

# Towns County 21st CCLC Evaluation

## 2015-2016 School Year (2nd Year of Grant)

6/8/2016

Pioneer RESA

Brian K. Buffington

## Table of Contents

Overview and History.....	1
Student Attendance and Enrollment .....	2
Program Operation .....	3
Quality of Staffing.....	3
Objective Assessment.....	4-6
Other Observations.....	6-10
Progress towards Sustainability .....	10
Overall Commendations and Recommendations .....	11-12
Photos.....	13

## **Overview and History**

The 21<sup>st</sup> Century Community Learning Center program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) and No Child Left Behind Act of 2001 (NCLB). The 21<sup>st</sup> Century Community Learning Center (CCLC) grantees in Georgia are required to provide academic enrichment opportunities in before-school and/or after-school activities for students attending low-performing schools. These activities will help advance student achievement and meet the local and state achievement standards in the areas of reading, mathematics and science.

The Towns County 21<sup>st</sup> Century Community Learning Center (TCCLC) was awarded its third grant during the summer of 2014. The TCCLC established a program targeting 120 at-risk students at Towns County Elementary School, Towns County Middle School, and Towns County High School. Students targeted for the program are selected because of performance below the state standard in reading/language arts, math, and/or science on the CRCT, have excessive failures, truancy problems, or are at risk for not graduating. This was the first TCCLC grant offering services to Pre-K, K, and 1<sup>st</sup> grades. These additional grade levels were added to the project with the goal of increasing rigor and learning opportunities for all students.

The TCCLC has operated an Afterschool program since 2008-2009. In the initial years of operating the 21<sup>st</sup> CCLC grant, the number of regular attendees (attended at least 30 days) reached 70 students in 2008-2009 with an average daily attendance of 49 students. Currently, there are 182 regular attending students in the Towns County 21<sup>st</sup> Century CLC with an average daily attendance of 131. The program has almost tripled the number of students served on a daily basis since the introduction of the program.

The current goals of the program were designed to meet the needs identified during the needs assessment process. The four goals of the program are:

- \* Increase student achievement in reading/Language Arts, mathematics, and science
- \* Promote a culture of college and career readiness
- \* Promote student, family, and community engagement
- \* Improve student behavior

The TCCLC continues to be led by Program Director Ms. Jenny Stowers. Ms. Stowers has successfully served as program director for the past 2 TCCLC grants, covering six years. Her experience gives the current project stability and reliability. The TCCLC has a centralized campus, where all schools are adjacent to one another. Though the location is centralized, the project is split into two sites. Pre-K through 5<sup>th</sup> grade students are at the Towns Elementary site. 6<sup>th</sup>-12<sup>th</sup> grade students are at Towns Middle/High School. All students utilize the dining area at the Middle/High School.

### Student Attendance and Enrollment

During the 2015-2016 school year, TCCLC enrolled a total of 284 students with an average of 131 students per day. When isolating Regularly-Participating Students, a total of 182 students were enrolled. Data for All Students and Regularly-Participating Students are included in the table below:

Site	Total Students Enrolled	Reg. Attend. Students Enrolled	Average Daily Attendance
Towns Ele	155	134	102
Towns Mid/High	129	48	29
Totals	284	182	131

In addition to the enrollment numbers, demographic information on the Regularly-Participating Students was collected on Gender, Race/Ethnicity, Special Education (SWD), and Economically Disadvantaged (ED). The table below indicates 96 of students were female compared to 86 male. Observing Race and Ethnicity data, white students attributed to 170 of the population while Hispanic or Latino (5), Asian (1) and Other (5) were also served. The opportunities provided to students in the TCCLC program included service to 18 Students with Disabilities and 78 economically disadvantaged students.

