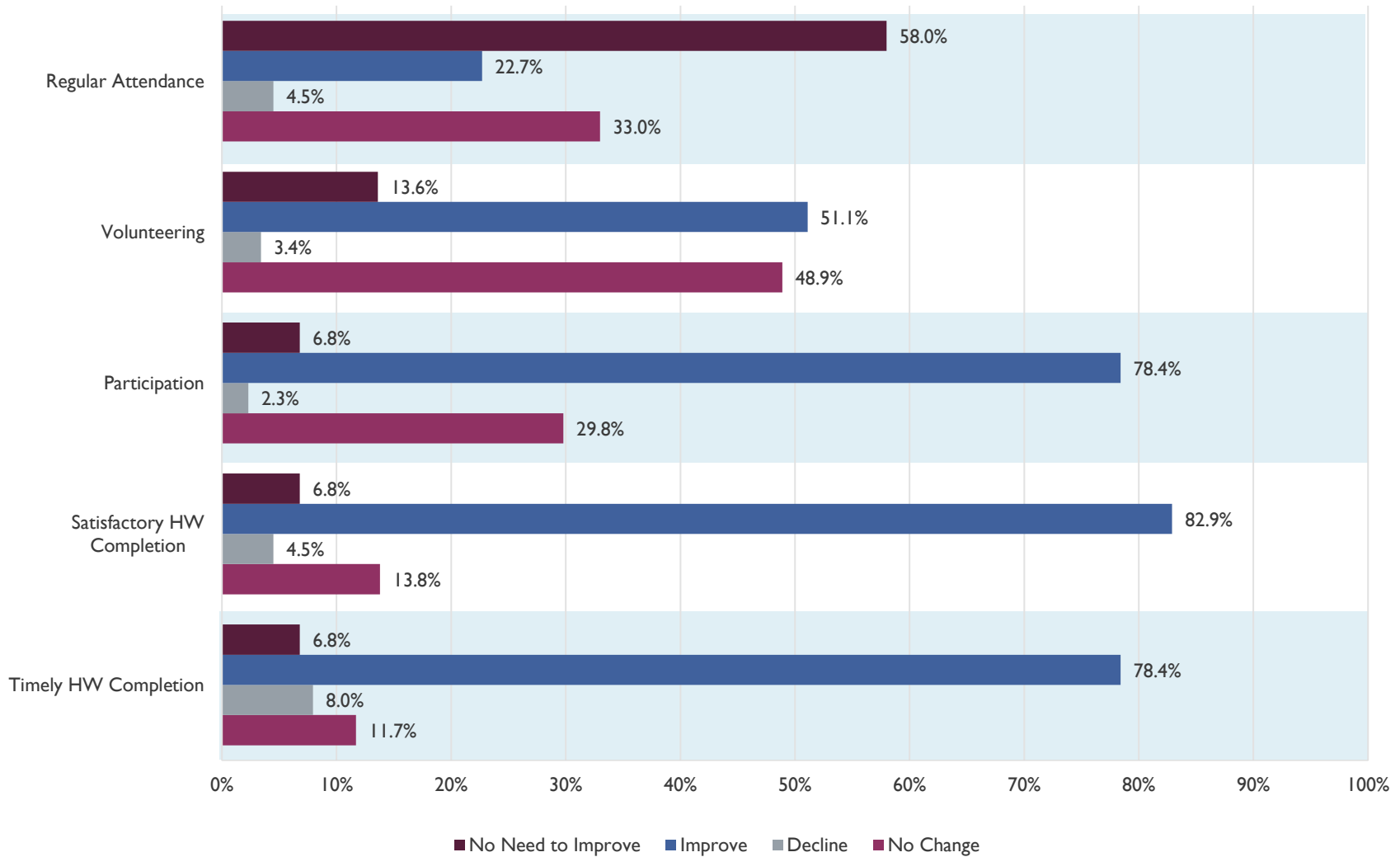
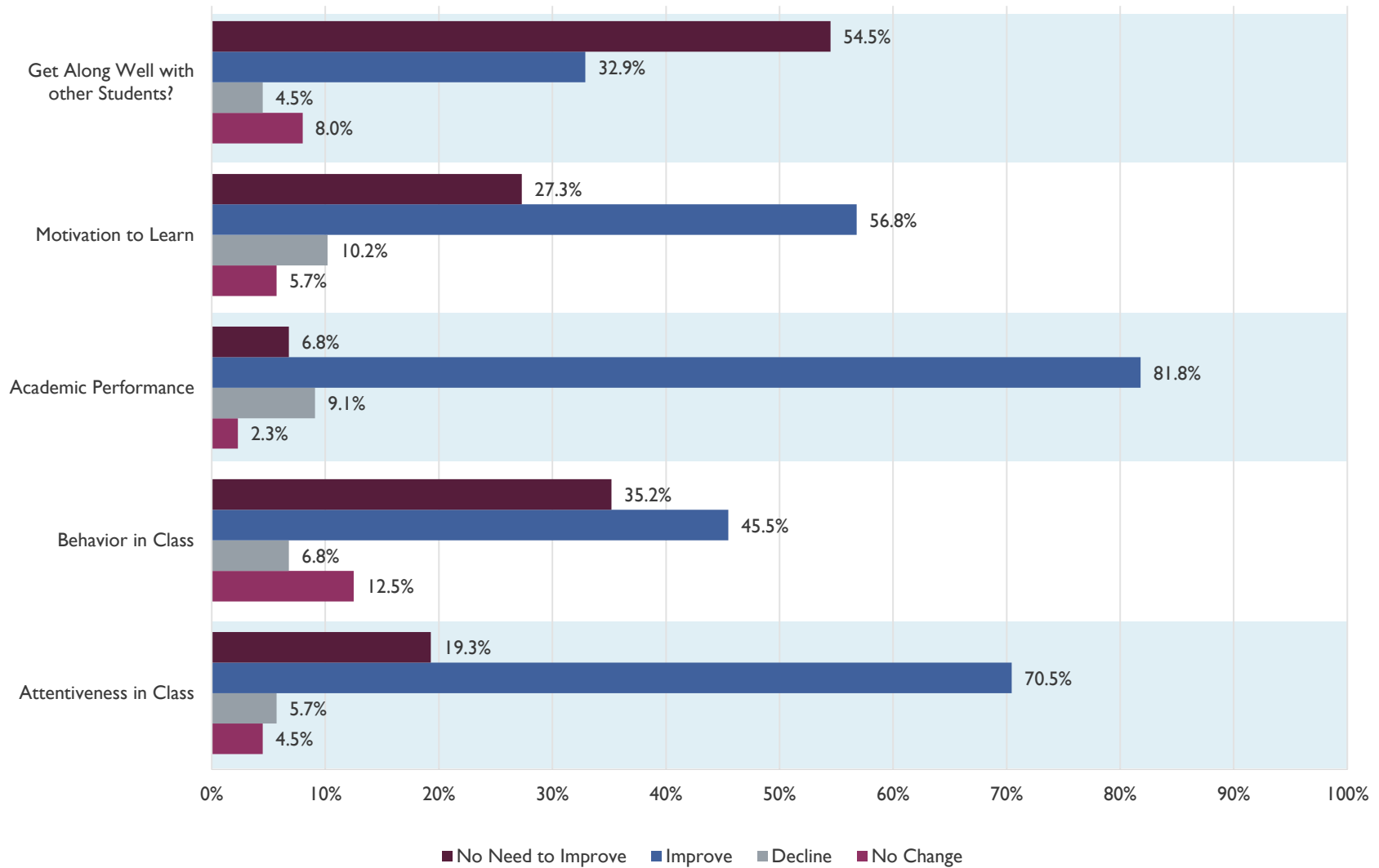


