

# VIDALIA CITY

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## 21<sup>st</sup> CCLC Summative 2014-2015 Evaluation Report

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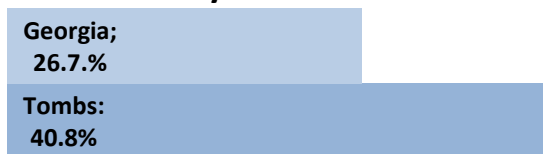
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## 1. OVERVIEW AND HISTORY

The Vidalia City 21<sup>st</sup> Century Community Learning Center program was funded through Title IV, Part B of the No Child Left Behind Act of 2001 to establish learning centers for students and families in low-income communities. The Georgia Department of Education administers 21<sup>st</sup> CCLC funds to grantees in Georgia to operate centers that focus on increasing student performance in mathematics, reading and language arts.

Vidalia City is in Toombs County, which has a U.S. Census 2014 estimated population of 27,282. The child poverty rate is nearly twice the state rate, and the median household income is nearly half as of the state average (2014, U.S. Census). This was the first year of operation for the 21<sup>st</sup> CCLC program. The program operated at Sally Dailey Meadows Elementary School and J.R. Trippe Middle School in Vidalia. Both schools are Title 1 schools. Sally Dailey Meadows Elementary School scored 75.5 on the 2014 Georgia DOE College and Career Ready Performance Index, compared to the Georgia mean of 72.7. J.R. Trippe Middle School scored 67.6 on the 2014 Georgia DOE College and Career Ready Performance Index, compared to the Georgia mean of 73.8 ([www.gadoe.org](http://www.gadoe.org)).

### Child Poverty



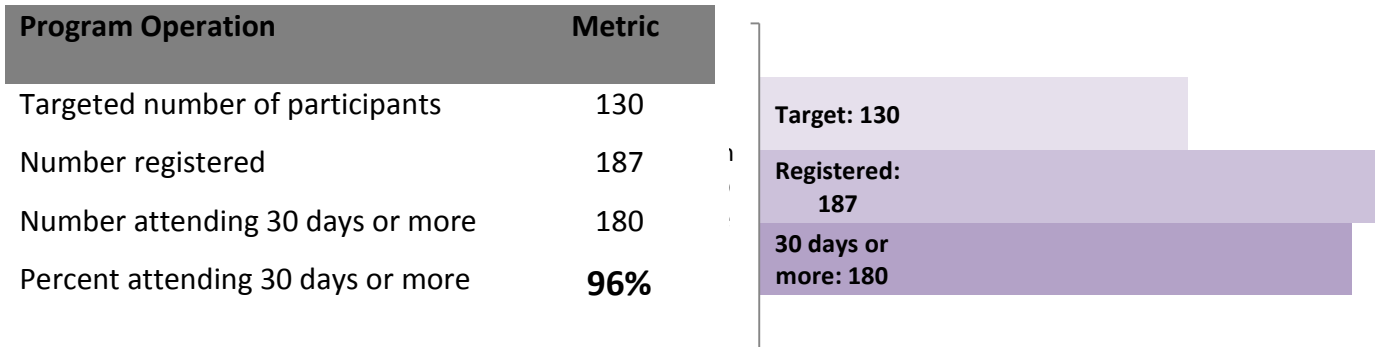
### Median HH Income



According to the most recent data from the Governor's Office of Student Achievement (2013-2014), the two schools had a student population of 1,349 students (584 at Sally Dailey Meadows; 765 at J.R. Trippe Middle School). Of the students at the elementary school, 72% were eligible for free or

reduced meals; 10.6% were students with disabilities; and 4% were limited-English proficient. Of the students at the middle school, 64% were eligible for free or reduced meals; 10.6% were students with disabilities; and 1% were limited-English proficient.

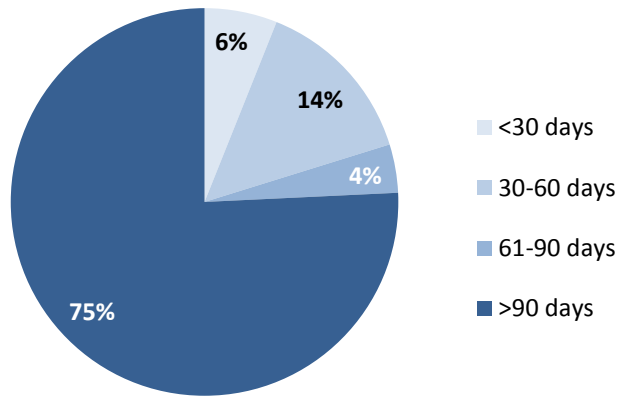
## 2. STUDENT ATTENDANCE AND ENROLLMENT



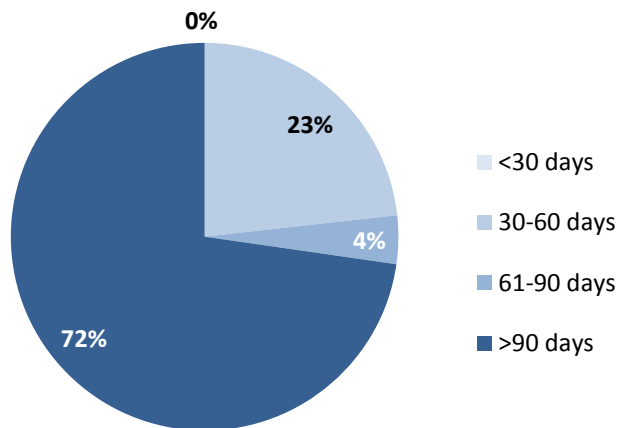
**Table 1: Student Attendance by Site**

Site	<30 Days	30-60 Days	61-90 Days	>90 Days	Total Registered
Sally Dailey Meadows Elementary	7	17	5	89	118
	6%	14%	4%	75%	100%
J.R. Trippe Middle School	0	16	3	50	69
	0%	23%	4%	72%	100%
<b>Total Enrolled</b>	<b>7</b>	<b>33</b>	<b>8</b>	<b>139</b>	<b>187</b>
	<b>4%</b>	<b>18%</b>	<b>4%</b>	<b>74%</b>	<b>100%</b>

**Figure 1: Sally Dailey Meadows Elementary Attendance**



**Figure 2: J.R. Trippe Middle School Attendance**



**Table 2: Average Daily Attendance**

SITE	Average Daily Attendance Fall Session (September 2, 2014 through December 17, 2014)	Average Daily Attendance Winter Session (January 7, 2015 through May 7, 2015)	Program Average Daily Attendance
Sally Dailey Meadows Elementary School	96	93	95
J. R. Trippe Middle School	48	58	53

Of the 187 students in the Cayen Afterschool 21 demographics database, 87% were eligible for free or reduced-price meals: 97% at J.R. Trippe Middle School and 81% at Sally Dailey Meadows Elementary. The majority of students (60%) were African-American, and the program had a gender mix of 55% percent females and 45% males.

**Table 3: Student Demographics by Site**

	<b>Sally Dailey Meadows Elementary</b>	<b>J. R. Trippe Middle</b>	<b>Total</b>
<b>Economic Status*</b>			
Full price* meals	23	2	<b>25</b>
	19%	3%	<b>13%</b>
Free/reduced meals	95	67	<b>162</b>
	81%	97%	<b>87%</b>
<b>Race/Ethnicity</b>			
African-American	63	49	<b>112</b>
	53%	71%	<b>60%</b>
White	36	12	<b>48</b>
	31%	17%	<b>26%</b>
Hispanic	10	6	<b>16</b>
	8%	9%	<b>9%</b>
Asian	2	0	<b>2</b>
	2%	0%	<b>1%</b>
Other	7	2	<b>9</b>
	6%	3%	<b>4%</b>
<b>Special Education Status</b>			
Yes	12	12	<b>24</b>
	10%	17%	<b>13%</b>
No	106	57	<b>163</b>
	90%	83%	<b>87%</b>
<b>Gender</b>			
Female	62	40	<b>102</b>
	53%	58%	<b>55%</b>
Male	56	29	<b>85</b>
	47%	42%	<b>45%</b>

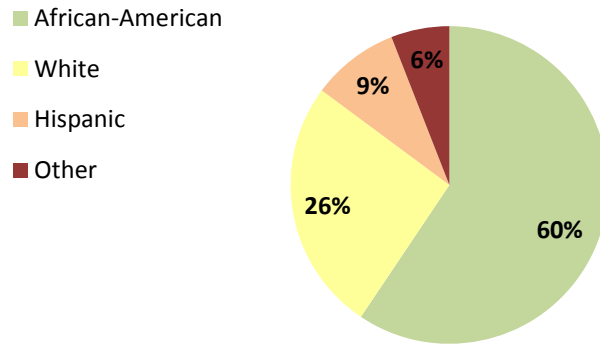
	Sally Dailey Meadows Elementary	J. R. Trippe Middle	Total
<b>Grade Distribution</b>			
Pre-Kindergarten	8	N/A	<b>4%</b>
Kindergarten	11	N/A	<b>6%</b>
1 <sup>st</sup> grade	16	N/A	<b>8%</b>
2 <sup>nd</sup> grade	22	N/A	<b>12%</b>
3 <sup>rd</sup> grade	20	N/A	<b>11%</b>
4 <sup>th</sup> grade	21	N/A	<b>11%</b>
5 <sup>th</sup> grade	20	NA	<b>11%</b>
<b>Total Elementary Students 118</b>			
6 <sup>th</sup> grade	N/A	30	<b>16%</b>
7 <sup>th</sup> grade	N/A	21	<b>11%</b>
8 <sup>th</sup> grade	N/A	18	<b>10%</b>
<b>Total Middle School Students 69</b>			
<b>TOTAL STUDENTS</b>		<b>187</b>	

\*The most recent Georgia Educational Report Card demographics (2013-2014 school year) show that at Sally Dailey Elementary 48% of students are black; 43% white; 4% Hispanic; 3% multiracial; and 2% Asian. 11% of students have disabilities and 72% are eligible for free and reduced-price meals. At J.R. Trippe Middle School, 49% of students are white; 45% black; 4% Hispanic, 1% Asian and 1% multiracial. 11% of students have disabilities, and 64% are eligible for free and reduced-price meals.

**ADD PHOTO HERE**



**Figure 3: Race/Ethnicity**



**Table 4: Students by Grade/Gender**

GRADE	Male	Female	Total
Pre-K	4	4	8
Kindergarten	5	6	11
1st grade	8	8	16
2nd grade	9	13	22
3rd grade	11	9	20
4th grade	10	11	21
5th grade	9	11	20
6th grade	13	17	30
7th grade	10	11	21
8th grade	6	12	18
<b>TOTAL</b>	<b>85</b>	<b>102</b>	<b>187</b>

### 3. PROGRAM OPERATION

Program Operation	Metric
Total number of days in operation	120
Fall session dates	September 2 – December 17, 2014
Spring session dates	January 7 – May 7, 2015
Hours of operation	3:00 pm to 6:00 p.m.
Days of week	Monday through Thursday

Schedule	Activity	Description
3:00 – 4:00	Snack /Group Choice Activity	Nutritious snack provided via USDA school nutrition program; group activities including outside play, technology, classroom centers
4:00 – 5:00	Academic Enrichment	Homework, academic activities
5:00 – 6:00	Enrichment	Rotation of activities including music, art, cooking, STEM, technology, and physical education
6:00	Transport	Parent pick-up or bus transportation home

#### 4. QUALITY OF STAFFING

The 21<sup>st</sup> CCLC program had a program director and two site coordinators. At Sally Dailey Meadows, there were 8 academic teachers and 14 other staff members. At J.R. Trippe Middle School, there were 4 academic teachers and 11 other staff members. The staff to student ratio at each site was 1:10 during academics and 1:10 during enrichment.

#### *Staff Professional Development*

The staff received 105.5 hours of professional development on a wide variety of topics.

I cannot now find the 8/14/14 sign in sheet to do the count of staff from Vidalia. Need to ask Anna and Jared.

**Table 5: Staff Professional Development**

Date	Event	Hours	# Staff	Total
8/14/14	Staff Orientation by Program Director	1.5	42	63
8/25/14	Evaluation planning; Review of Cayen data entry	2	2	4
9/24/2014	How to engage regular school staff and parents	1	5	5
1/8/15	Curriculum planning	1	2	2
1/29/15	Student Engagement by Jennifer Bateman	1	10	10
		6.5	61	84

61 staff (duplicated count) participated in 5 events,  
84 hours total professional development

## 5. OBJECTIVE ASSESSMENT

### Methods for Summative Evaluation

The 21st CCLC evaluation was designed as a participatory evaluation process. The evaluation process involved ongoing communication and contact between the project evaluator and project staff. The evaluation design addresses two sets of questions. The first are Formative Questions -- did the project do what it said it would do? The second are Summative -- what were the outcomes for the participants in the CCLC? Evaluation questions are provided below.

- Formative Questions: What are the nature, quality, and intensity of implementation at the sites? How many families and children were served and what was their demographic profile? What were the program's goals and how were they translated into practice? How are students, parents and other adults involved in the program? What are the key challenges to implementing, operating and sustaining a CCLC program? What kind and how many hours of training and staff development were provided? What kind and how many hours of family educational events were provided?
- Summative Questions: To what extent has CCLC achieved its stated objectives? Did CCLC make a difference for participating students and families? Did students improve academic achievement? How did the outcomes differ for students of participation levels? Did students who attended more frequently have more positive outcomes?

*Approach to Evaluation.* Multiple methods were utilized to collect data from a variety of sources to maximize the precision and to inform decision-making. All data collection activities were conducted in accordance with generally accepted standards for ethical conduct in evaluation, with strict confidentiality requirements, parental release permission, and in accordance with FERPA.

*Formative Evaluation Process.* The formative evaluation allowed for ongoing assessment to identify problems encountered that needed immediate attention and to generate recommendations

that may be useful in making necessary changes for program improvement. Formative evaluation data were derived from such sources as document review, staff conversations and site observations. The 21<sup>st</sup> CCLC evaluator provided technical assistance to project staff to assure reliable, timely data. Such support included design of report forms, database development, training associated with instruments and report forms, record-keeping, and other activities.

*Summative Evaluation Process.* Summative evaluation activities assessed the extent to which Vidalia City 21<sup>st</sup> CCLC met stated objectives and to what extent such success can be attributed to the project. The evaluation made use of existing data sources and program-specific data (surveys).

*Methods and Data Sources.* Evaluation data collection forms were developed to gather both quantitative and qualitative data. Written evaluation protocols were developed and reviewed with the site coordinators. Student surveys were administered and collected by afterschool teachers.