Site	Female	Male	White	Hispanic /Latino	Asian	Other Races	Data Not Available	SWD	ED
TCCLC Totals	96	86	170	5	1	5	1	18	78

Disaggregating Regularly-Participating Students, students served are divided by school classification and grade level below:

Site	All	Students by Grade*
Towns Co. ES	135	Pre-K = 17, K = 22, 1 <sup>st</sup> = 14, 2 <sup>nd</sup> = 21, 3 <sup>rd</sup> = 17, 4 <sup>th</sup> = 25, 5 <sup>th</sup> = 18
Towns Co. MS	14	6 <sup>th</sup> Grade = 16, 7 <sup>th</sup> Grade = 15, 8 <sup>th</sup> Grade = 4
Towns Co. HS	33	9 <sup>th</sup> Grade = 7, 10 <sup>th</sup> Grade = 2, 11 <sup>th</sup> Grade = 3, 12 <sup>th</sup> Grade = 1

### Program Operation

The TCCLC operated from August 17, 2015 until May 19, 2016. The afterschool component met Monday through Thursday each week. Towns Elementary met from 2:30-6:00. Towns Middle and Towns High met from 3:00-6:00. The TCCLC served a total of 284 students by providing enrichment activities, both academically and personally, for 12-14 hours across 37 weeks. The table below indicates a total service time of 148 days. The Towns Middle and Towns High School site was opened for 4 additional days to accommodate driver's education.

Site	Total Days	Hours per Week	Total Weeks
Towns Ele	144	14	36
Towns Mid/High	148	12	37

### Quality of Staffing

The TCCLC program employed 1 Program Director, 1 MS&HS Site Coordinator, 1 ES Site Coordinator (also data specialist), 14 school-day teachers, 23 non-teaching school staff, 10 community members, and 1 employee listed as "other". Volunteers, including 3 community members, and 3 college students also served the program. Of the staff members, a total of 14 are certified by the Georgia Professional Standards Commission and are responsible for classroom instruction in the program. Other certified personnel such as para pros are also employed by TCCLC. With 182 Regularly-Attending Students enrolled, the resulting *Student: Staff Ratio* (182/37) of **5:1** satisfied the requirements set forth by 21<sup>st</sup> CCLC guidelines.

Professional learning opportunities provided to the faculty and staff of the TCCLC program varied in nature and was specific to meeting the needs of the program. The 2015-2016 Professional Development Plan included the following:

### Professional Development Plan

<b>2015 – 2016 Professional Development Plan</b>	
July 20-21, 2015	Required State Training in Macon, GA
August 12, 2015	Program Operations Staff Training
August 25, 2015	Apex Training for MS & HS Staff
September 12, 2015	Playworks Training for ALL Staff 9am-3:30pm
November 14, 2015	ASAP Farm to School Conference in Asheville, NC
February 2016	MS.HS Teachers & Staff – Homework Zone & Study Skills
March 10 & 11 2016	Playworks Follow Up Training
February 2016	MS.HS Teachers & Staff – Homework Zone & Study Skills
May 2016	Staff Reflections and Surveys
May 2016	Summer Staff Training - Apex & Hands On Activity Planning

### Objective Assessment

Objective	Status	Comments
1.1) 90% of regularly attending students will meet or exceed minimum passing requirements on the Reading/Language Arts required state testing or benchmark assessment.	<b>Did Not Meet</b>	Out of 101 students taking a ELA state test, 78 scores were considered developing, proficient, or distinguished. 23 scores were at the beginning/lowest level. 78/101 = 77.2%
1.2) 80% of regularly attending students will meet or exceed minimum passing requirements on the Mathematics required state testing or benchmark assessment.	<b>Met</b>	Out of 98 students taking a Math state test, 83 scores were considered developing, proficient, or distinguished. 15 scores were at the beginning/lowest level. 83/98 = 84.7%
1.3) 85% of regularly attending students will meet or exceed minimum passing requirements on the Science required state testing or benchmark assessment.	<b>Did Not Meet</b>	Out of 94 students taking a Science state test, 78 scores were considered developing, proficient, or distinguished. 16 scores were at the beginning/lowest level. 78/94 = 83%
1.4) 85% of students regularly participating in the program will maintain a grade of 75 or higher in reading/language arts.	<b>Did Not Meet</b>	125 of 154 regularly participating students maintained a 75 or higher in Reading/LA for Sem 1 and Sem 2. (Not counting students without Sem 1 and Sem 2 grades) <b>81.2%</b>
1.5) 85% of students participating in the	<b>Met</b>	132 of 154 regularly participating students