Figure 9: Teacher Ratings of Impact Champs Participants (cont.)



After-School Program Staff

In spring 2017, a survey was administered to the after-school teachers of the student participants of the Impact CHAMPS Program. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether or not they felt they received enough professional development/training, and how confident they were working with the students in different areas. They were also asked about program curriculum and how well it aligned with the school-day curriculum, as well as how confident they were performing other duties of their job not directly related to working with the students. All after-school staff indicated that they were satisfied with the level of professional development received. Additional after-school program staff responses are summarized in Figures 10 and 11.

Figure 10: After-School Program Staff Responses Regarding Training

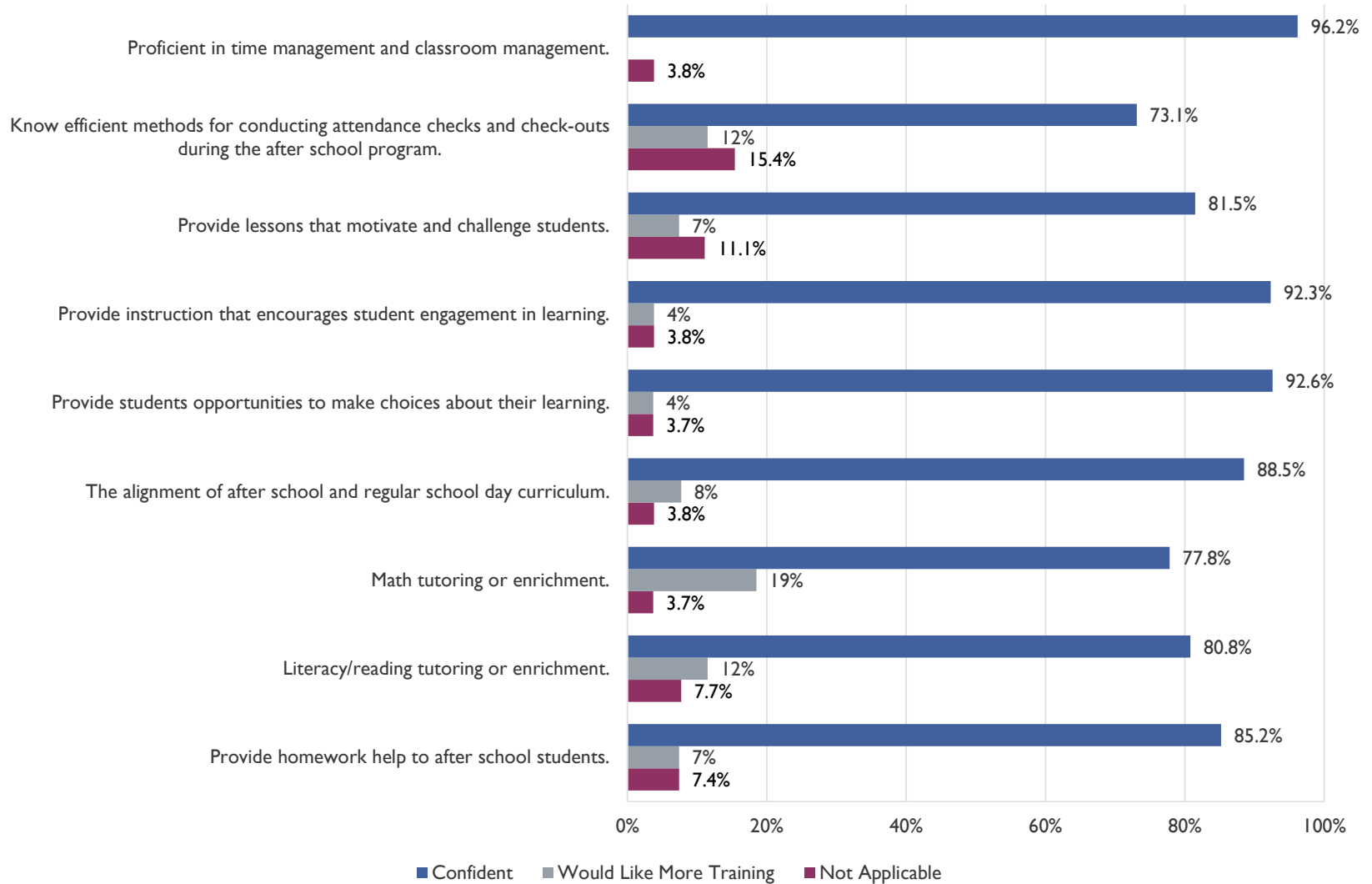
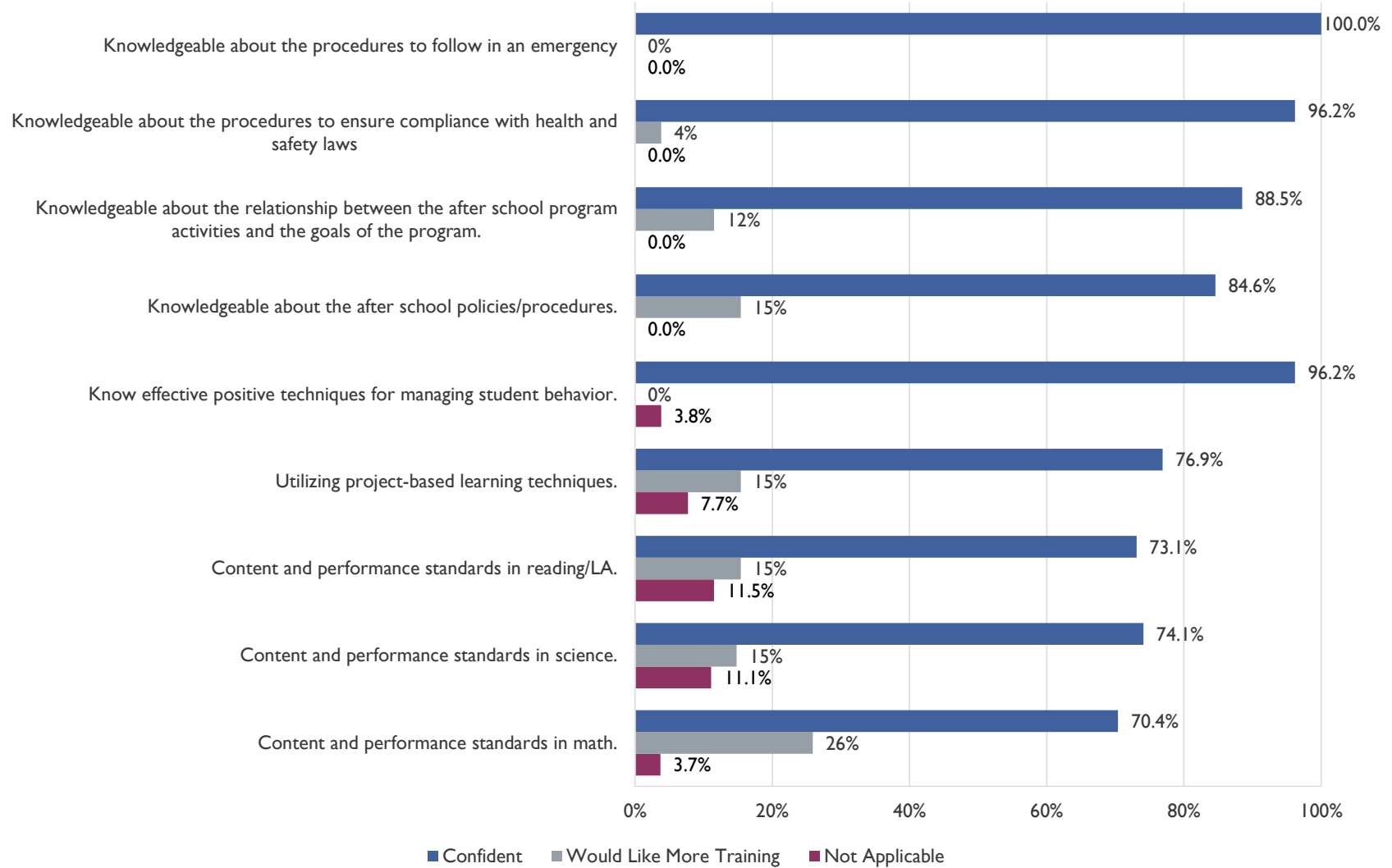