Process and outcome data were collected throughout the reporting period (Table 6, Timetable for Evaluation Measures). Process data were collected and compiled by the project director, staff, and evaluator. The project evaluator developed student, parent and staff satisfaction surveys. Literacy levels of children and parents were a consideration for design and construction of questions. Classroom teachers of participating students were also asked to complete a survey at the end of the school year to assess any changes in student behavior. Open-ended questions were included on all satisfaction surveys.

Student attendance data and student information required for the Federal 21<sup>st</sup> CCLC Annual Performance Report (APR) were entered into the Georgia DOE Cayen Afterschool 21 database. Demographic data for students for this evaluation report was downloaded from the Afterschool 21 database.

*Data Analysis.* All data were entered and/or compiled into Microsoft Excel databases and R software was used for descriptive statistics and predictive analyses.

**Table 6: Timetable for Evaluation Measures**

<b>Measure</b>	<b>Periodicity</b>	<b>Administration / Collection</b>
Academic achievement: grades	Fall (twice), Spring (twice)	School records
Student afterschool attendance	Daily	Student records
Family attendance at program events	At event	Sign-in sheets
Student satisfaction	End of year	Survey distributed in classrooms; return to 21 <sup>st</sup> office
Student satisfaction and input into program	Spring	Case studies conducted by evaluator
Parent satisfaction and assessment of student behavior and progress (parent survey)	End of year	Survey distributed at family event; return to 21 <sup>st</sup> office
Staff satisfaction, input into program implementation, and assessment of student behavior and progress (staff survey)	End of year	Google Forms survey completed on-line
Student performance and behavior (school day teacher surveys)	End of year	Distribute survey at schools; return to school office
Staff training/development	At event	Record hours, topics per staff member, collected by project director
Sustainability	Quarterly/annually	Records review and personal conversation with project director
Partnership contributions	Annually	Records review and personal conversation with project director

**Progress Toward Objectives**

**Table 7: Progress Toward Objectives**

<b>INCREASE ACADEMIC PERFORMANCE</b>		
<b>OBJECTIVES</b>	<b>2014-2015 PROGRESS</b>	<b>Evidence</b>
<b>1.1</b> 55% or more of regularly attending students in grades 3-5 will meet or exceed state standards in Math	<b>Unable to measure; Milestones data not yet available</b>	
<b>1.2</b> 60% of more of regularly attending students in grades 3-5 will meet or exceed state standards in Reading	<b>Unable to measure; Milestones data not yet available</b>	
<b>1.3</b> 50% or more of regularly attending students in grades 6-8 will meet or exceed state standards in Math	<b>Unable to measure; Milestones data not yet available</b>	
<b>1.4</b> 65% of more of regularly attending students in grades 6-8 will meet or exceed state standards in Reading	<b>Unable to measure; Milestones data not yet available</b>	
<b>1.5</b> 70% or more of regularly attending students in grades 3-5 will demonstrate grade improvement in reading from first nine weeks to the fourth nine weeks on report cards.	-	47 of 58 regularly participating 3 <sup>rd</sup> -5 <sup>th</sup> graders had matching reading grades for the 1 <sup>st</sup> and 4 <sup>th</sup> 9 weeks, 60% (28 of 47) improved their grade by at least one point.
<b>1.6</b> 70% or more of regularly attending students in grades 3-5 will demonstrate grade improvement in math from the first nine weeks to the fourth nine weeks on report cards.	-	47 of 58 regularly participating 3 <sup>rd</sup> -5 <sup>th</sup> graders had matching math grades for the 1 <sup>st</sup> and 4 <sup>th</sup> 9 weeks, 36% (17 of 47) improved their grade by at least one point.
<b>1.7</b> 60% or more of regularly attending students in grades 6-8 will demonstrate grade improvement in reading from first nine weeks to the fourth nine weeks on report cards.	-	61 of 68 regularly participating 6 <sup>th</sup> -8 <sup>th</sup> graders had matching reading grades for the 1 <sup>st</sup> and 4 <sup>th</sup> 9 weeks, 25% (15 of 61) improved their grade by at least one point.

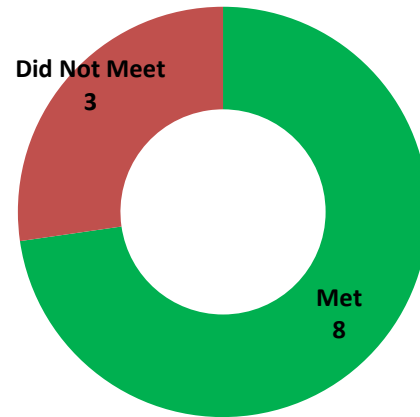
INCREASE ACADEMIC PERFORMANCE		
OBJECTIVES	2014-2015 PROGRESS	Evidence
<b>1.8</b> 50% or more of regularly attending students in grades 6-8 will demonstrate grade improvement in math from the first nine weeks to the fourth nine weeks on report cards.	✓	61 of 68 regularly participating 6 <sup>th</sup> -8 <sup>th</sup> graders had matching math grades for the 1 <sup>st</sup> and 4 <sup>th</sup> 9 weeks, 52% (32 of 61) improved their grade by at least one point.
<b>1.9</b> 50% or more of regularly participating elementary students will demonstrate improvement in homework completion as measured by school-day teacher survey	✓	76 of the 88 students (87%) who needed to improve showed improved homework completion as measured by teacher surveys.
<b>1.10</b> 50% or more of regularly participating middle school students will demonstrate improvement in homework completion as measured by school-day teacher survey	✓	28 of 35 students (80%) who needed to improve showed improved homework completion as measured by teacher surveys.

DECREASE PROBLEM BEHAVIOR		
OBJECTIVES	2014-2015 PROGRESS	Evidence
<b>2.1</b> 50% of regularly participating elementary and middle school students will demonstrate improvement in classroom behavior as measured annually by teacher assessment	✓	87 of the 124 students (70%) who needed improved behavior showed improved behavior as measured by teacher surveys.
<b>2.2</b> 50% of regularly participating students will demonstrate improvement in social skills and peer interaction	✓	118 of 150 students (78%) strongly agreed or somewhat agreed that they learned appropriate behavior toward classmates as measured in student satisfaction survey.



INCREASE PARENTAL INVOLVEMENT		
OBJECTIVES	2014-2015 PROGRESS	Evidence
<b>3.1:</b> 50% or more of parents of regularly attending students will attend at least one family event	✓	452 parents of regularly attending students attended at least one of six family events; 166 parents attended more than one event
<b>3.2:</b> 50% or more of elementary school parents will report that their children talk to them about what he/she does in the afterschool program	✓	99% (83 of 84 parents) strongly agreed or somewhat agreed that their child talks to them about what he/she does in the program.
<b>3.3</b> 40% or more of middle school parents will report that their children talk to them about what he/she does in the afterschool program.	✓	97% (28 of 29 parents) strongly agreed or agreed that their child talks to them about what he/she does in the program.

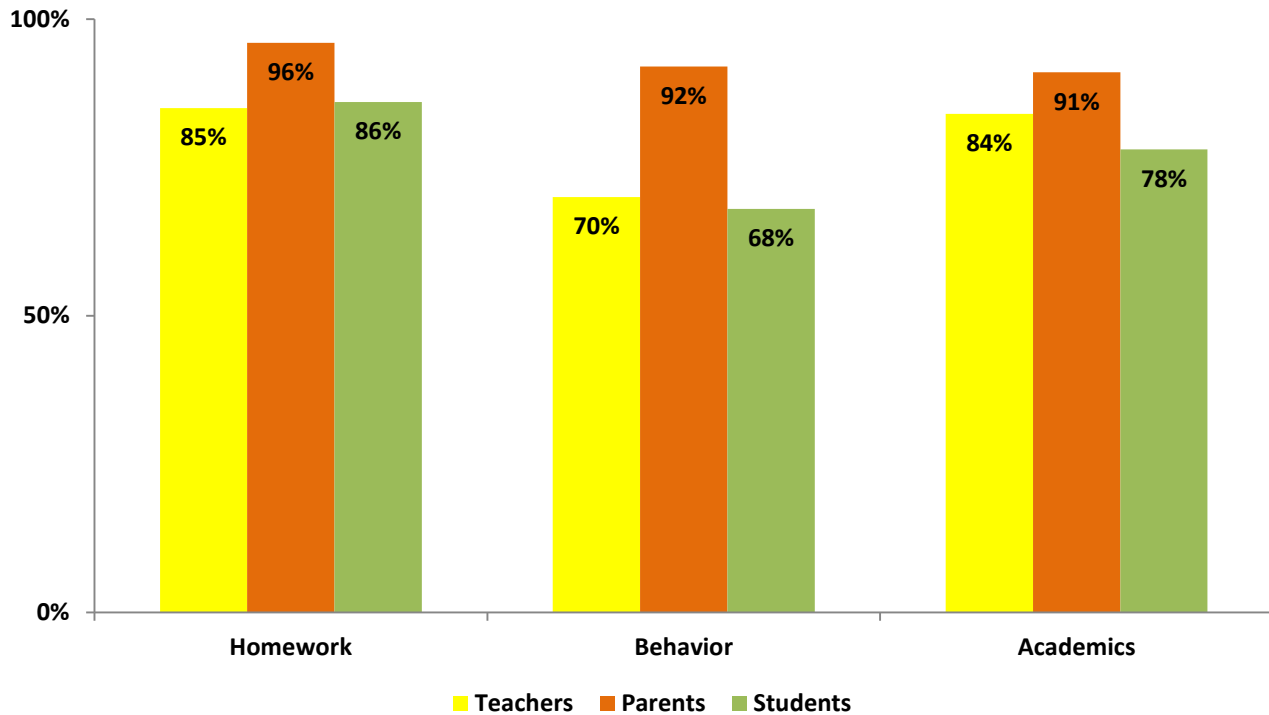
**Figure 4: Progress on 11 Measurable Objectives**



## Progress Toward Objectives

Teachers, parents, and students saw improvement in homework, behavior and academics, with parents having the highest positive response rate. Parents had a very favorable response in all three areas. Detailed results are in the following sections.

**Figure 5: Teachers, Parents, and Students see Progress in Homework, Behavior and Academics**



*Data sources are questions 2, 7 and 8 from teacher survey, percent saying significant improvement, moderate improvement, or slight improvement. Questions 1, 2 and 5 were used from the parent survey, percent indicating strongly agree or somewhat agree. Questions 2, 3 and 4 were used from the student survey, percent indicating strongly agree or somewhat agree.*

## Academic Outcomes:

### *Grades*

#### *Evaluation Highlights:*

- ✓ 60% of students in grades 3-5 improved their reading grade by at least one point (N=28 of 47)
- ✓ 36% of students in grades 3-5 improved their math grade by at least one point (N=17 of 47)
- ✓ 25% of students in grades 6-8 increased their reading grade by at least one point (N=15 of 61)
- ✓ 52% of students in grades 6-8 increased their math grade by at least one point (N=32 of 61)

Academic progress of students was monitored by comparing grades from the end of the first 9 weeks to the end of the second nine weeks for students who attended 30 or more days of the program. Of the 58 3<sup>rd</sup> to 5<sup>th</sup> grade students who attended 30 days or more, there were 47 with matched grades from fall to spring. Eleven students did not have matched grades (students who moved in or out of county). Grades for students in K-2<sup>nd</sup> are not included in the analysis as they are not part of a program objective.

***Objective 1.5: 70% or more of regularly attending students in grades 3-5 will demonstrate grade improvement in reading from first nine weeks to the fourth nine weeks on report cards, was not met.*** Of the 47 students with matched reading grades, 60% (28 of 47) improved their grade by at least one point. The class average was significantly better when compared spring to fall (paired t-test, p-value = .01)

***Objective 1.6: 70% or more of regularly attending students in grades 3-5 will demonstrate grade improvement in math from the first nine weeks to the fourth nine weeks on report cards, was not met.*** Of the 47 students with matched math grades, 36% (N=17 of 47) improved their math grade by at least one point.

***Objective 1.7: 60% or more of regularly attending students in grades 6-8 will demonstrate***

*grade improvement in reading from the first nine weeks to the fourth nine weeks on report cards, was not met.* Of the 61 students with matched reading grades, 25% (N=15 of 61) increased their reading grade by at least one point.

*Objective 1.8: 50% or more of regularly attending students in grades 6-8 will demonstrate grade improvement in math from the first nine weeks to the fourth nine weeks on report cards, was met.* Of the 61 students with matched math grades, 52% (N=32 of 61) increased their reading grade by at least one point.

**Table 8: Progress on Grades, Elementary School (3-5)**

Progress on Grades	Reading		Math	
	#	%	#	%
Increased grade by at least one letter	11	23%	5	11%
Decreased grade by at least one letter	5	11%	11	23%
Maintained A or B	26	55%	24	51%
Maintained C	3	6%	6	13%
Maintained D or F	2	4%	1	2%
Grades 3-5 increased grade by at least one point	28	<b>60%</b>	17	<b>36%</b>
47 students with Reading and Math grades; 11 students without matched grades Progress measured fall to spring				

**Table 9: Progress on Grades, Middle School (Gr 6-8)**

Progress on Grades	Language Arts		Math	
	#	%	#	%
Increased grade by at least one letter	6	10%	18	10%
Decreased grade by at least one letter	23	38%	13	21%
Maintained A or B	26	43%	19	31%
Maintained C	5	8%	7	11%
Maintained D or F	1	2%	4	7%
Grades 6-8 increased grade by at least one point	15	<b>25%</b>	32	<b>52%</b>
61 students with LA and Math grades; 8 students without matched grades Progress measured fall to spring				

## **Student Academic and Behavioral Outcomes:**

### ***School Day Teacher Assessment***

#### ***Evaluation Highlights:***

- ✓ 70% of school day teachers saw significant, moderate, or slight improvement in behavior (N=87 of 124 who needed to improve)
- ✓ 85% of school day teachers saw significant, moderate, or slight improvement in completing homework to their satisfaction (N=104 of 123 who needed to improve)
- ✓ 87% of elementary school day teachers saw significant improvement in completing homework (N=76 of 88 who needed to improve)
- ✓ 80% of middle school day teachers saw significant, moderate, or slight improvement in completing homework (N=28 of 35 who needed to improve)

A 10-question survey was given to school day teacher of students participating in the 21<sup>st</sup> CCLC to assess their opinion of behavioral and academic changes in the student from the beginning of the year to the end of the year. Surveys were received from a total of 132 teachers, 73% of the total 180 students who attended 30 days or more.