program will maintain a grade of 75 or higher mathematics.		maintained a 75 or higher in Math for Sem 1 and Sem 2. (Not counting students without Sem 1 and Sem 2 grades) <b>85.7%</b>
1.6) 85% of students participating in the program will maintain a grade of 75 or higher in science.	<b>Met</b>	139 of 154 regularly participating students maintained a 75 or higher in Science for Sem 1 and Sem 2. (Not counting students without Sem 1 and Sem 2 grades) <b>90.3%</b>
2.1) 80% of regularly attending elementary and middle students will complete all appropriate grade level activities outlined in the GADOE Career Awareness Curriculum.	<b>Met</b>	164 of 169 regularly participating students completed the activities. Documented by TCCLC provided checklist. <b>97%</b>
2.2) 85% of students enrolled in credit recovery will complete the course with a score of at least 70.	<b>Did Not Meet</b>	7 of 9 students enrolled in credit recovery course, completed a course with at least a 75. One student completed two courses. $7/9 = 77.8\%$
2.3) 25% of regularly attending students will exceed minimum passing requirements on the Reading/Language Arts required state testing or benchmark assessment.	<b>Met</b>	Out of 101 students taking a ELA state test, 29 scores were considered proficient or distinguished. $29/101 = 28.7\%$
2.4) 25% of regularly attending students will exceed minimum passing requirements on the Mathematics required state testing or benchmark assessment.	<b>Met</b>	Out of 98 students taking a Math state test, 36 scores were considered proficient or distinguished. $36/98 = 36.7\%$
2.5) 25% of regularly attending students will exceed minimum passing requirements on the Science required state testing or benchmark assessment.	<b>Met</b>	Out of 94 students taking a Science state test, 39 scores were considered proficient or distinguished. $39/94 = 41.5\%$
3.1) At minimum 120 parents will participate in at least one family event.	<b>Met</b>	132 parents attended various family events throughout the year.
3.2) 60% of the families regularly attending students will complete a Darkness to Light class.	<b>Did Not Meet</b>	Out of 182 regular attending students, 1 family representative completed a Darkness to Light class. $1/182 = .0055$
3.3) 60% of families of regular participants will report positive change in behavior towards family, peers, and school environment after participating in program activities.	<b>Met</b>	Of the 51 parent surveys, 39 reported "positive change in behavior towards family, peers, and school environment" <b><math>39/51 = 76.5\%</math></b>

4.1) 70% of students regularly attending the program will demonstrate improvement in behavior.	<b>Met</b>	Of the 182 teacher surveys, 65 reported “Significant/Moderate/Slight improvement.” 85 reported “No Need To Improve”. <b>150/182 = 82.4%</b>
4.2) 75% of regularly attending students will increase their class participation	<b>Met</b>	Of the 182 teacher surveys, 102 reported “Significant/Moderate/Slight improvement.” 57 reported “No Need To Improve”. <b>159/182 = 87.4%</b>
4.3) 75% of regularly attending students will increase their homework completion.	<b>Met</b>	Of the 182 teacher surveys, 98 reported “Significant/Moderate/Slight improvement.” 57 reported “No Need To Improve”. <b>155/182 = 85.2%</b>
4.4) 70% of regularly attending students will maintain 5 or fewer unexcused absences from school each semester.	<b>Met</b>	163 of 188 regularly attending students met objective. <b>159/182 = 87.4%</b>

### Other Observations

The TCCLC offered a broad variety of enrichment activities for all students, many of which directly reflect program goals of increasing reading, math, and science achievement. These activities helped distinguish the TCCLC from traditional school day programming, a vital requirement for after school communities. Throughout the year, students could choose from some of the following activities: Art & Crafts, Board Games, Girl Scouts, Boys & Girls Groups, Cooking, Crafty Literacy, Drivers Education, Gardening, Grammar Games, Library, Math Art, Math Mats, PE, Archery, Dance, Basketball, Recess, Readers Theatre, Drama, Science Experiments, Young Engineers, Robotics, Code.org, Technology and more.