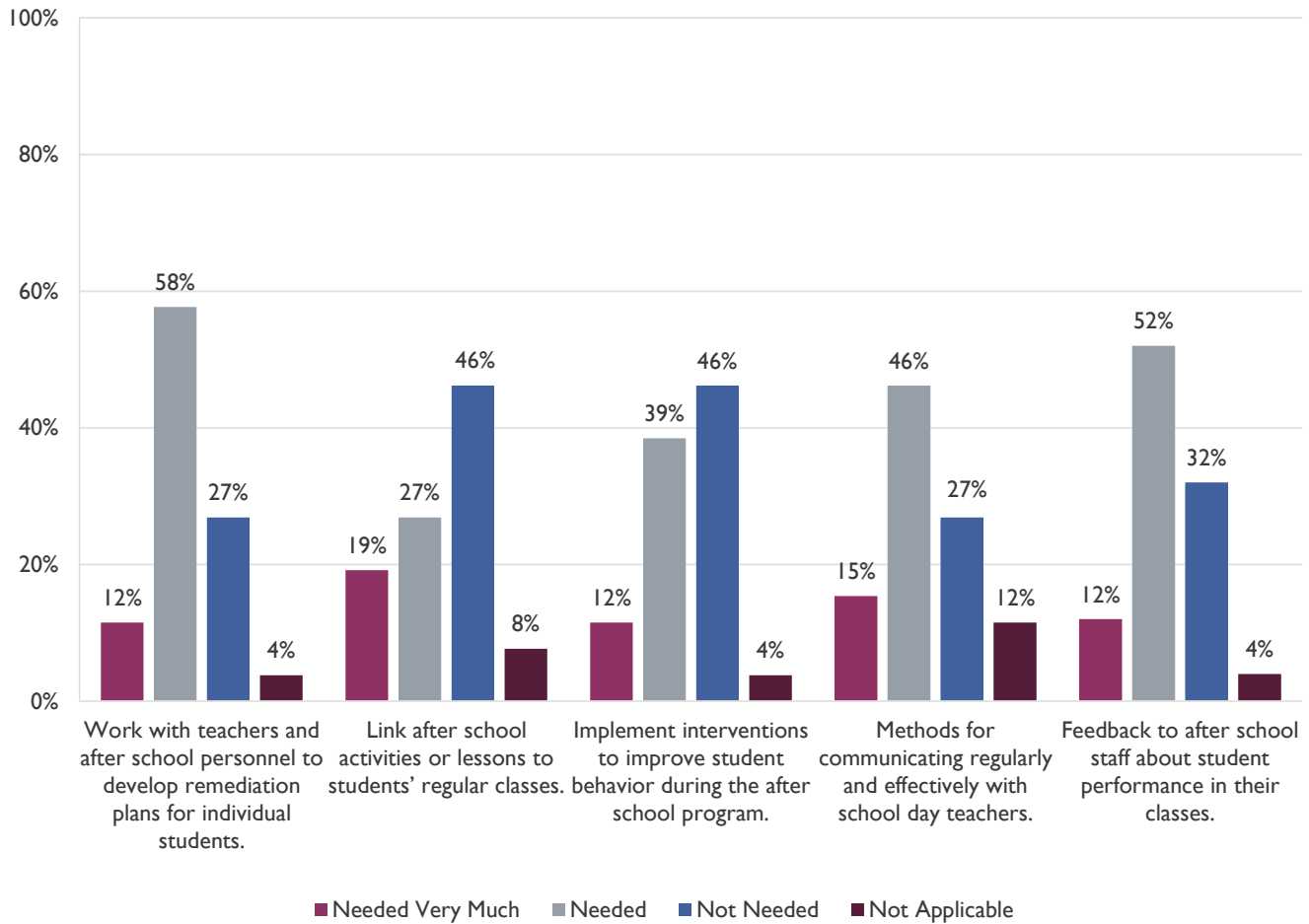
Figure 11 (Cont): After-School Program Staff Responses Regarding Training