***Objective 1.9, 50% or more of regularly attending elementary students (30 days or more) will demonstrate improvement in homework completion as measured by school-day teacher survey was MET: 76 of the 88 students (87%) who needed to improve showed improved homework completion.***

***Objective 1.10, 50% or more of regularly attending middle school students will demonstrate improvement in homework completion as measured by school-day teacher survey was MET: 28 of 35 students (80%) who needed to improve showed improved homework completion.***

***Objective 2.1, 50% or more of regularly participating elementary and middle school students will demonstrate improvement in classroom behavior as measured by school day teacher survey was MET: 87 of the 124 students (70%) who needed improved behavior showed improved behavior.***

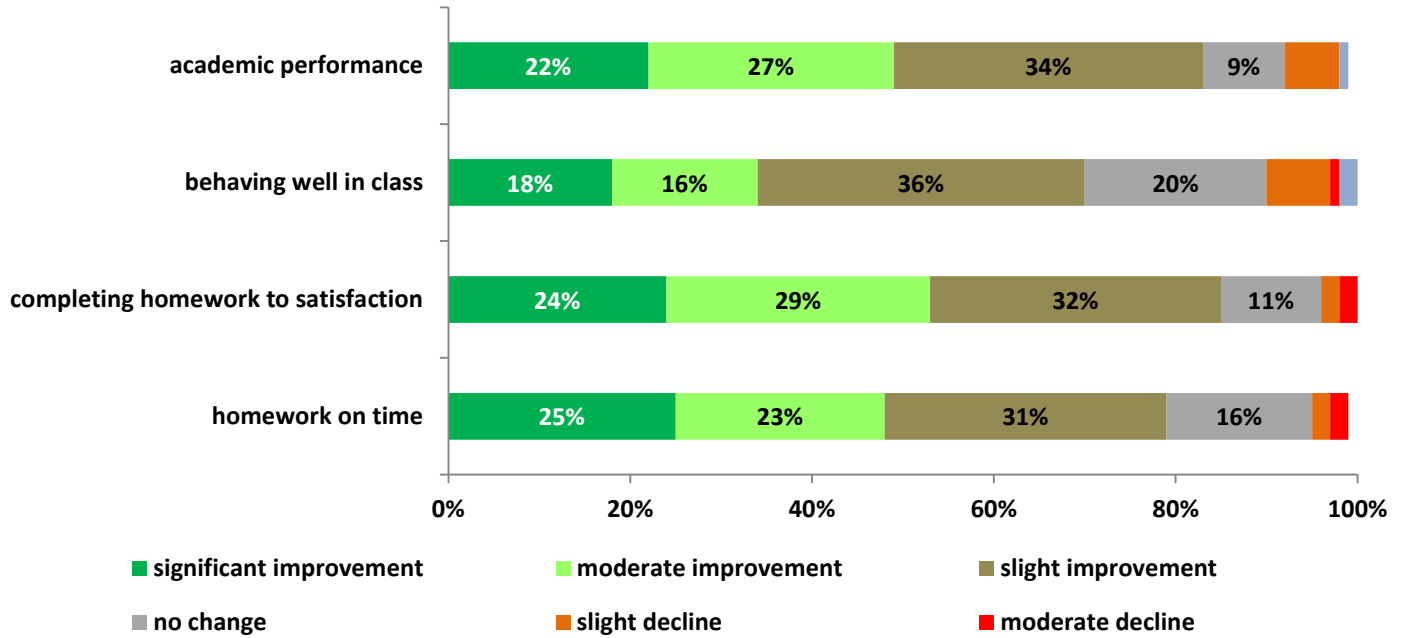
**Table 10: Common Elements from School Day Teacher Survey**

Site	Number of Surveys	Behaving well in class		Completing homework to your satisfaction	
		Significant, moderate or slight improvement	No Need to Improve	Significant, moderate or slight improvement	No Need to Improve
		Number	Number	Number	Number
Sally Dailey Meadows Elementary	96	66	4	76	8
J.R. Trippe Middle School	36	21	4	28	1
<b>TOTAL</b>	<b>132</b>	<b>87</b>	<b>8</b>	<b>104</b>	<b>9</b>

**Table 11: Objective Status from School Day Teacher Survey**

SITE	Behaving well in class			Completing homework to your satisfaction		
	# who needed to Improve	# Improved	%	# Who needed to improve	# Improved	%
Sally Dailey Meadows Elementary	92	66	71%	88	76	87%
J.R. Trippe Middle School	32	21	65%	35	28	80%
<b>TOTAL</b>	<b>124</b>	<b>87</b>	<b>70%</b>	<b>123</b>	<b>104</b>	<b>85%</b>

Figure 6: Overall Improvement Seen by School Day Teachers



Sally Dailey Meadows Elementary School

Ninety-six school-day teachers at Sally Dailey Meadows Elementary School participated in the survey. The highest percentage of significant improvement was 33% percent for improvement for turning homework in on time. More than 70% of the teachers reported significant, moderate or slight improvement in all 10 areas.

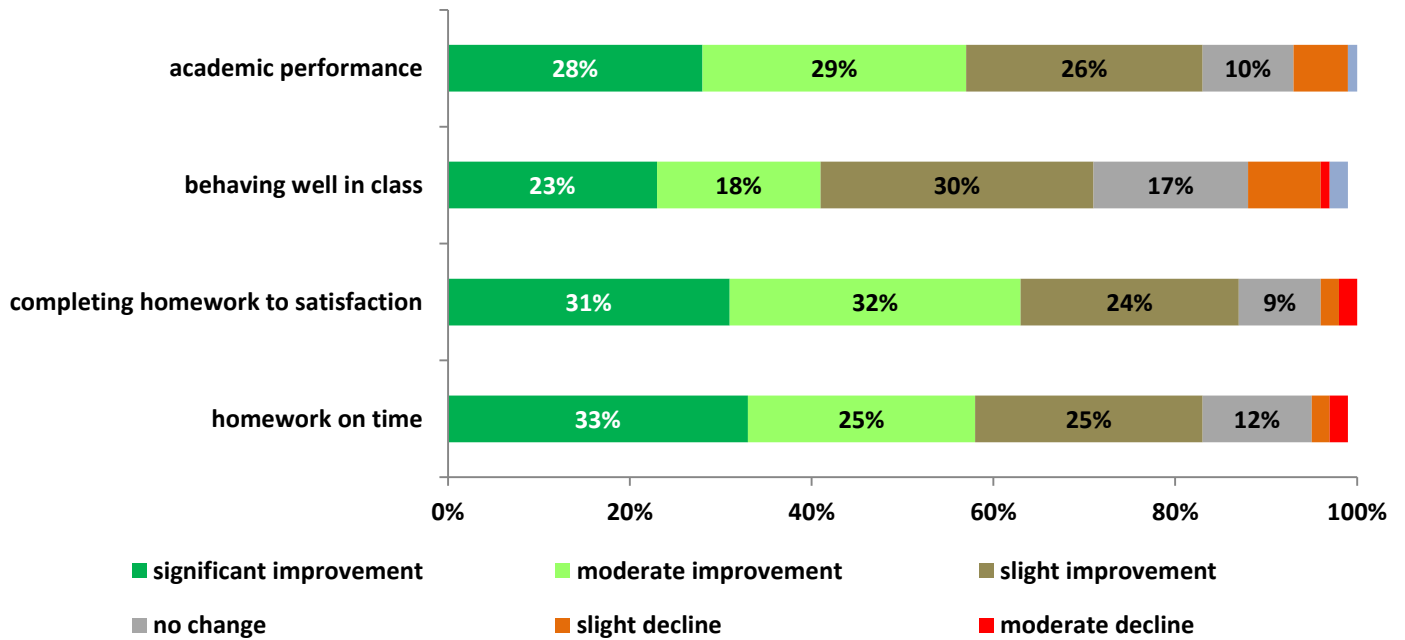
**Table 12: Sally Dailey Meadows Elementary School Day Teacher Survey (N=96)**

Percent Responses To:  To what extent has your student changed their behavior in terms of...	DID NOT NEED TO IMPROVE	NEEDED TO IMPROVE	Percent of students who needed to improve						
			SIGNIFICANT IMPROVEMENT	MODERATE IMPROVEMENT	SLIGHT IMPROVEMENT	NO CHANGE	SLIGHT DECLINE	MODERATE DECLINE	SIGNIFICANT DECLINE
1. Turning in his/her homework on time.	9%	91%	33%	25%	25%	12%	2%	2%	0%
2. Completing homework to your satisfaction.	8%	92%	31%	32%	24%	9%	2%	2%	0%
3. Participating in class.	5%	95%	30%	32%	25%	9%	3%	1%	0%
4. Volunteering	5%	95%	29%	25%	24%	22%	0%	0%	0%
5. Attending class regularly.	23%	77%	31%	22%	19%	27%	1%	0%	0%
6. Being attentive in class.	5%	95%	25%	32%	25%	11%	3%	2%	1%
7. Behaving well in class.	4%	96%	23%	18%	30%	17%	8%	1%	2%
8. Academic performance.	3%	97%	28%	29%	26%	10%	6%	0%	1%
9. Coming to school motivated to learn.	4%	96%	32%	25%	23%	11%	8%	1%	1%
10. Getting along well with other students.	6%	94%	29%	22%	23%	16%	8%	2%	0%



**Figure 7: Improvement Seen by Elementary School Day Teachers**

**Teachers Saw Most Improvement in Homework Completion**



***Student Voices ... 6<sup>th</sup> grade Caucasian female***

She came to the program because she wanted to make new friends. “Plus my mom had to work until 6, which was perfect.”

She has made new friends, she says, and her grades are better this year as a result of coming to the program. “Last year I got mostly Bs and a rare A. Now it’s rare Bs and all A’s. It took some time, but it has helped. My homework always gets done, and I get help with it.”

She likes most about the program “how we can all enjoy different classes every day. The teachers are really nice and try to give everyone the same experience. They treat everyone fairly and don’t have favorites.”

The program, however, is not perfect, she says. “Sometimes, the students don’t really respect the teachers as much the teachers respect the students. Sometimes when a TA tells them to do something like finish their homework, and they’re smacking their lips or getting an attitude on them.”

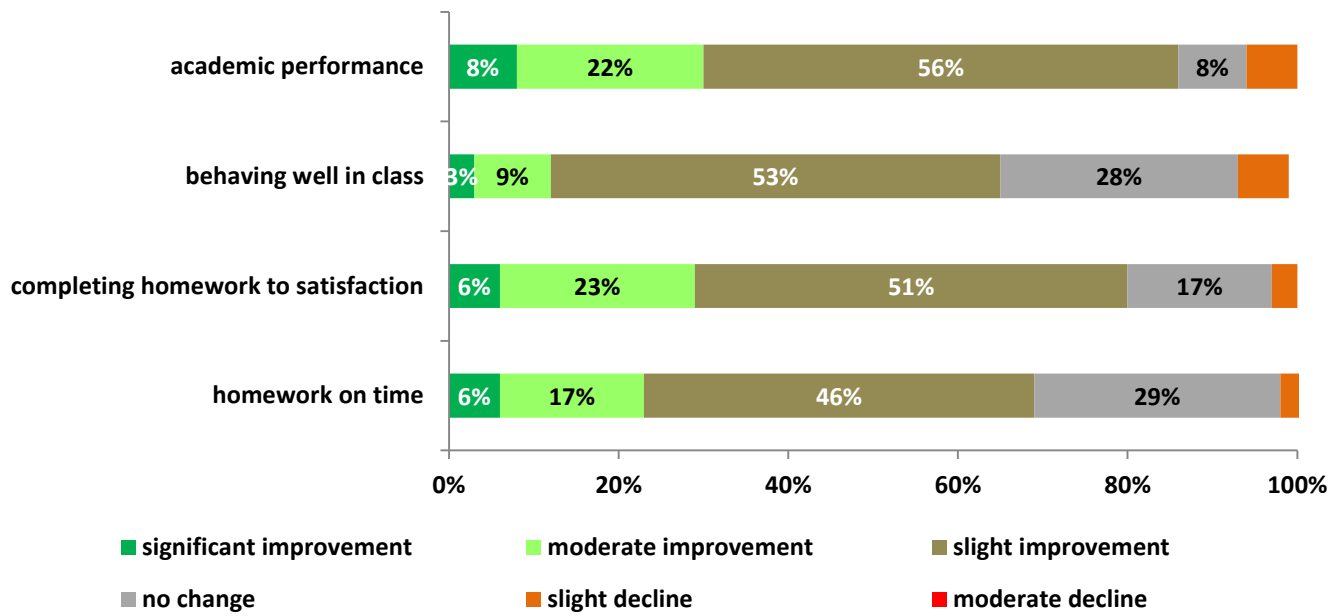
She suggests some subtle changes to help improve the program. “I would like to see for students to interact more with other students, not just their group of friends. And to not just let them play around a lot, get them settled down on time. And if they’re causing trouble, not punish them but just talk to them. I’d try to see more why they’re acting like that.”

Thirty-six school-day teachers at J.R. Trippe Middle School participated in the survey. 86% of the teachers saw significant, moderate or slight improvement in academic performance and 80% saw significant, moderate or slight improvement in completing homework.

**Table 13: J.R. Trippe Middle School Day Teacher Survey (N=36)**

Percent Responses To:  To what extent has your student changed their behavior in terms of...	DID NOT NEED TO IMPROVE	NEEDED TO IMPROVE	Percent of students who needed to improve						
			SIGNIFICANT IMPROVEMENT	MODERATE IMPROVEMENT	SLIGHT IMPROVEMENT	NO CHANGE	SLIGHT DECLINE	MODERATE DECLINE	SIGNIFICANT DECLINE
1. Turning in his/her homework on time.	3%	97%	6%	17%	46%	29%	3%	0%	0%
2. Completing homework to your satisfaction.	3%	97%	6%	23%	51%	17%	3%	0%	0%
3. Participating in class.	3%	97%	6%	26%	37%	29%	3%	0%	0%
4. Volunteering	0%	100%	0%	22%	28%	44%	6%	0%	0%
5. Attending class regularly.	22%	78%	0%	4%	18%	71%	7%	0%	0%
6. Being attentive in class.	6%	94%	3%	32%	44%	18%	3%	0%	0%
7. Behaving well in class.	11%	89%	3%	9%	53%	28%	6%	0%	0%
8. Academic performance.	0%	100%	8%	22%	56%	8%	6%	0%	0%
9. Coming to school motivated to learn.	14%	86%	6%	16%	32%	39%	6%	0%	0%
10. Getting along well with other students.	22%	78%	4%	14%	36%	39%	7%	0%	0%

**Figure 8: Improvement Seen by Middle School Day Teachers**  
**Teachers Saw Most Improvement in Academic Performance**



**Family Engagement: Activities, Satisfaction, and Assessment of Student Behavior**

***Evaluation Highlights:***

- ✓ 100% (N=113 of 113) of parents were very satisfied or somewhat satisfied with the program
- ✓ 96% (N=107 of 112) of parents strongly agreed or somewhat agreed that the program helps their child complete homework on time
- ✓ 92% (N=104 of 113) think the program is helping their child’s behavior improve
- ✓ Six family events were held: 452 total parents attended at least one event; 166 parents attended multiple events.
- ✓ Fridays and Saturdays were identified as the best day for family events

*Family Engagement: Family Events*

Family engagement/family literacy activities were held where parents could meet afterschool teachers, receive information on curriculum and activities, learn about program goals and objectives, and provide input into program operation. ***The stated objective 3.1 50% or more of parents of regularly attending students will attend at least one family event was met.*** The program had excellent parent participation with 166 parents attending multiple events. Total parent attendance at six events was 452; the sites held joint events for several meetings.