The most favorited enrichment activity by students was the cooking class. It was taught by Danielle Forester, who did an excellent job planning and executing the class. Some of the favorite dishes that students learned to cook were, onion rings, meatballs for the Thanksgiving spaghetti dinner, and puff pastries. Karaoke and dance were popular among younger students.

Continuing from the previous year’s program, TCCLC organized girls and boys groups. These small groups allowed students to meet in a relaxed environment and practice positive social and emotional skills. Some of those skills included conversation skills, how to share and listen, initiating conversation, and more. TCCLC also partnered with the Regional Girl Scout Office and Young Harris College to provide girl scout activities for elementary students free of charge. 26 elementary students participated.

The Credit Recovery segment of TCCLC continues to grow and help students earn high school course credits after school. Credits are gained by utilizing an online program in the computer lab. By offering Credit Recovery opportunities, students who fall behind in traditional school are given a second chance to stay on pace to graduate. This year, a total of 9 credits were earned during TCCLC Credit Recovery, compared to 2 credits earned the previous year. One student earned a total of 2 credits this year. To highlight further success, two students were able to graduate on time this year, due to completing credit recovery courses at TCCLC. A Junior was able to completely catch up on all of his missing courses, preventing him from having to take Summer school. He will be considered a Senior in the Fall of 2016 and on track to graduate.

Driver's ED continued to be a great addition to the after school program, since it is not offered during the regular school day. During the 2015-2016 school year, Driver's ED served 37 students. This year, Driver's Ed also received a grant in the amount of \$25,000 to purchase a new car and curriculum. TCCLC offers Driver's ED for \$45, which is a steep discount compared to neighboring programs. Students who are failing classes must increase scores to take advantage of the Driver's ED program. TCCLC Driver's ED has served as an additional incentive for students to work hard in school.

To give students better real-world experiences, TCCLC provided fieldtrip opportunities throughout the year. In September, students participated in an "E-Scan", where they traveled to local gas stations and completed scan about targeting students. This was in partnership with the Alcohol and Tobacco Prevention Agency, helping to prevent underage drinking. In the Fall, students also visited with 2 local business owners at Studio 116. There, they learned important entrepreneur skills, and the requirements needed to be a nail technician. Students visited the Georgia Mountain Fairgrounds Fall Festival to learn about local arts, crafts, traditional farming, and food processing techniques.

Parents were also invited to several events. A "Back to School Bash" happened at the beginning of the year, which gave out free school supplies and registered students for the program. For the past few years, TCCLC has held a special Thanksgiving dinner for parents, which included food grown from students in the program. This provided a great opportunity for students to see "Farm to Table" in action. This year, TCCLC also participated in "Read Across America Day", where they partnered with the elementary school to provide literacy activities. Some of the literacy activities included "Reader's Theatre Performances" by staff, and book read aloud sessions to students and parents. Continuing from last year, TCCLC offered Darkness to Light classes. Darkness to Light "raises awareness of the prevalence and consequences of child sexual abuse by educating adults about the steps they can take to prevent, recognize, and react responsibly to the reality of child sexual abuse". However, because of the lack of external consultants certified to teach Darkness to Light, the classes had to be canceled. A total of 6 parent activities were offered throughout the year, with a total attendance of 222 adults.

**Some feedback from students, teachers and parents include:**

“I came to afterschool all through middle school, and I'm pretty sure it's because of afterschool that I passed my math classes in order to graduate this year.”

“My kids always get mad when I pick them up early, they love coming to your program.”

“Love this, we are so blessed to have the opportunity and means to work with the most wonderful kids and staff. Our kids is our future, we are blessed, thank you...”