Most staff noted that they were confident in the areas listed above (see Figure 10). Areas for which staff would like more training include the following:

- Content and performance standards in math (25.9%)
- Math tutoring or enrichment (18.5%)
- Content and performance standards in reading/LA (15.4%)
- Utilizing project-based learning techniques (15.4%)
- Knowledge about the after school policies/procedures (15.4%)
- Content and performance standards in science (14.8%)
- Knowledge about the relationship between the after school program activities and the goals of the program (11.5%)
- Literacy/reading tutoring or enrichment (11.5%)
- Efficient methods for conducting attendance checks and check-outs during the after school program (11.5%)
- The alignment of after school and regular school day curriculum (7.7%)
- Providing homework help to after school students (7.4%)
- Providing lessons that motivate and challenge students (7.4%)
- Knowledge about the procedures to ensure compliance with health and safety laws (3.8%)
- Providing instruction that encourages student engagement in learning (3.8%)
- Providing students opportunities to make choices about their learning (3.7%)

Figure 12: After-School Program - What Impact CHAMPS Program Needs Going Forward



Results from the open ended data are provided below.

Professional Development:

The teachers who participated in the professional development activities found them to be very beneficial. The most useful trainings identified by each of the schools were those sessions that helped teachers better understand the material and address issues that would improve student growth. Other professional development sessions listed as helpful were any that taught about student needs, and learning focused format. None of the sessions were found to be least helpful by teachers.

Teachers from the respective schools noted that they found the following things to be helpful.

Chestnut Log Middle School

"Rules- Expectations for after school."

"Champ meeting to discuss lesson plans for students."

Mason Creek Middle School

"First Aid/CPR training."

"Safety training."

Successes:

The teachers stated that there were many positive aspects of the program and several noted that the structure and format of CHAMPS worked well, with staff members observing improvements in students overall work.

Chestnut Log Middle School

"College/Career related activities, Speakers, Field trips to promote awareness in various subject fields."

"Having 2 Teachers with the large group."

"Teachers/student involvement."

"Class organization is great, I like how we have divided the grades."

Mason Creek Middle School

"A few more teachers have identified the value of the program and are trying to build a relationship."

"Clubs are enjoyed by students and are relevant. Technology is integrated throughout the program."

"Our travel theme, the countries listed out, high expectation so we have limited behavioral issues."

Opportunities for Growth: (Challenges)

Even though the teachers have listed a number of successes, they also mentioned some areas that need improvement. Teachers from Chestnut Log Middle School noted that attendance was a concern, and teachers from both schools noted student behavior. Teachers from both schools also noted that more "consistency" was needed among the program in terms of student attendance, and across grade levels. One teacher from Chestnut Log Middle School said they wanted to see more linkage of after school activities/lessons to students' regular classes.

Suggestions for Improvement:

After-school program staff had the following suggestions:

Chestnut Log Middle School

“Consistency for all teachers and students.”

“Consistency across grade levels.”