**Table 14: Family Engagement Activities**

<b>Date</b>	<b>Event</b>	<b>Attendees</b>
August 18, 2014	Parent Orientation	248
October 20, 2014	Lights On Afterschool Celebration	85
December 2, 2014	Paul Anderson Youth Home Christmas Play	14 (representing 19 students)
April 9, 2015	Spring Performance / Summer Camp Orientation (SDM)	65
April 21, 2015	Spring Parent Event / Summer Camp Orientation (JRT)	27
April 30, 2015	New Parent Orientation for Summer Camp (SDM)	13
<b>TOTAL</b>		<b>452</b>

Number of Events	Number Parents
One event	248
Two events	127
Three events	36
Four events	3

*Parent Satisfaction and Assessment of Student Behavior*

A survey was distributed to parents of children who participated in the 21<sup>st</sup> CCLC; 113 surveys were received, 63% of the 180 students who attended 30 days or more. Overall, 92% (N=104 of 113) of the parents strongly agreed or somewhat agreed that their child’s behavior had improved since attending the program; and 96% (107 of 112) strongly agreed or somewhat agreed the program is helping their child to complete and turn in their homework on time.

**Table 15: Common Elements from Parent Survey**

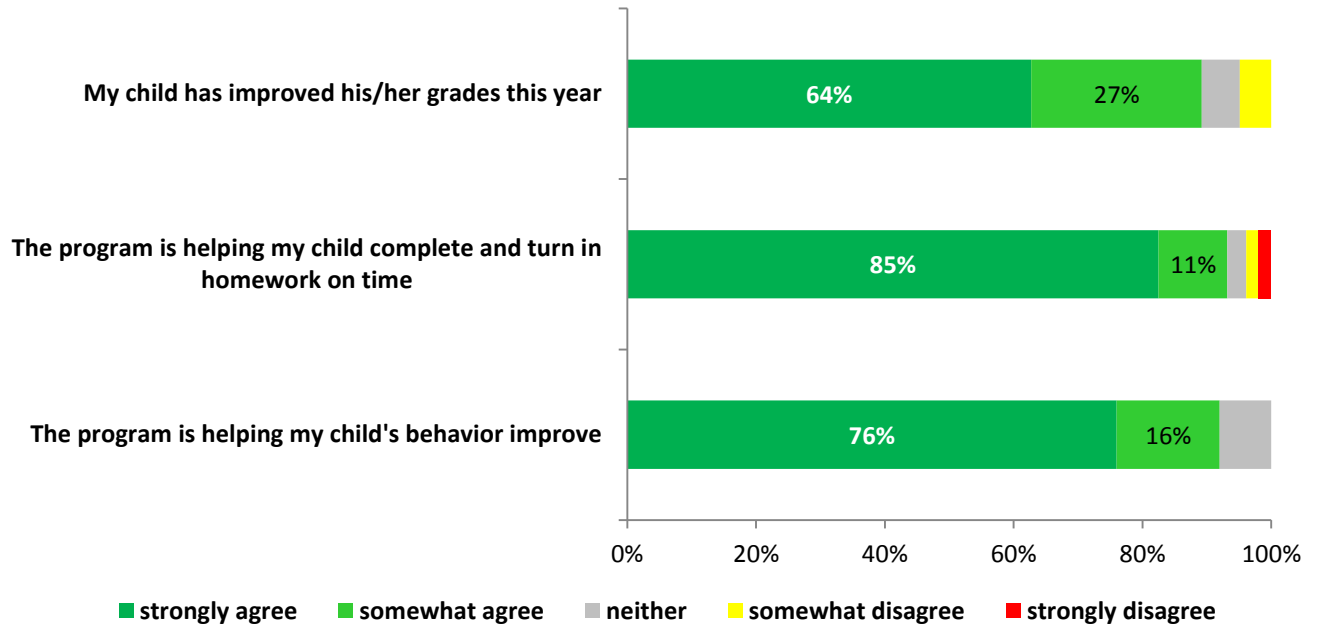
Site	Number of Surveys	Child’s behavior improved		Completing homework		Program Satisfaction	
		Strongly or Somewhat Agree Number	Neither Agree or Disagree Number	Strongly or Somewhat Agree Number	Neither Agree or Disagree Number	Strongly or Somewhat Agree Number	Neither Agree or Disagree Number
Sally Dailey Meadows Elementary	84	79	5	80	2	84	0
J.R. Trippe Middle School	29	25	4	27	1	29	0
<b>TOTAL</b>	<b>113</b>	<b>104</b>	<b>9</b>	<b>107</b>	<b>3</b>	<b>113</b>	<b>0</b>

**Table 16: Objective Status, Parent Survey**

Obj. 3.2 and 3.3: Q7. My child talks to me about what he/she is doing in after school			
Site	Target Objective	Actual Performance	Evidence
Sally Dailey Meadows Elementary	50%	99%	83 of 84 parents strongly agreed or somewhat agreed
J.R. Trippe Middle School	40%	97%	28 of 29 parents strongly agreed or somewhat agreed

**Figure 9: Parents Think 21st Program Making Impact on Students**

**Nearly all parents think program helps with homework**



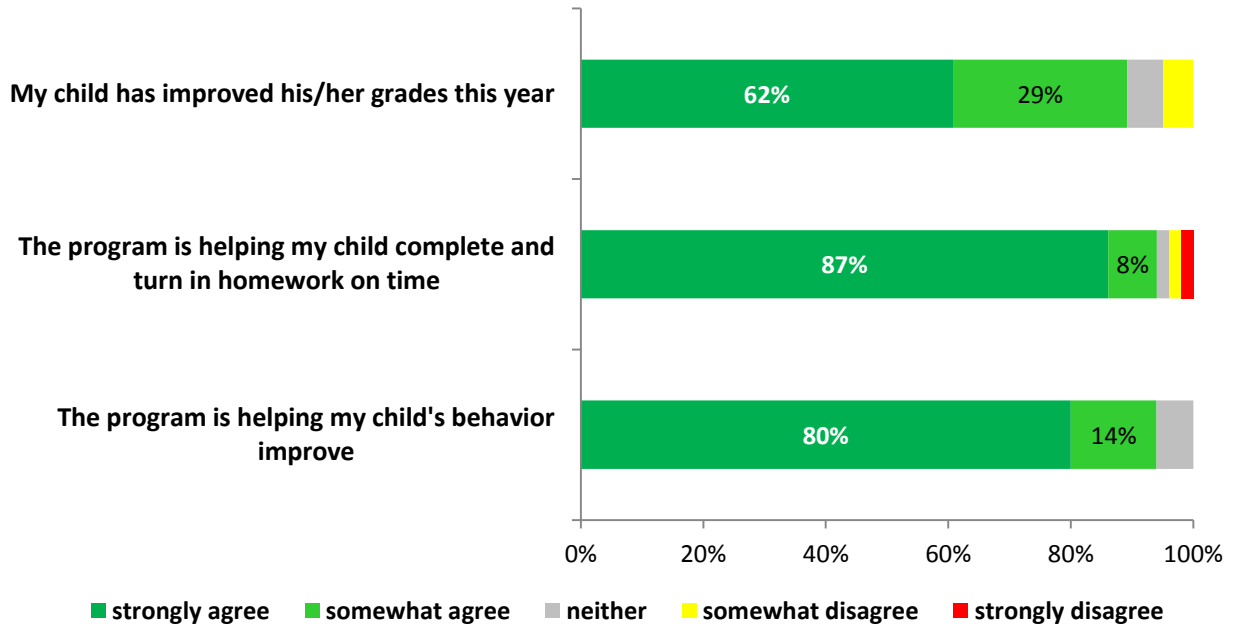
The program **met the stated objective 3.2 50% of elementary school parents will report that their children talk to them about what he/she does in the afterschool program:** 99% (83 of 84 parents) strongly agreed or somewhat agreed that their child talks to them about what he/she does in the program.

**Table 17: Sally Dailey Meadows Elementary Parent Survey (N=84)**

Since your child has been attending the 21 <sup>st</sup> Century Afterschool Program, do you think...	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1. The program is helping my child’s behavior improve.	80%	14%	6%	0%	0%
2. The program is helping my child to complete and turn in his/her homework on time.	87%	8%	2%	2%	2%
3. The program is helping my child’s reading skills improve.	75%	19%	6%	0%	0%
4. The program is helping my child’s math skills improve.	68%	27%	5%	0%	0%
5. My child has improved his/her grades this year.	62%	29%	6%	5%	0%
6. My child has a better attitude about school since attending the afterschool program.	77%	12%	11%	0%	0%
7. My child talks to me about what he/she does in the afterschool program.	86%	13%	0%	2%	0%
8. My child feels safe after school because of going to the afterschool program.	83%	8%	8%	0%	0%
9. The afterschool program is having a positive impact on my child’s academic performance.	87%	13%	0%	0%	0%

**Figure 10: Elementary Parents See Program Impact on Their Child**

Nearly all parents think 21<sup>st</sup> CCLC helps get homework completed and turned in on time



*Parents had a high level of satisfaction with the program: 100% of the respondents said they were very satisfied or somewhat satisfied with the program.*

	Number of Responses	Very Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Strongly Dissatisfied
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How satisfied are you with your child's afterschool program?	84	96%	4%	0%	0%	0%
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Parents were asked four open-ended questions. Parents had a very favorable response about homework getting done and saw improved attitude/grades in their children. The responses are below:

**One thing I like about the afterschool program is:**

Helps with homework (19)	Variety of activities (7)
Safe environment (6)	Staff (4)
Interacts with other students (3)	Technology (2)
Life skills (2)	Fun while working (2)

Safety measures; positive environment; organized fun and learning; adult supervision; positive attitude; small class sizes; good to my child; more interested in school;

**One thing I would change about the afterschool program is:**

Nothing (30)	Allow more children in program (4)
Food (2)	Focus on weak subjects (2)

Make program 5 days a week; more arts and crafts; communication with parents; more one-on-one; understanding homework; flexible pick-up times; more learning activities; the time

**What positive changes in your child do you think are in part due to their participation in the afterschool program?**

Better attitude (7)	Better grades (7)
More respectful (4)	Homework done (3)
More helpful at home (3)	Better manners (2)

Behavior; excited to go to the program; more active in class; more responsible; loves to talk about learning; focuses more; more social now

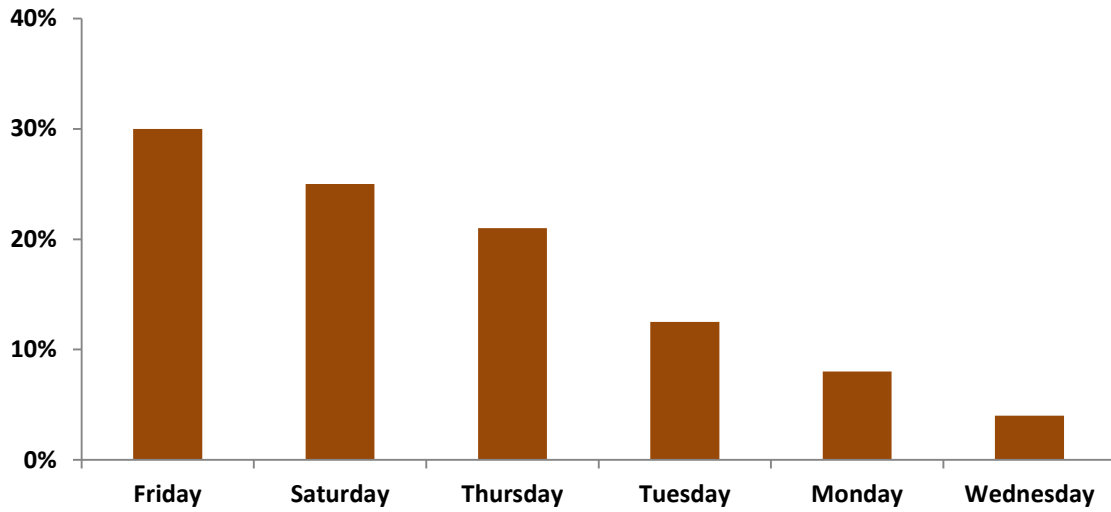
**What other kind of family events would you attend?**

Game night (3)	Talent shows (3)
Field trips (3)	Project night (2)

Family day; cookout; music; arts and crafts; picnic; community outreach; nature; foreign language; cooking

The elementary school parents responded that Fridays or Saturdays would be best for family events.