“THANK YOU to all who make this program a success and for all you do!!!!”

Program Director, Jenny Stowers has made a significant effort to better communicate TCCLC happenings with parents, the community, day teachers, program staff and administrators. In addition to a traditional website, a Facebook page continues to be used for TCCLC announcements and photos from recent activities. Photos taken from the TCCLC Facebook page can be seen at the end of this report. TCCLC also utilized a service called Remind that sends text message updates to any one who subscribes to the service.

Parent and student surveys were administered via [www.surveymonkey.com](http://www.surveymonkey.com) to reflect the questions suggested by the 21<sup>st</sup> CCLC program. The results below indicate success of the TCCLC program.

**Parent Responses (n=51):**

- 76.5% “Agree” or “Strongly Agree” the program helped improve their child’s behavior.
- 92.2% “Agree” or “Strongly Agree” the program helped their child complete and turn in his/her homework in a timely manner.
- 98% were “Very Satisfied or Somewhat Satisfied” with the after school program.
- 45.1% of children typically stayed at home with a sibling, parent, guardian, or sitter prior to participating in the program.
- 86.3% were informed of the program “From the school or agency.”
- 78.4% “Agree” or “Strongly Agree” the program is improved their child’s reading skills.
- 78.4% “Agree” or “Strongly Agree” the program is helping their child’s math skills.

**Student Responses (n=99):**

Question	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
2 - I like the 21st CCLC program.	<b>57.6%</b>	31.3%	7.1%	2%	2%
3 - My overall behavior has improved because of the 21st CCLC program.	<b>34.2%</b>	20.2%	32.3%	4%	9.1%
4 - The program helps me complete and turn in my homework on time.	<b>71.7%</b>	17.2%	6.1%	3%	2%
5 - I am doing better in school since I started coming here.	<b>45.5%</b>	25.3%	19.2%	3%	7.1%
6 - I feel better about myself and my abilities.	<b>53.5%</b>	16.2%	21.2%	4%	5.1%
7 - I have made new friends.	<b>55.6%</b>	23.2%	10.1%	0	11.1%

*Bold denotes highest rating.*

**Cross Year Data**

With the assistance from school partner, Pioneer RESA, a cross-year data analysis was done. Students who attended 2 or more years of TCCLC, within the past 4 years were included in the study. TCCLC state test scores were compared with non-TCCLC scores. The data shows that TCCLC successfully targets and provides services to students with lower test scores in Reading, ELA, Math, and Science.

**2015 GA Milestones**

		<b>2015 GA Milestones: ELA</b>			
	# of Students	Beginning	Developing	Proficient	Distinguished
TCCLC Students	93	31.2%	46.2%	18.3%	4.3%
Non-TCCLC Students	370	17%	37.3%	35.1%	10.5%

		<b>2015 GA Milestones: Math</b>			
	# of Students	Beginning	Developing	Proficient	Distinguished
TCCLC Students	93	25.8%	40.9%	28.0%	5.4%

Non-TCCLC Students	370	11.9%	44.9%	34.3%	8.9%
--------------------	-----	-------	-------	-------	------

2015 GA Milestones: Science					
	# of Students	Beginning	Developing	Proficient	Distinguished
TCCLC Students	93	20.4%	44.1%	25.8%	9.7%
Non-TCCLC Students	370	10.5%	30.8%	47.0%	11.6%

### Progress towards Sustainability

The TCCLC program has established financial partnerships with a variety of partnerships: faith-based, for-profit, community partnerships, etc. Each partnership provided supplemental services and/or in-kind enrichment programs in their specific area. The partnerships between the TCCLC and entities considered the needs of the student population and the intended outcomes of a successful program. Though not noted in the table below, Towns County Schools donated 30 minutes of teacher time and salary each day to allow instructors to begin the TCCLC program on time. Program contributions, both financially and in-kind are represented in the table below.