“Vertically align project based learning.”

“Making sure that students “want” to be here as opposed to “having” to be here.”

Mason Creek Middle School

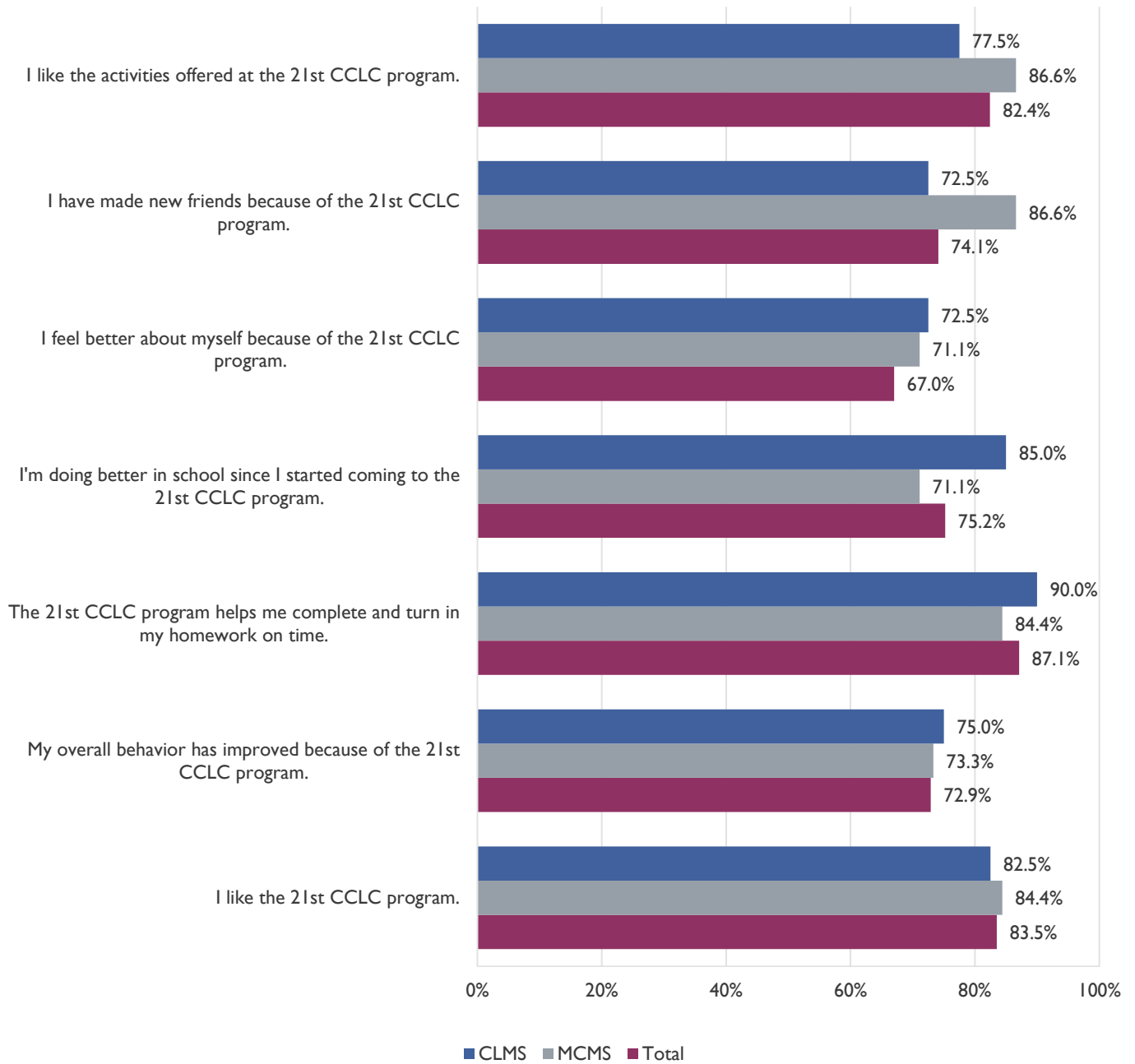
“Keep the classes separate-do not combine classes unless necessary.”

“Team building for students.”

Attitudes Of Students Toward School

In the spring of 2017, a survey was administered to students who participated in the Impact CHAMPS 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 Figure 12.

Figure 13: Feelings of Students towards the After-School Program – Percentage Agreeing



Results from the open ended data taken from the student survey are provided below.

Activities students liked the best:

There were a variety of activities listed by students that they liked. Overall, rec time, cooking, sports, sewing, and dance were the activities students mentioned the most. The results are listed below for each school.