**Figure 11: Best Day for Family Events, Elementary School**



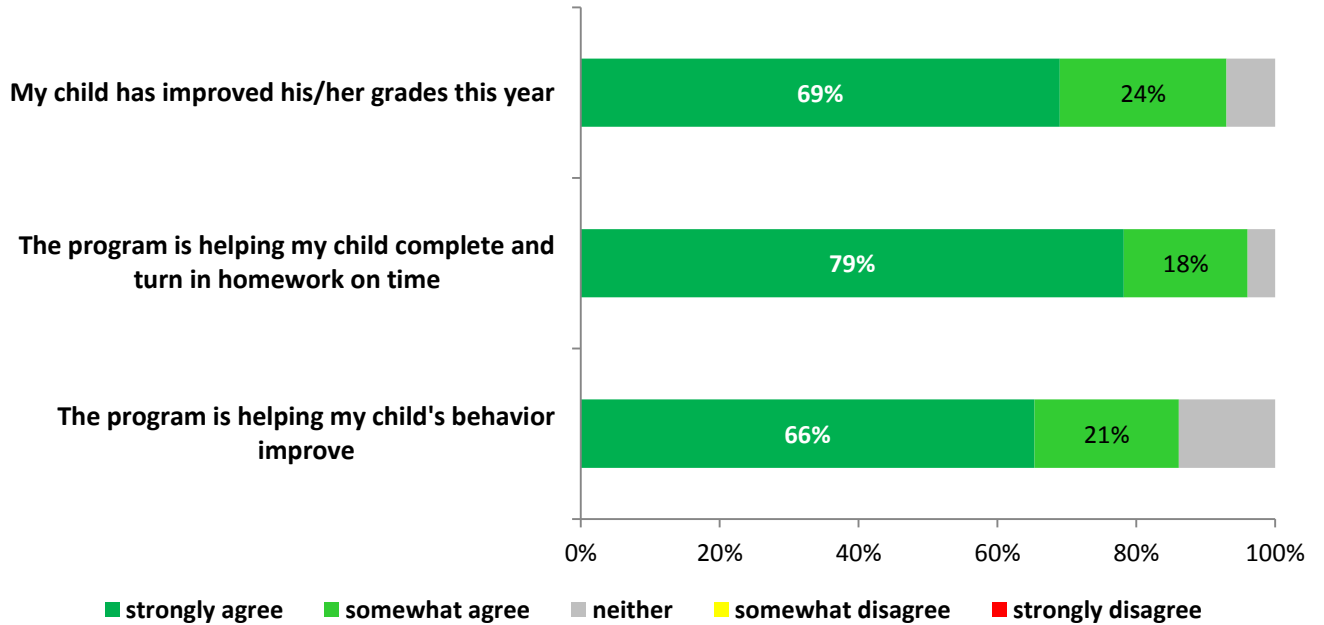
*J.R. Trippe Middle School*

The program **met the stated objective 3.3: 40% or more of middle school parents will report that their children talk to them about what he/she does in the afterschool program: 97% (28 of 29 parents) strongly agreed or agreed that their child talks to them about what he/she does in the program.**

**Table 18: J.R. Trippe Middle School Parent Survey (N=29)**

Since your child has been attending the 21 <sup>st</sup> Century Afterschool Program, do you think...	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1. The program is helping my child's behavior improve.	66%	21%	14%	0%	0%
2. The program is helping my child to complete and turn in his/her homework on time.	79%	18%	4%	0%	0%
3. The program is helping my child's reading skills improve.	72%	14%	14%	0%	0%
4. The program is helping my child's math skills improve.	62%	28%	10%	0%	0%
5. My child has improved his/her grades this year.	69%	24%	7%	0%	0%
6. My child has a better attitude about school since attending the afterschool program.	59%	24%	17%	0%	0%
7. My child talks to me about what he/she does in the afterschool program.	69%	28%	3%	0%	0%
8. My child feels safe after school because of going to the afterschool program.	76%	21%	3%	0%	0%
9. The afterschool program is having a positive impact on my child's academic performance.	<b>83%</b>	14%	3%	0%	0%

**Figure 12: Middle School Parents See Program Impact**



***Parents had a high level of satisfaction with the program: 100% of the respondents said they were very satisfied with the program.***

	Number of Responses	Very Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Strongly Dissatisfied
How satisfied are you with your child's afterschool program?	29	100%	0%	0%	0%	0%

Parents were asked four open-ended questions. Parents appreciated the help with homework and made positive comments about the staff and activities. The responses are below.

**One thing I like about the afterschool program is:**

- Help with homework (6)
- Helpful staff (5)
- Different activities (3)
- Safe environment (2)
- Consistent supervision; academic program; child has improved behavior; staff communication; technology

**One thing I would change about the afterschool program is:**

Nothing (6)

Bus driver; make sure homework is complete; include Fridays; make it longer

**What positive changes in your child do you think are in part due to their participation in the afterschool program?**

Grades (6)

Better attitude (5)

Math grade; more responsible; more involved; helps more around house; completed homework; cooking; social skills; behavior; more independent; controls anger

**What other kind of family events would you attend?**

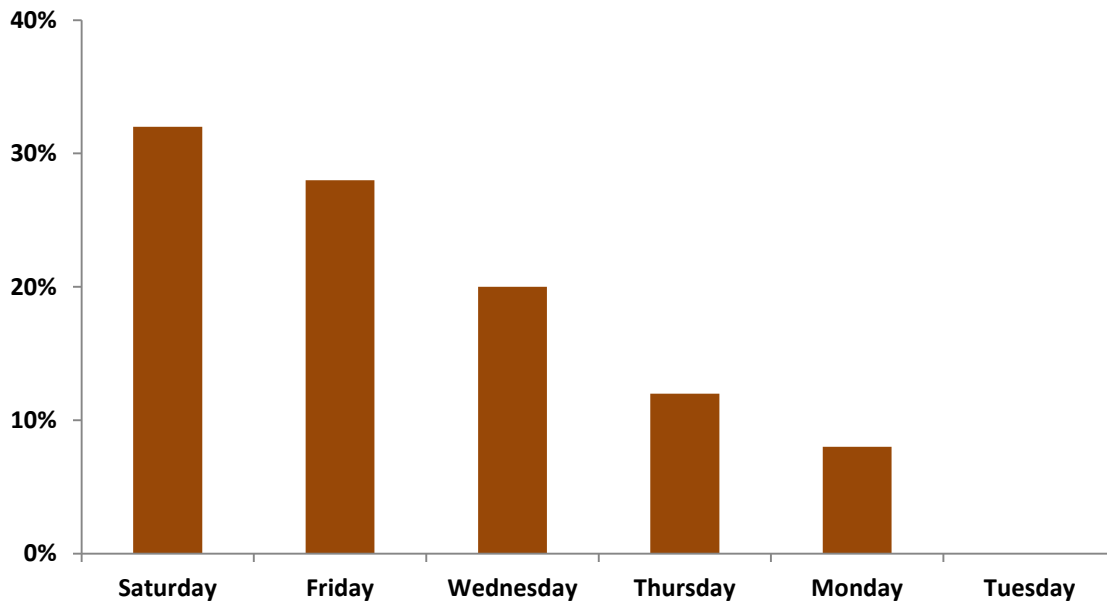
Field trips (2)

Sports (2)

Cooking; animals; talent shows; cookout

The middle school parents responded that Saturdays or Fridays would be best for family events.

**Figure 13: Best Day for Family Events, Middle School**



## 6. OTHER OBSERVATIONS

### Student Satisfaction

#### *Evaluation Highlights:*

- ✓ 68% (101 of 149) of students strongly agreed or somewhat agreed their behavior has improved since coming to the afterschool program
- ✓ 86% (130 of 150) of students strongly agreed or somewhat agreed that the program helps them complete and turn in homework on time
- ✓ 79% (119 of 151) of students strongly agreed or somewhat agreed that they like the afterschool program
- ✓ 78% (118 of 151) students strongly or somewhat agreed that they have learned about appropriate behavior toward classmates.
- ✓ Technology was the most popular activity for both elementary and middle school students

Students in the 21<sup>st</sup> CCLC were asked to fill out a satisfaction survey to assess their thoughts about the program. There were 151 surveys (101 elementary; 50 middle school) returned from students; 84% of the students who attended 30 days or more.

***Objective 2.2 50% of regularly participating students will demonstrate improvement in social skills and peer interaction was met*** as 118 of 151 students (78%) strongly agreed or somewhat agreed that they have learned about appropriate behavior toward classmates.

**Table 19: Common Elements from Student Survey**

Site	Number of Surveys	Behavior improved		Completing homework		Program Satisfaction	
		Strongly or Somewhat Agree Number	Neither Agree or Disagree Number	Strongly or Somewhat Agree Number	Neither Agree or Disagree Number	Strongly or Somewhat Agree Number	Neither Agree or Disagree Number
Sally Dailey Meadows Elementary	101	67	22	90	6	79	14
J.R. Trippe Middle School	50	34	7	40	5	40	5
<b>TOTAL</b>	<b>151</b>	<b>101</b>	<b>29</b>	<b>130</b>	<b>11</b>	<b>119</b>	<b>19</b>

**Table 20: Objective Status, Student Survey**

<b>Obj. 2.2: Q7. The afterschool program has helped me [elementary: learn about how to have good manners and be nice to my classmates] or [middle: about appropriate behavior toward classmates].</b>			
<b>Site</b>	<b>Target Objective</b>	<b>Actual Performance</b>	<b>Evidence</b>
Sally Dailey Meadows Elementary	50%	82%	83 of 101 strongly agreed or somewhat agreed
J.R. Trippe Middle School		70%	35 of 50 students strongly agreed or somewhat agreed
<b>Combined</b>		<b>78%</b>	118 of 151 students strongly agreed or agreed

***Student Voices ... 8<sup>th</sup> grade African-American male***

When asked why he was attending the program, he responded, “I needed something to do in the afternoon.”

Turns out, the “something to do” helped him in school. “I get better grades. They just help me because sometimes when I’m home I wouldn’t work. But here I do my work and they encourage me to get better grades and do my work. I went from Cs last year to Bs this year.”

His favorite part of the program is “PE and we get to go outside.” His least favorite part of the program is the food at dinner.

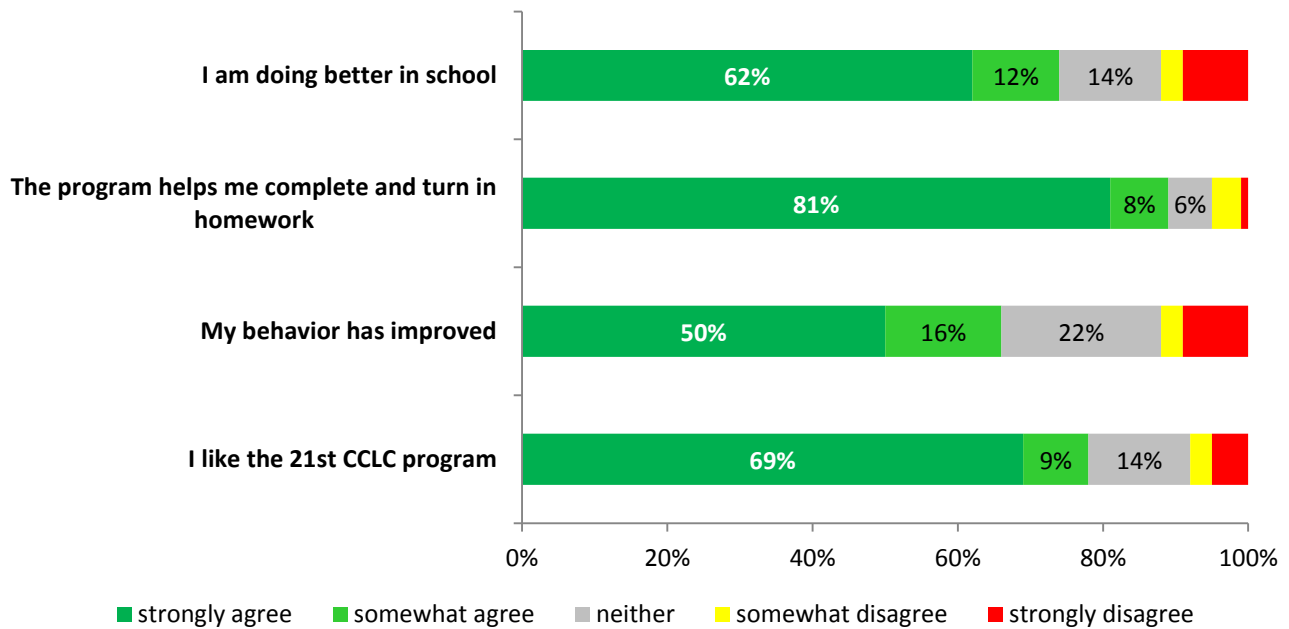
Sally Dailey Meadows Elementary

Students had very positive responses to the program and the impact on their homework and

behavior:

- 78% (79 of 101) of the elementary students strongly agreed or somewhat agreed that they like the 21<sup>st</sup> CCLC program
- 90% (90 of 101) strongly agreed or somewhat agreed that the program helps them complete and turn in their homework on time
- 66% (67 of 101) strongly agreed or somewhat agreed that their behavior has improved since coming to the 21<sup>st</sup> CCLC.

**Figure 14: Elementary Students Report Positive Influence of 21st CCLC Program**



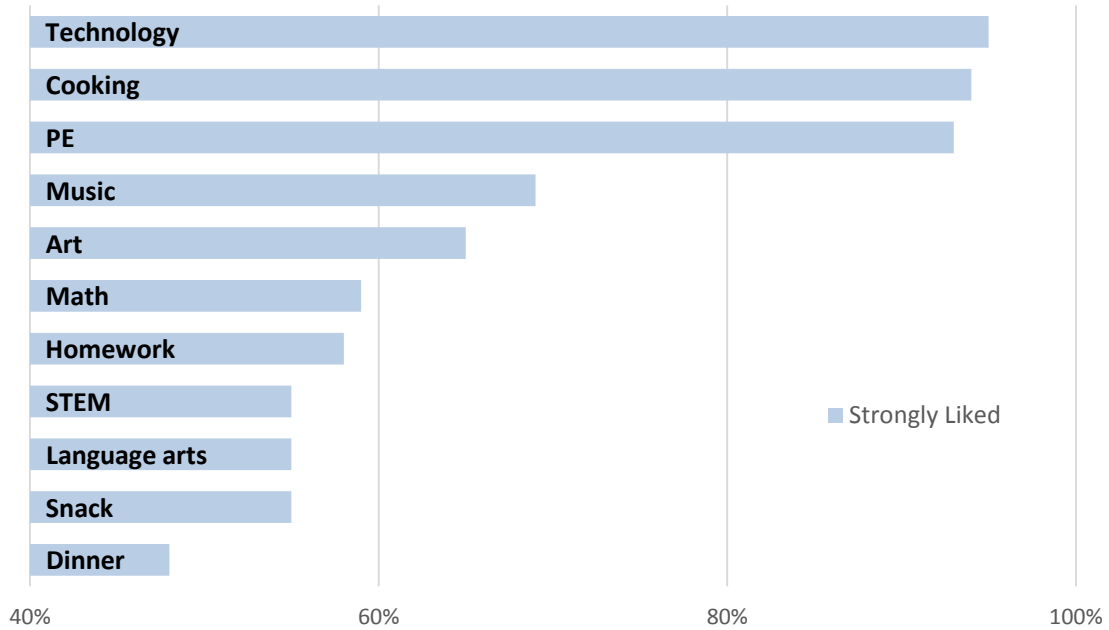


**Table 21: Sally Dailey Meadows Elementary Student Satisfaction (N=101)**

Question	Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree
1. I like the afterschool program	69%	9%	14%	3%	5%
2. My overall behavior has improved because of the afterschool program	50%	16%	22%	3%	9%
3. The afterschool program helps me complete and turn in my homework on time	<b>81%</b>	8%	6%	4%	1%
4. I'm doing better in school since I started coming here	62%	12%	14%	3%	9%
5. My afterschool teacher cares about how I do in school.	79%	11%	8%	1%	1%
6. I have made new friends because of the afterschool program.	70%	9%	7%	2%	12%
7. The afterschool program has helped me learn about how to have good manners and be nice to my classmates.	69%	13%	12%	1%	5%

**Figure 15: Student Satisfaction with Activities**

**Technology, Cooking and PE were the most popular activities with the students**



*In the 21<sup>st</sup> CCLC program, I liked:*

	Strongly Liked	Liked	Not Sure	Disliked	Strongly Disliked
Technology	96%	2%	3%	0%	0%
Cooking	93%	2%	2%	1%	1%
PE	93%	4%	2%	0%	1%
Art	70%	13%	11%	6%	8%
Music	69%	6%	9%	5%	11%
Math	59%	13%	18%	2%	8%
Homework	58%	15%	9%	2%	16%
Snack	55%	21%	15%	2%	7%
Language Arts	55%	12%	22%	5%	6%
STEM	50%	7%	8%	9%	17%
Dinner	48%	9%	18%	4%	20%

The students were also asked three open-ended questions about what they liked best and what they liked least about the program, and what they would change about the program. Technology was very popular; the STEM program and dinner received many comments as the least liked.