Type	Entity	Financial Amount	Comments/Other
College or University	Young Harris College	\$2,396	Volunteers/Mentors
Community Based Organization/ Other Nonprofit Agency	Towns County Food Pantry	\$2,625	Provided goods/materials/snacks for students in need
	Community Volunteers	\$2,408	Provided volunteer staffing, goods and materials
	Lyons Club	\$225	Donated funds for Girl Scout supplies and registration fees.
Faith-Based	McConnell Memorial Baptist Church	\$1,310	Food/Incentives for Students/Parent Events
Nationally Affiliated Nonprofit Agency - Other	Family Connection	\$720	Provided classroom school supplies, recreation equipment and curriculum
	Lake Chatuge-Hiawasse Rotary Club	\$500	Donated funds for Girl Scout supplies and registration fees.
School District	Towns County Schools	\$42,720	Provided facilities, telecommunications, maintenance staff
	School Nutrition Program	\$10,610	Provided Snacks

Through partnerships, the financial contributions to TCCLC for FY16 were \$63,514. This was almost \$20,000 more than FY15 financial contributions of \$44,074. Community partners have pledged money or in-kind contributions to help maintain the program. The TCCLC is in its 2nd year of a new grant and has had previous success with implementing 21<sup>st</sup> CCLC grants from FY2008-FY2016. Without the opportunity of the 21<sup>st</sup> CCLC grant, the TCCLC program would be minimized in its service to students and the community.

### **Overall Commendations and Recommendations**

Towns County 21<sup>st</sup> CCLC has continued to provide exceptional services to students, parents, and the community for the past 8 years of the program. The new grant objectives and goals were rigorous and relative to student needs and interests. Out of 18 measurable objectives, TCCLC met 13 of them. A high level of student engagement was observed during scheduled evaluator walk-throughs. This can be attributed to the quality of the program, staff, and activity offerings. To help achieve this quality of service, TCCLC provided a variety of training opportunities for staff members. Regarding attendance, the participation rate, number of regularly attending students, and average daily attendance were on target. By opening up the program to PreK-2nd students, all students in Towns County now have access to an excellent after school program. From the survey results, students, parents, and day teachers showed strong satisfaction in areas of participation, behavior, and homework completion.

Though TCCLC did not meet all objectives, progress should be noted and commended. The table below shows score comparisons between FY15 and FY16 objectives. The TCCLC credit recovery course showed the largest gain, even though the objective was not met.

Objective	FY2015	FY2016	Change
1.4 (Reading/ELA Report Card)	74.7% DNM	81.2% DNM	+6.5%
1.5 (Math Report Card)	75.3% DNM	85.7% MET	+10.4%
1.6 (Science Report Card)	85.9% MET	90.3% MET	+4.4%
2.2 (Credit Recovery)	66.7% DNM	77.8% DNM	+11.1%
4.4 (Attendance)	86.7% MET	87.4% MET	+.7%

Using this year's TCCLC objectives and scores as a guide, the following recommendations should be considered:

- Provide additional parent education workshops that don't rely on external consultants.
- Continue to find ways to incentivize students to maintain report card grades of 75 and above throughout the year. Partner with additional vendors.
- Build off the increased usage of TCCLC credit recovery offerings in FY16 by continued marketing to high school students and day teachers.
- Schedule and hold student advisory meetings to get student input on TCCLC offerings and quality.
- Increase enrichment offerings by applying for the Georgia Audio-Video Film and Technology Grant through ESE networks. Possible award of \$30,000 worth of equipment and support.
- Participate in Google Computer Science program for schools. <https://www.cs-first.com/overview>
- Increase use of Apex tutorial videos for students who need remediation. Better communication with day teachers on student needs.

TCCLC continues to provide an exceptional after school program that benefits students, parents, and the community living in Towns County, GA. Because of this, regional and statewide after school programs look to TCCLC and Program Director, Jenny Stowers for guidance and assistance. TCCLC is an after school program that focuses on innovation, student needs and high standards. The evaluator thanks the program director and staff for allowing welcomed access to the school sites, classrooms, and program data for the benefit of TCCLC.

Respectfully,  
Brian K. Buffington