Chestnut Log Middle School

Sixteen (16) students at Chestnut Log Middle School chose rec time/basketball/football (40%) as their most liked activity. Four students each listed math, science, and computers as their most liked activity (10%).

Mason Creek Middle School

Almost half of the students (46.7%) at Mason Creek Middle School chose cooking as their most liked activity. Dance was mentioned by an additional 20% and 15.6% listed sewing as the activity they liked the most. Rec/gym/sports was mentioned by nearly a quarter of students (24.4%).

Activities students liked the least:**Chestnut Log Middle School**

Students at Chestnut Log Middle School listed Kickball (22.5%) as their least liked activity followed by homework (12.5%).

Mason Creek Middle School

Music was the least liked activity among participants at Mason Creek Middle School with 31.1% of students listing it, followed by sewing with 8.9%.

New activities students would be interested in participating in:**Chestnut Log Middle School**

- Science/STEM/STEAM – 7 participants (17.5%)
- More rec – 4 participants (10%)

Mason Creek Middle School

- Dance – 7 Participants (15.6%)
- Cooking – 6 participants (13.3%)
- Art – 5 participants (11.1%)

SUCCESS STORIES

Site Coordinators at Mason Creek Middle School reported the following successes:

“We had a student that has been in Impact since 6th grade. He is a good athlete but was never allowed to participate in sports due to his grades. However, this year in his 8th grade year he was able to participate in football AND track and still worked hard in Impact! We are very proud of this student! “

“One of our 6th grade students came into middle school very scared and in a “shell” but by the end of the year, she has blossomed! She is not only doing well socially but also academically! She was awarded for A & B Honor Roll and was student of the year in Math and English/Language Arts! The activities in Impact allowed this student to grow in her confidence academically which in turn allowed her to grow confidence socially! Very proud of her! “

PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENT

Program Highlights

Satisfaction with Professional Development

All staff reported satisfaction with the level of professional development they received.

Student Participation

A total of 128 students registered for the Impact CHAMPS program between August 2016 and May 2017. One-hundred-three (103) of those students attended the Impact CHAMPS program for 30 days or more. Chestnut Log Middle School exceeded their target number of 45 by 27 students; and Mason Creek Middle School exceeded their target number of 55 by 1 student.

Student Grades

Impact CHAMPS students met grade objectives in math and reading; 90.3% met Objective 1.5 (75% of students participating 30 days or more will exhibit an annual academic improvement from or maintain (A, B or C) in math as measured by the school report card if grade is below an A.), and 81.5% met Objective 1.6 (80% of students participating 30 days or more will exhibit an annual academic improvement from or maintain (A, B or C) in reading as measured by the school report card if grade is below an A.

In addition, the Impact CHAMPS program met objective 1.4, with 67.7% of students scoring at a level of Developing Learner or higher on the GA Milestones social studies assessment.

Student Attitudes toward School

According to responses gathered from the student survey, 87.1% of students reported that the program helped them to complete and turn in their homework on time and 83.5% that they liked the Impact CHAMPS program in general; 82.4% liked the activities offered at the Impact CHAMPS program; 75.2% of students reported doing

better in school because of the program; 74.1% of students reported that they had made new friends; 72.9% of students reported better behavior due to participation in the Impact CHAMPS program, and 67.0% reported feeling better about themselves.

Adult Family Member Attitudes toward Impact CHAMPS Program

At least 73% or more of adult family member participants agreed with each of the following statements: “The program is helping my child’s math skills,” “The program is helping my child’s reading skills,” “The program is helping my child to complete and turn his/her homework in on time,.” In addition, 97% were satisfied with the program in general.

Adult Family Member Participation & Engagement

The Impact CHAMPS program served 93 adult family members and met both parent involvement objectives. Seventy-five percent (75.2%) of adult family members attended 2 or more parent sessions. Fifty percent (50%) of those family members taking a parent survey reported that they had attended a class or school event and 53% reported attending a parent-teacher conference.

In addition, 100% of the parents who attended 3 or more parent nights/sessions were satisfied that the 21st CCLC program will improve their child's success by the end of the school year; 100% of parents stated that they learned a lot (60%) or some (40%); 75% of parents reported that they have been more active/involved in their child’s education since attending the 21st CCLC program; and 93.8% agreed that the program was helping them to understand how to help their child with his or her educational needs, thus meeting Objective 2.2.

Student Observations by Regular Day Teachers

With the exception of volunteering, teachers of students during the school day indicated that for each survey item (Timely homework completion, Satisfactory homework completion, Participation, Motivation to learn, Regular attendance, Attentiveness in class, Behavior in class, Academic performance, and Getting along with other students) over 80% of students either improved or there was no need for improvement in each of these areas. For volunteering, 64.7% of students either improved or did not need to improve.