***What did you like BEST about the afterschool program?***

Technology (17)	PE (17)
Cooking class (10)	Playing outside with friends (9)
Snack (6)	Music (5)
They help us with homework (4)	STEM (3)
Art (3)	It's fun (3)
Dinner (3)	The way they treat me; I like all of it; eating; being good; playing with toys

***What did you like LEAST about the afterschool program?***

Nothing (15)	STEM (14)
Meals (11)	Homework (6)
Art (3)	Music (2)
Movie time; basketball; skateboard; want to play; cooking; people being mean language arts	

***What would you CHANGE about the afterschool program?***

Nothing (13)	STEM (10)
Better snacks; dinner (9)	Play outside more (5)
Homework (3)	Art (2)
Staying in cooking (2)	Staying late (2)
Art (2)	No language arts (2)
My talking; getting new stuff; being nice to kids; PE; having an assigned time of board games; I think they should include nap time; the person in the room that will be waiting for us	

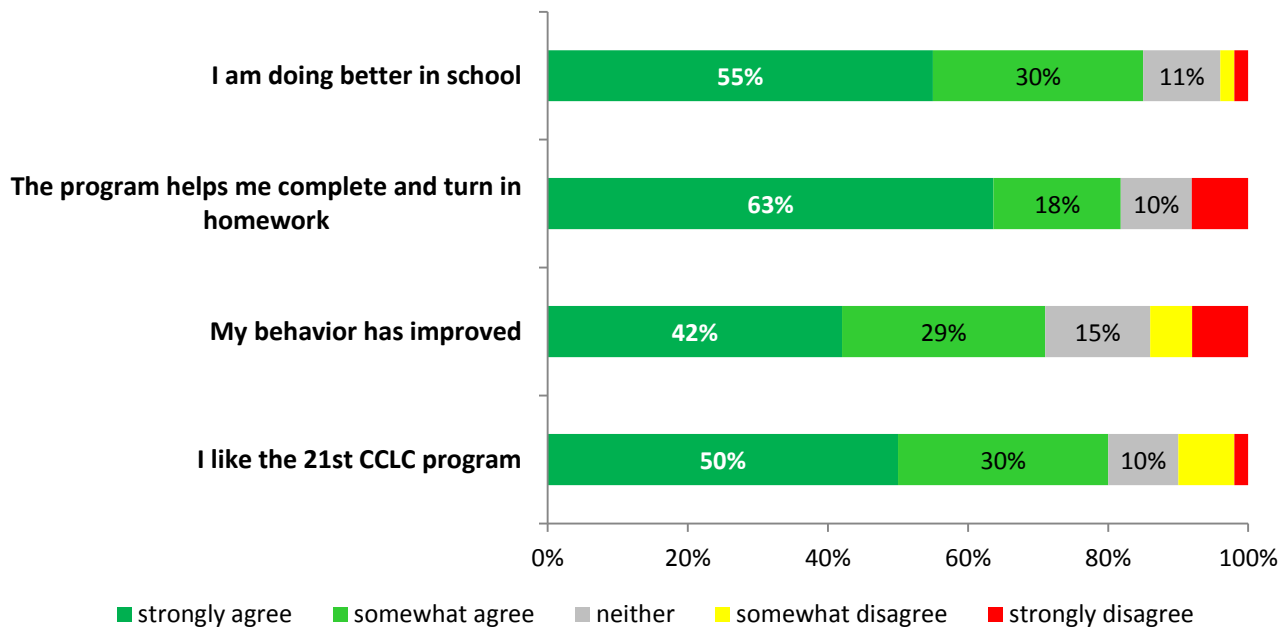
J.R. Trippe Middle School

Students had very positive responses to the program and the impact on their homework and behavior:

- 80% of the middle school students strongly agreed or somewhat agreed that they like the 21<sup>st</sup> CCLC program
- 81% strongly agreed or somewhat agreed that the program helps them complete and turn in their homework on time
- 71% strongly agreed or somewhat agreed that their behavior has improved since coming to the 21<sup>st</sup> CCLC.

**Nearly two-thirds of students strongly agree the program helps them turn in their homework on time**

**Figure 16: Middle School Students Report Positive Influence of 21st CCLC Program**

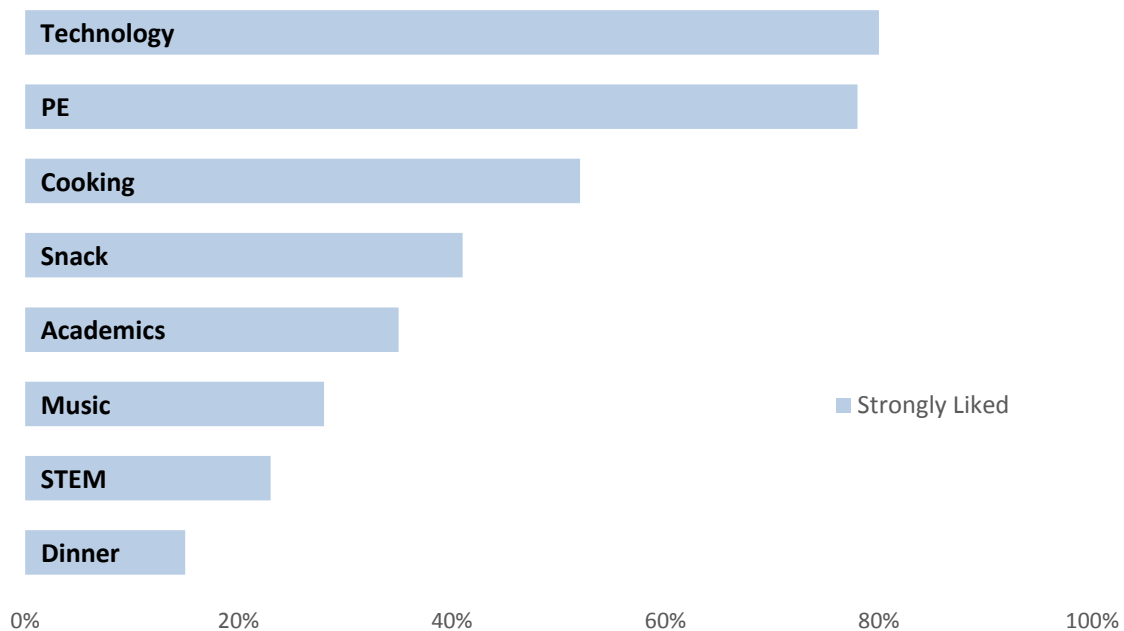


**Table 22: J.R. Trippe Middle School Student Satisfaction (N=50)**

Question	Strongly Agree	Somewhat Agree	Not Sure	Somewhat Disagree	Strongly Disagree
1. I like the afterschool program	50%	30%	10%	8%	2%
2. My overall behavior has improved because of the afterschool program	42%	29%	15%	6%	8%
3. The afterschool program helps me complete and turn in my homework on time	63%	18%	10%	0%	8%
4. I'm doing better in school since I started coming here	55%	30%	11%	2%	2%
5. I feel my afterschool teacher cares about how I do in school.	54%	23%	8%	4%	10%
6. My afterschool teacher works with me to explain subjects or topics that I am having trouble with.	49%	35%	10%	2%	4%
7. I have made new friends because of the afterschool program.	46%	24%	10%	4%	16%
8. The afterschool program has helped me learn about appropriate behavior toward my classmates.	34%	36%	16%	4%	10%

The middle school students were also asked to rank the activities provided by the 21<sup>st</sup> CCLC.

**Figure 17: Student Satisfaction with Activities**



*In the 21<sup>st</sup> CCLC program, I liked:*

	Strongly Liked	Liked	Not Sure	Disliked	Strongly Disliked
Technology	80%	10%	6%	2%	2%
PE	78%	14%	4%	0%	4%
Cooking	52%	23%	17%	6%	2%
Snack	41%	41%	16%	0%	2%
Academics/homework	35%	38%	17%	8%	2%
Music	28%	15%	13%	15%	30%
STEM	23%	13%	19%	23%	23%
Dinner from Second Harvest	15%	19%	29%	13%	25%

The students were also asked three open-ended questions about what they liked best and what they liked least about the program, and what they would change about the program.

***What did you like BEST about the afterschool program?***

- |                                 |                 |
|---------------------------------|-----------------|
| PE (11)                         | Technology (10) |
| They help with my homework (10) | Cooking (6)     |
| Snacks (5)                      | Staff (3)       |
| We get to have fun (2)          | Music (2)       |

I could hang out with my friends every day; it's good; having Mr. Sharpe and Mr. Jackson to help us every day; being able to talk to other people even when I'm at school; that you get to know everybody; listening to music during technology; the time with my friends and the extra classes

***What did you like LEAST about the afterschool program?***

- |              |              |
|--------------|--------------|
| STEM (13)    | Homework (5) |
| Nothing (5)  | Dinner (4)   |
| Teachers (4) | Music (4)    |

The way things are set up; the fact that classes can't mix and socialize with each other after dinner; the lack of time in homework time (need more); technology; PE; when people talk to me when I did not even do anything; some kids

***What would you CHANGE about the afterschool program?***

- |                 |                                  |
|-----------------|----------------------------------|
| STEM (8)        | Not being able to use phones (6) |
| Better food (6) | Teachers (4)                     |
| PE (3)          | Nothing (3)                      |
| Homework (3)    | More music (2)                   |

The discipline and the way things are set up; make it more fun; how they treat us a little like babies; that we could sit wherever we want and not just with our grade; everything that people hate; kids to stop getting in trouble; for the program to go up to 7:50 p.m.; the consequences; being bored; students that treat me unfairly; get to choose where we go

## Staff Satisfaction

### *Evaluation Highlights:*

- ✓ 64% (N=18 of 28) of the elementary and middle school staff strongly agreed or agreed that student behavior improved
- ✓ 96% (27 of 28) of the elementary and middle school staff strongly agreed or agreed that students improved on completing homework to their satisfaction
- ✓ Staff shared positive success stories about the program's impact on student achievement
- ✓ Staff suggested more professional development on behavior management and having more supplies available quickly when needed

A comprehensive staff satisfaction survey was completed by the 21st CCLC afterschool staff through the use of Google Forms. Staff were asked to indicate strongly agree, agree, not sure, disagree and strongly disagree to 12 questions. Seventeen elementary and 11 middle school staff members responded to the survey.

### *Sally Dailey Meadows Elementary School Staff Survey*

The elementary staff had a positive view of the program. All of the respondents strongly agreed or agreed that the program helps students complete and turn in their homework on time, and 70% strongly agreed or agreed that student behavior improved as a result of the 21<sup>st</sup> CCLC program. Staff strongly agreed they were aware of student learning objectives and that they are provided with information they need to do their jobs.

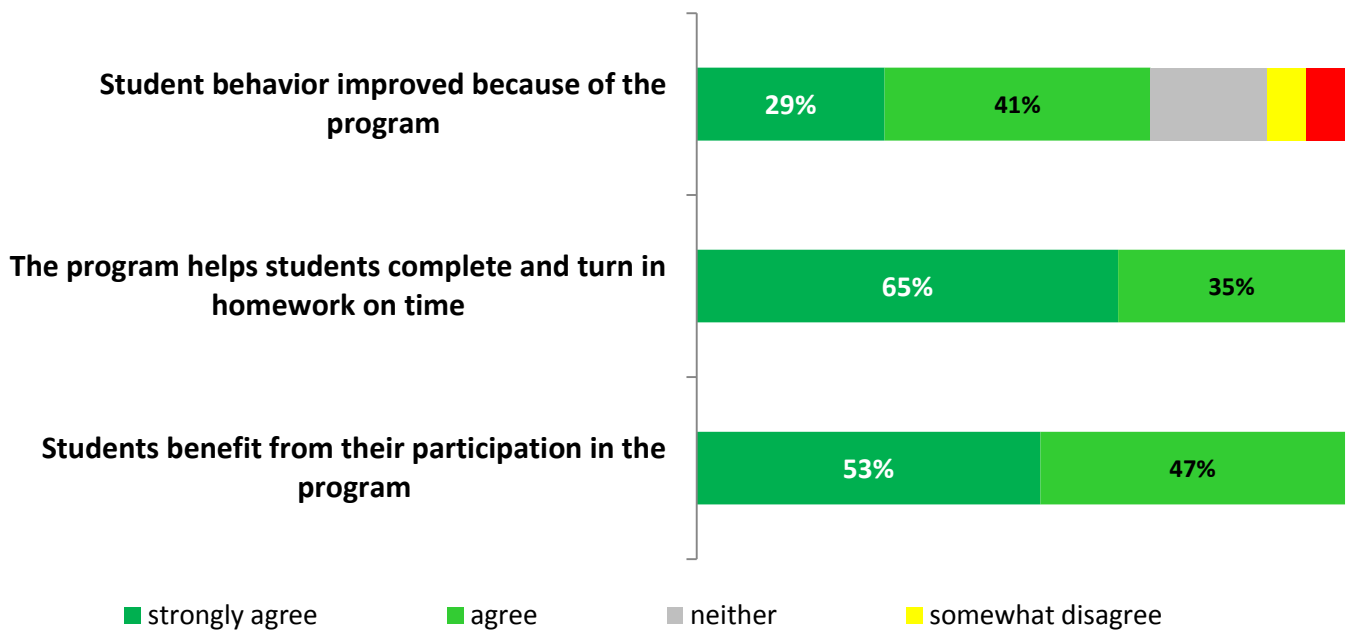


**Table 23: Sally Dailey Meadows Elementary Staff Survey (N=17)**

	<b>% Strongly Agree</b>	<b>% Agree</b>	<b>% Neither</b>	<b>% Disagree</b>	<b>% Strongly Disagree</b>
<b>Staff opinion of student behavior, homework, and participation</b>					
Student behavior improved because of the 21 <sup>st</sup> CCLC program.	29%	41%	18%	6%	6%
The program helps students complete and turn in homework on time.	<b>65%</b>	35%	0%	0%	0%
Students have enough time to complete their homework in the afterschool program.	29%	59%	6%	6%	0%
Students have improved their grades since participating in the afterschool program.	35%	47%	12%	6%	0%
I feel the students participating are the students who need the program the most.	12%	59%	12%	12%	6%
Students benefit from their participation in the program.	53%	47%	0%	0%	0%
<b>Staff opinion of the program, schedule, and administration</b>					
The afterschool activities make good use of students' time.	59%	35%	6%	0%	0%
The program and students had enough supplies and materials.	47%	35%	18%	0%	0%
I received the training and professional development I need to do my job well.	29%	47%	12%	12%	0%
There is enough staff so that I can effectively do my job.	<b>65%</b>	24%	6%	6%	0%
The 21 <sup>st</sup> CCLC Program Director provides me with	59%	35%	6%	0%	0%

	% Strongly Agree	% Agree	% Neither	% Disagree	% Strongly Disagree
information I need to do my job.					
The objectives for student learning are clear to me.	65%	29%	6%	0%	0%

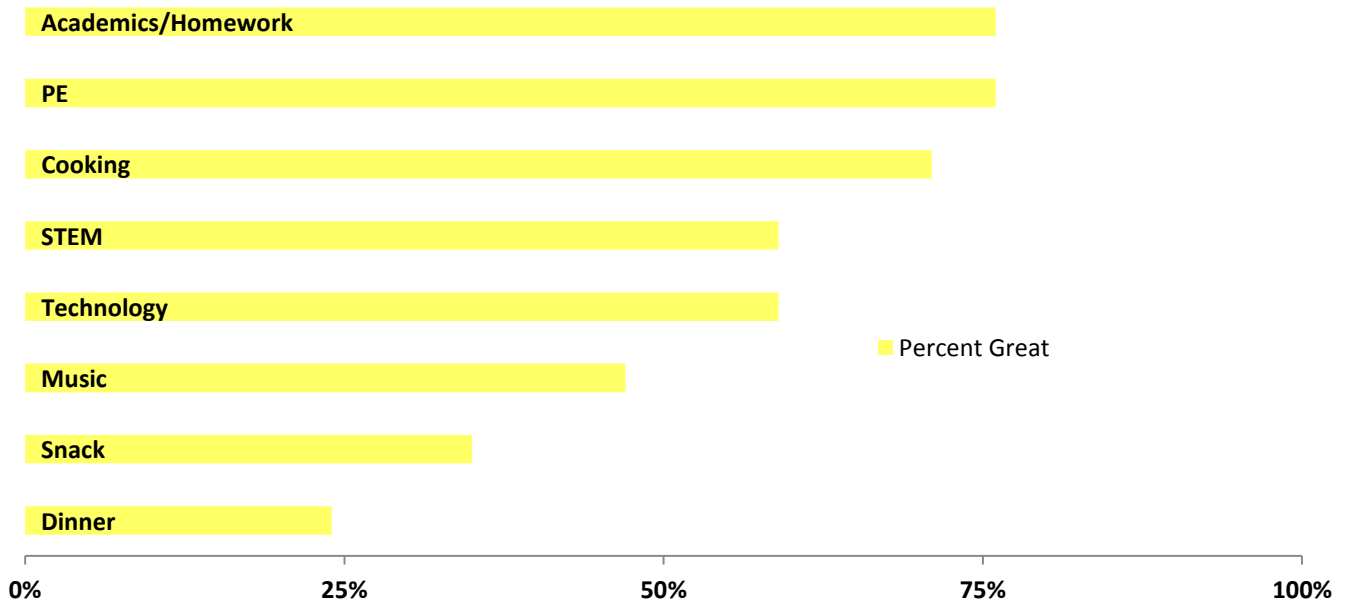
**Figure 18: Elementary Afterschool Staff See Positive Impact on Students**  
**Staff strongly agree students get homework help, benefit from program**



Staff also was asked to rank the activities the program offered. Academics/homework and PE were the two highest-rated activities.

Program Component	% Great	% Good	% OK	% Could be better	% Terrible	% Did not have at our site	% It was available, but we did not use
Snack	35%	53%	6%	0%	0%	0%	0%
Dinner from Second Harvest	24%	53%	18%	0%	0%	0%	6%
Academics/homework	76%	18%	6%	0%	0%	0%	0%
STEM	59%	18%	18%	0%	0%	0%	6%
Cooking	71%	12%	12%	0%	0%	0%	6%
Music	47%	24%	12%	0%	0%	12%	6%
Technology	59%	29%	6%	0%	0%	0%	6%
PE	76%	12%	6%	0%	0%	0%	6%

Figure 19: Elementary School Staff Satisfaction with Activities  
PE and Homework Received Highest Rating



Staff also was asked to provide comments on program highlights, success stories, challenges and improvements that could be made. Below are responses.

### **What was the *highlight* of the 21<sup>st</sup> CCLC program?**

The highlight for me was hearing the students and parents give a praise about the program. A few parent comments... "My child's homework is done... His/her grades have improved... We are so thankful for this program... He/she has really opened up and come out of his/her shell."

Helping the students be successful in their studies. Their confidence has grown since the beginning of the program.

Having the privilege of getting to know and grow and learn with these kids and help them with their struggles was a great opportunity that I'm glad I got to take.

Their schedule does work well because they are able to have some down time, but then go right in to homework room.

I enjoyed seeing when the kids would have a "light bulb" moment. It typically came from a student who was struggling in an area, then something "clicked."

Highlight of the program is that some children that normally would not have help with homework are getting it done! Some that might be hungry in the late evening go home feeling full. Some kids would rather be there than at home. I think in general they are learning how to respect others and how to make friends and how important their education is!

The interaction with students and the different enrichment classes that the students attended.

I thoroughly enjoyed seeing the children grow over the course of my time with them. I was able to see a positive shift in their attitude towards others and their schoolwork.

Getting to teach and know all the kids. They all love the technology class so they never gave me a problem. It was amazing how many kids just wanted a hug! I'll never forget my time there.

Seeing progress.

### **Do you have any *success stories* to share?**

I have watched a couple of our kids this year change so much. The wall they had built gradually got chipped away by the love and encouragement of 21st century staff! Amazing what a little love and positive discipline will do. Proud to be a part of 21st!

One of my students who is an ELL has greatly improved his overall ability in both math and LA.

I have one student who was able to benefit because if it wasn't for homework room he would not have completed his homework.

I have one child who has struggled greatly academically and sometimes behaviorally. Lately, we are finally starting to see things click for him. He settles down now and can actually begin doing his work somewhat independently. This is big for him!

I have noticed a great improvement in reading! One of the girls who didn't talk much or show any emotion is now coming up and smiling and giving a hug everyday.

**Do you have any *success stories* to share?**

A Kindergarten teacher told me that she has seen great improvement in a student that is attending the program. He was struggling with letters, sounds, etc. Since beginning the program, his teacher says that is doing much better and tested well on the DIBELS test that he was given.

At the beginning of my time at 21st Century, there was one particular student who had respect issues and seemed somewhat unmotivated in their schoolwork. However, over the next few weeks I was able to see a change in her as she became engaged in her academics and more respectful of others.

**What was the biggest *challenge* of the 21<sup>st</sup> CCLC program?**

Behavior.

The biggest challenge was making the learning seem fun to the students without making it into a regular classroom environment. Also, working with the TA was a challenge in the beginning. The TA felt responsible for the students' activities even during the academic period. I had to find a way to encourage her and still be the teacher during academics.

When I got transferred to 5th, I was leaving kids that I had bonded with and I had learned what they liked and didn't and how to handle them and their problems and having to leave them for kids I hardly knew was a hard transition but in the end it all worked out for the best.

Coming up with activities for all grade levels for enrichment.

The biggest challenge came from the habitual behavioral problems. When these few were absent or out of the room, the class was so much smoother. Some children just require more one-on-one than others, and when repeated behaviors are involved, it made it very difficult to run things the way they need to be run. This did not happen every day, but it did happen.

Basics...follow directions, walk in straight line, be quiet in line, get along with others.

Originally, my biggest obstacle was finding an effective way of disciplining the children in a way that ultimately taught them and was better for them in the long run. However, my site coordinator Mrs. Cheryl was a huge source of encouragement and ideas, and my class quickly improved.

Behavior kids that made it harder to help the rest of the class.

**What could be *improved* about the 21<sup>st</sup> CCLC program?**

Program-wide behavior management plan.

More materials needed for instant use. There is a limited time to prepare games and materials for student use. Having a large bank of items from which to choose would be very beneficial.

**What could be *improved* about the 21<sup>st</sup> CCLC program?**

I think that we are on a great path now, I don't really see anything besides a few attitudes in some kids that have room for improvement that would help the program. Other than that, I think we have had a great 1st year and will have a great summer month with the children!

Students with difficult behavior ruin it for the really good kids in the program.

I think if the potential candidates were accepted based on teacher recommendation as well as other criteria, it would be nice. I don't want anyone deserving excluded, but behavior does have an impact on their success. It also affects the other students. Typically, if they have a habit of ISS, OSS, etc., it tends to carry over.

I feel like it could be improved if janitorial staff could be hired. We are responsible for feeding children, wiping down tables, sweeping and mopping in the cafeteria.

The selection of students. If they are behavior students during the regular school day they should not be selected to be a part of the program.

Class size can be limited. Children that clearly don't need or want help with homework I don't believe are beneficial other than providing their parents with free child care. I don't feel that is who we are targeting.

For me, I feel I would have benefitted from more training in disciplining the children in the beginning of my employment.

*Middle School Staff Survey*

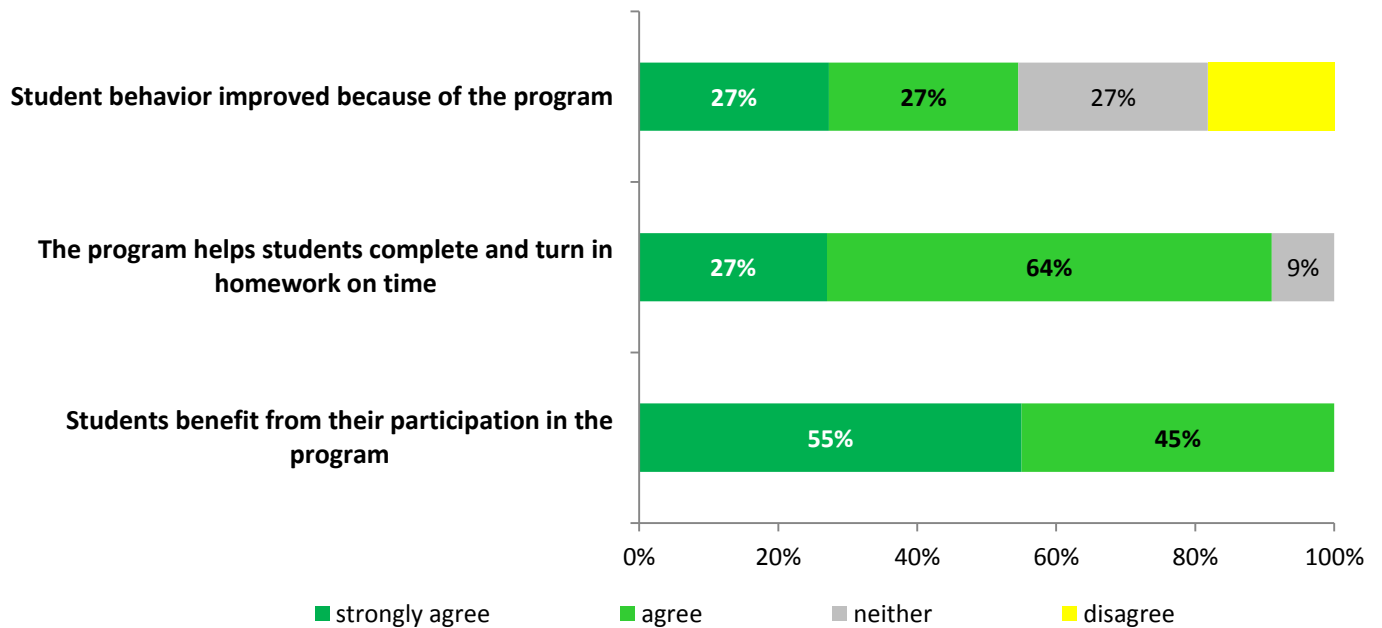
The middle school staff had a positive view of the program but weren't sure if student grades had improved.