After-school Staff Survey Participation

100% of staff at both schools completed the after-school program staff survey.

Areas for Improvement

Adult Family Member Survey Response Rate

Despite extensive efforts to collect parent surveys, the parent response rates based on the number of active registered students at the time the survey was administered was 40.4% for Chestnut Log Middle School.

Barriers to Implementation

The site coordinators at Chestnut Log Middle School reported the following challenges in regards to lack of parent participation and willingness to complete the program survey:

“Commitment to attendance on the parental end of the program; Parental involvement in the parental trainings and events held throughout the year.”

“We sent home surveys for parents repeatedly. Some were sent as many as four times. We called and let the parents know they were coming home. We emailed those where we had emails. We gave incentives for students who returned them. We called repeatedly after they were not returned and we caught parents as they picked up the students and asked them to stay in the office to complete them. The only thing we did not do is to knock on the front doors.”

The site coordinator at Mason Creek Middle School reported the following challenges, also noting a lack of parental involvement as an issue:

“Parents were not as involved as we would have liked them to be due to work commitments or other obstacles.”
“Enrollment numbers were down this year and even though the kids enjoyed the program, we had difficulty with recruitment.”

Students with Economic Disadvantages

The baseline percentages of students who are economically disadvantaged are summarized in the table below.

Table 13: Students with Economic Disadvantages

School	Percent of Students Receiving Free or Reduced Price Lunch		
	2014-2015	2015-2016	2016-2017
Chestnut Log Middle School	77.8%	73.6%	77.2%
Mason Creek Middle School	55.7%	56.8%	58.0%
District	61.7%	62.0%	62.3%

Source: GADOE

Progress Toward Sustainability

The Impact CHAMPS program has established and maintained partnerships with 18 partners, raising \$10,945 in programming/activity related services, goods/materials, and fund-raising. A list of these organizations/partners and their contribution amounts can be found below:

Table 14: Impact CHAMPS Partners

Partner	Contribution Types	Total Contributions
Annette Riley	Goods/Materials	\$50.00
ATT Pioneer Group	Goods/Materials	\$50.00
Books A Million	Goods/Materials	\$25.00
Communities in School of Douglas County	Technical Assistance	\$100.00
DCSS - Food Service	In-Kind Donations	\$3,200.00
Douglas County Fire Department	Programming/Activity- Related Services	\$100.00
Morehouse College	Paid Staffing	\$300.00
Publix	In-Kind Donations	\$50.00
Shenola Kilby	Goods/Materials	\$200.00
The Eckert Family	Goods/Materials	\$20.00
Communities in School of Douglas County	Technical Assistance	\$100.00
Crossroads Church	Programming/Activity- Related Services	\$200.00
DCSS - Food Service	In-Kind Donations	\$3,600.00
DCSS - teachers	Goods/Materials	\$250.00
FY 16 Chapel Hill Middle School	Programming/Activity- Related Services	\$2,000.00
Gene Parkin	Goods/Materials	\$100.00
Kelly Parkin	Goods/Materials	\$300.00
Morehouse College	In-Kind Donations	\$300.00
All partners		\$10945.00

Recommendations

Overall Recommendations:

Recommendation #1

All objectives with the exception of GA Milestones Assessment scores were met. Continue the good work in the upcoming year. Ensure that program activities and instruction are standards-based. Based on feedback from after-school program staff, additional training and support related to the content standards may be necessary.

Recommendation #2

Continue to work to increase parent involvement. Look for resources to address specific issues the program is experiencing, for example, TASCs Increasing Parent & Family Engagement in After-School (<http://www.expandedschools.org/tools/increasing-parent-family-engagement-after-school#sthash.amrpFRNH.dpbs>)

Recommendation #3

Incorporate hands-on, tactile/manipulative-based activities in math and ELA tutoring sessions.

Recommendation #4

There should be a concerted effort focused on recruitment strategies to increase the number so that it better approximates the target numbers. The site coordinator should conceptualize and implement new recruitment strategies to encourage more students to join and/or actually attend the program on a daily basis.

Recommendation #5

If teachers in the after-school program see that the work the students are completing during the designated homework time is quite basic (such as copying definitions), the teachers should ask probing questions to help the students apply and extend their learning.

Recommendation #6

Adopt a balanced co-teaching model wherein both teachers alternate roles. In the 6th grade session, staff observed seemed to work together very well and have great rapport with the students. The recommendation is for the teachers to alternate roles so that one teacher guides the lesson sometimes while the other walks around the room to provide one-on-one assistance to students etc.