**Table 24: J.R. Trippe Middle School Staff Survey (N=12)**

	<b>% Strongly Agree</b>	<b>% Agree</b>	<b>% Neither</b>	<b>% Disagree</b>	<b>% Strongly Disagree</b>
<b>Staff opinion of student behavior, homework, and participation</b>					
Student behavior improved because of the 21 <sup>st</sup> CCLC program.	25%	33%	25%	17%	0%
The program helps students complete and turn in homework on time.	33%	58%	8%	0%	0%
Students have enough time to complete their homework in the afterschool program.	67%	33%	0%	0%	0%
Students have improved their grades since participating in the afterschool program.	0%	58%	33%	8%	0%
I feel the students participating are the students who need the program the most.	42%	25%	25%	8%	0%
Students benefit from their participation in the program.	50%	50%	0%	0%	0%
<b>Staff opinion of the program, schedule, and administration</b>					
The afterschool activities make good use of students' time.	58%	25%	8%	0%	0%
The program and students had enough supplies and materials.	50%	42%	0%	8%	0%
I received the training and professional development I	50%	42%	8%	0%	0%

	% Strongly Agree	% Agree	% Neither	% Disagree	% Strongly Disagree
need to do my job well.					
There is enough staff so that I can effectively do my job.	67%	25%	0%	8%	0%
The 21 <sup>st</sup> CCLC Program Director provides me with information I need to do my job.	58%	42%	0%	0%	0%
The objectives for student learning are clear to me.	33%	67%	0%	0%	0%

**Figure 20: Middle School Afterschool Staff See Positive Impact on Students**  
**Staff strongly agree students get homework help, benefit from program**



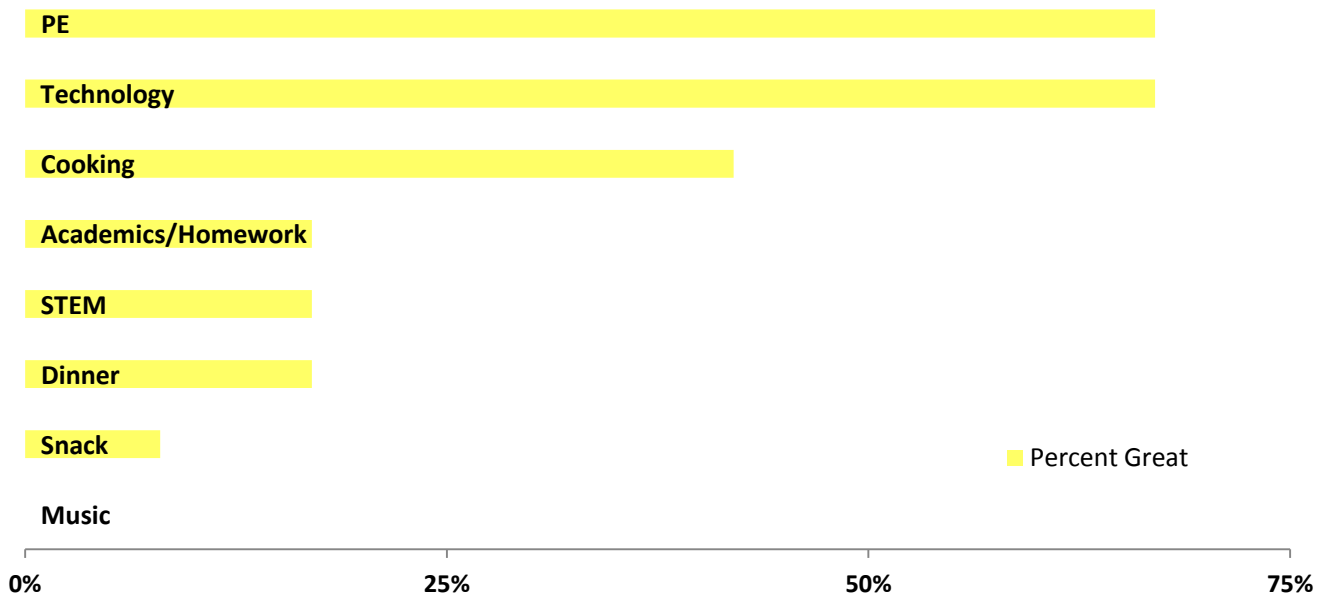


Staff also was asked to rank the activities the program offered.

Program Component	% Great	% Good	% OK	% Could be better	% Terrible	% Did not have at our site	% It was available, but we did not use
Snack	8%	83%	8%	0%	0%	0%	0%
Dinner from Second Harvest	17%	67%	17%	0%	0%	0%	0%
Academics/homework	17%	67%	17%	0%	0%	0%	0%
STEM	17%	50%	33%	0%	0%	0%	0%
Cooking	42%	42%	8%	8%	0%	0%	0%
Music	0%	27%	27%	0%	9%	27%	9%
Technology	67%	25%	8%	0%	0%	0%	0%
PE	67%	25%	8%	0%	0%	0%	0%

Figure 21: Middle School Staff Satisfaction with Activities

No Staff Gave Music a “Great” Response



Staff also was asked to provide comments on program highlights, success stories, challenges and how the program could be improved. Below are responses.

**What was the *highlight* of the 21<sup>st</sup> CCLC program?**

I love working in a healthy environment where I get along with all of my coworkers. The staff really invest in the students and help them grow into better people. My favorite thing to see is kids developing friendships with people they may have not gotten the chance to know otherwise.

The variety of offerings.

The highlight of the program for me personally was building relationships with the students. Being able to show them I really care about them and want the best for them was so rewarding to me personally.

The highlight of the program for me was getting to see the kids grow over the months. They have formed really great friendships with each other.

Mr. Sharpe was the highlight. He always made the students feel that they could talk with him at anytime about anything!

The parties definitely made the kids enjoy the program.

I'm not sure. For some reason, I am drawing a blank. Maybe, when the tablets came in for the students.

Hearing from the kids at least one great thing that they had learned at 21st century. Loved their answers.

**Do you have any *success stories* to share?**

There are hundreds of small victories for the students and I love when they are really excited to tell me about their report card grades. The biggest success story as a whole is seeing the kids at 21st century learn to respect authority and to think about their choices and be able to look back and self correct when they've made a poor decision. I love that the kids feel safe and at home here.

One particular student was failing four classes at the beginning of the year. After investing a lot of time and care to make him know he could do better and that he was loved, he eventually brought up all his grades and even made several A's and B's.

There were a couple who I had an especially hard time with in the beginning but they have grown and improved a lot over the last couple of months.

With no specifics in mind, there were many successes accomplished through 21st CCLC.

I think some of the biggest successes happen every day when you see how things you've worked on with kids actually make a difference. For example, kids who have fought with others before choose to walk away from a situation even though someone is consistently teasing or being mean to them. We often talked about the idea that we cannot control the actions and behaviors of others but we can control our actions and behavior so it shows that those conversations are helpful.

I had one male student, who after being "written up" came over and thanked me very nicely and sincerely for something he had received in the STEM program. I also had a female student write me a heart-felt apology. I appreciated this.

### **What was the biggest challenge of the 21<sup>st</sup> CCLC program?**

Overcoming issues students seem to be having, attitude towards others.

Some of my biggest challenges were with students with special needs like bi-polar or schizophrenic tendencies. I wish we had a counselor on staff to help kids who really need extra emotional help.

My biggest challenge was learning the best way to communicate with the students where they would actually receive, listen and care about what I had to say. That came through a lot of time listening and encouraging them to use their own voice. Once they felt they truly had a platform to be heard, I feel like a lot of students opened up to both share and receive. I try never to tell at any student, so earning respect through relationship rather than through intimidation was very difficult at times but absolutely more effective.

Motivating students to participate in academic activities (fun or not).

There are a few students with behavior problems. Their behavior interrupts the learning of the ones who do want to learn. Students who want to learn should be allowed to learn without the teacher spending most of the time dealing behavior issues.

I think the biggest challenge for me was getting through to some of the kids. They are at the age where they try and shut people out a lot of the time. But I have enjoyed getting to see them open up and having a great time.

Getting to know all of the kids and being able to understand and relate to them individually.

Getting the students to like me and adapt to listening to me.

Behavior and lack of discipline. Expectations seemed to be low and students took advantage of generous and "nice" staff members. Not a well-structured program.

The biggest challenge for me was seeing the fact that kids attitudes and behavior were holding them

**What was the biggest *challenge* of the 21<sup>st</sup> CCLC program?**

back in so many ways and finding ways to address that. Most of the kids are really smart and have the potential to do great things but sometimes their attitudes, choices, etc. hold them back. It's hard to see that when you really want them to succeed and reach the potential you know is there.

Keeping the kids on task while they were doing their homework. I think the children need work with social skills and group behavior. Working with students that because of behavior should have been dismissed from the program.

**What could be *improved* about the 21<sup>st</sup> CCLC program?**

Discipline, respect issues.

I wish there was more of a connection between school day teachers and homework. Often we can only know the homework kids "say" they have and sometimes it's hard to find out when tests are. The school has a website for homework schedules but not all teachers submit homework and test dates.

I think there could be more intentional meetings with staff to discuss possible problems and solutions to those problems. I think having scheduled meetings possibly once a month could be a great way to have consistent feedback and positive suggestions.

I think overall this program is amazing and is much needed for these kids. I think that they grow a lot during the course of the year.

More structure. Clear expectations for behavior.

It could be helpful to engage students more in some of the enrichment classes. However, I know that could be a challenge because they have been in school all day and sometimes need a break to just have fun and play too.

I think all staff should follow the simple guidelines we were given. I noticed some followed and some did not, I simply do not know how to require grown people to follow the rules. Kids know whenever we are breaking the rules and it is not a good example for the children whenever we do not follow the rules we are given.

Perhaps some kind of time for TAs and teachers to talk so that they can be on the same page. Also, I think that there should be some sort of guidelines which state how many complaints a child should have before being terminated from the program. It does not benefit the program or the kids in the program to keep students who constantly disrupt the flow of the academic period.

## 7. PROGRESS TOWARDS SUSTAINABILITY

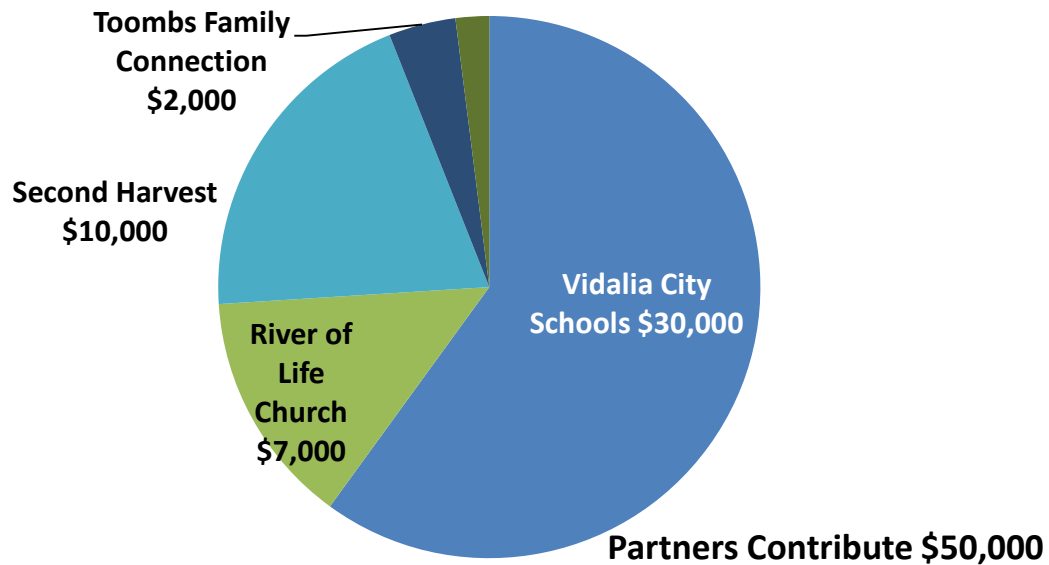
This was the first year of the new grant cycle. Local contributions were garnered to help support the program and provide materials and goods that could not be provided through federal funds.

Sustainability activities have included leveraging of funds and holding joint family engagement activities.

**Table 25: Partnership Contributions**

Partner	Contribution	Amount
River of Life Church	Goods and materials	\$7,000
Vidalia First Baptist Church	Goods and materials	\$1,000
Second Harvest	Goods and materials	\$10,000
Toombs Family Connection	Programming, administrative support	\$2,000
Vidalia City School System	Programming, administrative support (finance, janitorial, etc.)	\$30,000
<b>Total partners = 5</b>		<b>Total = \$50,000</b>

**Figure 12: Partner Contributions**



## 8. OVERALL FINDINGS AND RECOMMENDATIONS

The 21<sup>st</sup> CCLC program in Vidalia City Schools completed its first year of operation; it is the first 21<sup>st</sup> CCLC grant for Vidalia. The evaluator conducted multiple on-site visits, meeting with the site directors, talking with students, and observing classrooms. The program got off to a good start and made great strides in meeting objectives. Attendance was excellent! The program staff was in close contact with the evaluator throughout the year; monitoring attendance and ensuring that objectives were on track.

The teachers have warm, caring relationships with the students. Comments from staff on the staff surveys show the empathy and interest that staff have for their students. Students made very positive comments about the site directors and teachers. While there were some issues and comments around behavior of middle school students, this is not unusual for that age group. Clear expectations and consistency in approach will help address student behavior. The program is a safe haven and provides academic support while nurturing relationships between teachers and students.

The program is well-run, as evidenced by feedback from staff, students, parents, and school day teachers. Supplies are plentiful and activities are varied for students. It would help program staff if more supplies were available on a daily basis but in general the staff had high praise for the program.

The program has a high level of professionalism and organization, excellent support from all levels of the school system, and is making a positive impact on student achievement. The cooking and technology programs were very well-received by the students and staff. Attendance at family events was excellent, with 166 parents attending more than one event. The program director does an excellent job of securing resources for the program; nearly one-fifth of the grant allocation was matched with partner contributions.

## ***Key findings: 9 out of 11 measurable objectives were met***

### ***Program Operation***

- The program was well received by students, staff, and parents. All stakeholders made positive comments.
- 96% of the 187 registered students attended 30 days or more (N=180)
- 79% of students liked the 21<sup>st</sup> CCLC afterschool program
- 100% of parents were satisfied with the program
- The program administration is effective – data are entered timely, communication is excellent with the project evaluator, and surveys were administered properly and promptly. There was a high rate of return for all surveys.
- Parent engagement was high: more than 400 parents attended family events. Events were held at various times during the year.
- The program has done an excellent job of leveraging local funds; five partners contributed \$50,000 in 2014-2015. The school system provides considerable in-kind support.

### ***Academic Findings***

- 60% of students in grades 3-5 improved their reading grade by at least one point (N=28 of 47); 36% improved their math grade by at least one point (N=17 of 47)
- Over half, 52%, of students in grades 6-8 increased their math grade by at least one point (N=32 of 61); 25% improved their reading grade (N=15 of 61)
- 84% of school day teachers saw significant, moderate, or slight improvement in academic performance (N=108 of 129 students who needed to improve)
- 85% of school day teachers saw significant, moderate, or slight improvement in timely homework completion (N=104 of 123 students who needed to improve)

### ***Social/Emotional Behavior***

- 70% of school day teachers saw significant, moderate, or slight improvement in behavior (N=87 of 124)
- 92% of parents thought their child's behavior improved (N=104 of 113)
- 68% of students thought their behavior had improved (N=101 of 149)
- 64% of staff saw improvements in behavior (N=18 of 28)
- 98% of parents says their child talks to them about the program (N=111 of 113)

### ***Recommendations***

- The program has a nice array of enrichment activities. Opinions about the activities varied by site, particularly music and STEM. The music and STEM programs were not well-liked by middle school students or middle school staff. The program director and site coordinator may want to either find new staff to teach those components or consider having different activities for the middle school students.
- Consider modifying the academic objectives for elementary and middle school students to maintain or improve grades rather than just improve; 60% and 70% are a high bar to set for improvement of grades when the targeted students are in the program for academic assistance.
- Behavior was mentioned by staff as an issue. Perhaps some staff development or group planning time to discuss how to handle students with behavioral issues would help address this issue.
- Snacks and the dinner were mentioned by staff and students as needing improvement. It is laudable to offer students a hot meal; perhaps the program provider, Second Harvest, can improve quality.