

EYC Program

21st Century
Community Learning
Center
Annual Evaluation
Report 2018-2019



Prepared by:
Kennesaw State University
Burruss Institute #3302
3333 Busbee Dr NW
Kennesaw, GA 30144

470-578-6464
470-578-9087 (FAX)

www.burruss.kennesaw.edu



KENNESAW STATE
UNIVERSITY

Prepared for:
Georgia Department of
Education



Georgia Department of Education

PARTICULARS

School District

Muscogee County School District (MCSD)

Program Director

Madeline Pieper-Wolff
Empowered Youth of Columbus
Columbus State University

Parent & Curriculum Outreach Coordinator

Gina Dorman
Empowered Youth of Columbus
Columbus State University

Evaluators

Ashley Crawford
Kelleigh Trepanier
A.L. Burruss Institute of Public Service and Research
Kennesaw State University

Dr. Brian Lawler
Bagwell College of Education
Kennesaw State University

Participating Sites

Dawson Elementary School
East Boys & Girls Club
St. Mary's Road Magnet Academy
The Club/Teen Center Boys & Girls Club

Reporting Period

August 2018 - May 2019

TABLE OF CONTENTS

PARTICULARS

Table of Tables

Table of Figures

Introduction 1

 Program Overview & History 1

 Student Attendance 1

 Student Demographics..... 4

 Average Daily Attendance..... 5

 Program Operation 5

 Program Staff 5

 Program Goals, Objectives, Activities and Benchmarks 6

Status of Program Objectives..... 10

Evaluation Overview 11

 Evaluation Overview 11

 Use of Evaluation Results..... 12

Evaluation Methods 12

 Parent Survey 12

 Teacher Survey..... 13

 After-School Program Survey..... 13

 Student Survey 14

 Site Visits 15

 Other Techniques..... 15

 Data Collection Schedule 15

Program Implementation 16

 Program Activities 16

Program Outcome Data 17

 Academic Performance – Dawson Elementary School 17

 Academic Performance – East Boys & Girls Club..... 18

 Academic Performance – St. Mary's Road Magnet Academy 19

 Academic Performance – The Club/Teen Center Boys & Girls Club 20

 Involvement of Adult Family Members 21

 Student Observations by Regular Day Teachers..... 23

 After-School Program Staff 26

 Attitudes of Students toward the After-School Program 28

Success Stories & Barriers to Implementation: 32

Program Highlights and Areas for Improvement 34

 Program Highlights..... 34

 Areas for Improvement..... 36

 Students with Economic Disadvantages 36

 Progress Toward Sustainability 37

Recommendations 38

 Fall Site Visit Recommendations:..... 38

 Spring Site Visit Recommendations: 39

Appendix A – Fall Site Visit Summaries..... 42

EYC Program – 21st CCLC Report – 2019

Appendix B – Spring Site Visit Summaries	54
Appendix C – Moments that Mattered	75

TABLE OF TABLES

Table 1: Student Demographics	4
Table 2: Average Daily Student Attendance	5
Table 3: Summary of Program Operations	5
Table 4: Ratio of Teachers to Students	5
Table 5: Characteristics of Program Staff	6
Table 6: EYC Program 21st CCLC Grant Goals & Objectives.....	7
Table 7: EYC Program 21st CCLC Grant	10
Table 8: Completion Rates for Parent Survey	12
Table 9: Completion Rates for Teacher Surveys	13
Table 10: Number of After School Program Surveys	13
Table 11: FY 19 Professional Development Topics (All staff).....	14
Table 12: Completion Rates for Student Survey	14
Table 13: Data Collection Activities	15
Table 14: Students with Economic Disadvantages	36

TABLE OF FIGURES

Figure 1: Number of Students Attending 30 Days or More	2
Figure 2: Number of Students Attending the Program (≥ 30 or < 30 days) by Site	3
Figure 3: Percentage of Students Maintaining an A or B All Year, or Increasing a Letter Grade from Fall to Spring at Dawson Elementary School	17
Figure 4: Percentage of Students Maintaining an A or B All Year, or Increasing a Letter Grade from Fall to Spring at The East Boys & Girls Club	18
Figure 5: Percentage of Students Maintaining an A or B All Year, or Increasing a Letter Grade from Fall to Spring at St. Mary's Road Magnet Academy	19
Figure 6: Percentage of Students Maintaining an A or B All Year, or Increasing a Letter Grade from Fall to Spring at The Club/Teen Center Boys & Girls Club	20
Figure 7: Adult Family Member Survey Responses – Percentage Agreeing with Statement or Indicating Satisfaction.....	21
Figure 8: Teacher Ratings of EYC Participants	24
Figure 9: After-School Staff Ratings of EYC Participants.....	27
Figure 10: Feelings of Students toward the After-School Program – Percentage Agreeing.....	28
Figure 11: Percentage of Students Reporting Positive Feelings	29

INTRODUCTION

Program Overview & History

In July of 2017, Columbus State University, in partnership with Muscogee County School District (MCSD), and the Boys & Girls Clubs of the Chattahoochee Valley, was awarded a five year 21st Century Community Learning Centers grant. The program, known as Empowered Youth of Columbus (EYC), serves students at Dawson Elementary, East Boys & Girls Club, St. Mary's Road Magnet Academy, and The Club/Teen Center Boys & Girls Club. The EYC program is designed to provide students with hands-on activities aligned with the Georgia Performance Standards (GPS). The EYC program provides daily homework and tutoring help designed to raise course grades and assessment grades in ELA and math; in addition, the EYC 21st CCLC program supports the goals of the school day curricula and the GPS by using enrichment programming, primarily in the arts, to address student deficiencies in the core subjects. The program uses hands-on, arts based, multi-sensory strategies to address not only ELA and math, but also reading, science and social studies, cultural arts education, a mentoring program, technology integration, character education, drug prevention education, and violence prevention education. Students participate in activities focused on helping students transition from elementary to middle school, and from high school to college and the real world. The EYC program also aids 21st CCLC families in long-range planning for their students' futures. The planning committee developed objectives based on the School Improvement Plans of the targeted schools, the service gaps in the MCSD, and the statewide program performance goals which are listed in the Program Goals, Objectives, Activities, and Benchmarks section of this report.

Student Attendance

A total of 494 students registered for the EYC program between September 2018 and May 2019. Three hundred-three (306) of those students attended the EYC program for 30 days or more. Figures 1 and 2 detail the breakdown of attendance by site. At Dawson Elementary School, a total of 40 students registered and 34 of those students attended 30 days or more; at the East Boys & Girls Club, a total of 374 students registered and 202 of those students attended for 30 days or more; at St. Mary's Road Magnet Academy, a total of 41 students registered and 32 of those students attended 30 days or more; at The Club/Teen Center Boys & Girls Club, a total of 39 students registered and 38 of those students attended 30 days or more.

Dawson Elementary exceeded their target number of 30 by four students; East Boys & Girls Club exceeded their target number of 175 by 27 students; St. Mary's Road Magnet Academy exceeded their target number of 30 by two students; and The Club/Teen Center Boys & Girls Club exceeded their target number of 30 by eight students.

Figure 1: Number of Students Attending 30 Days or More

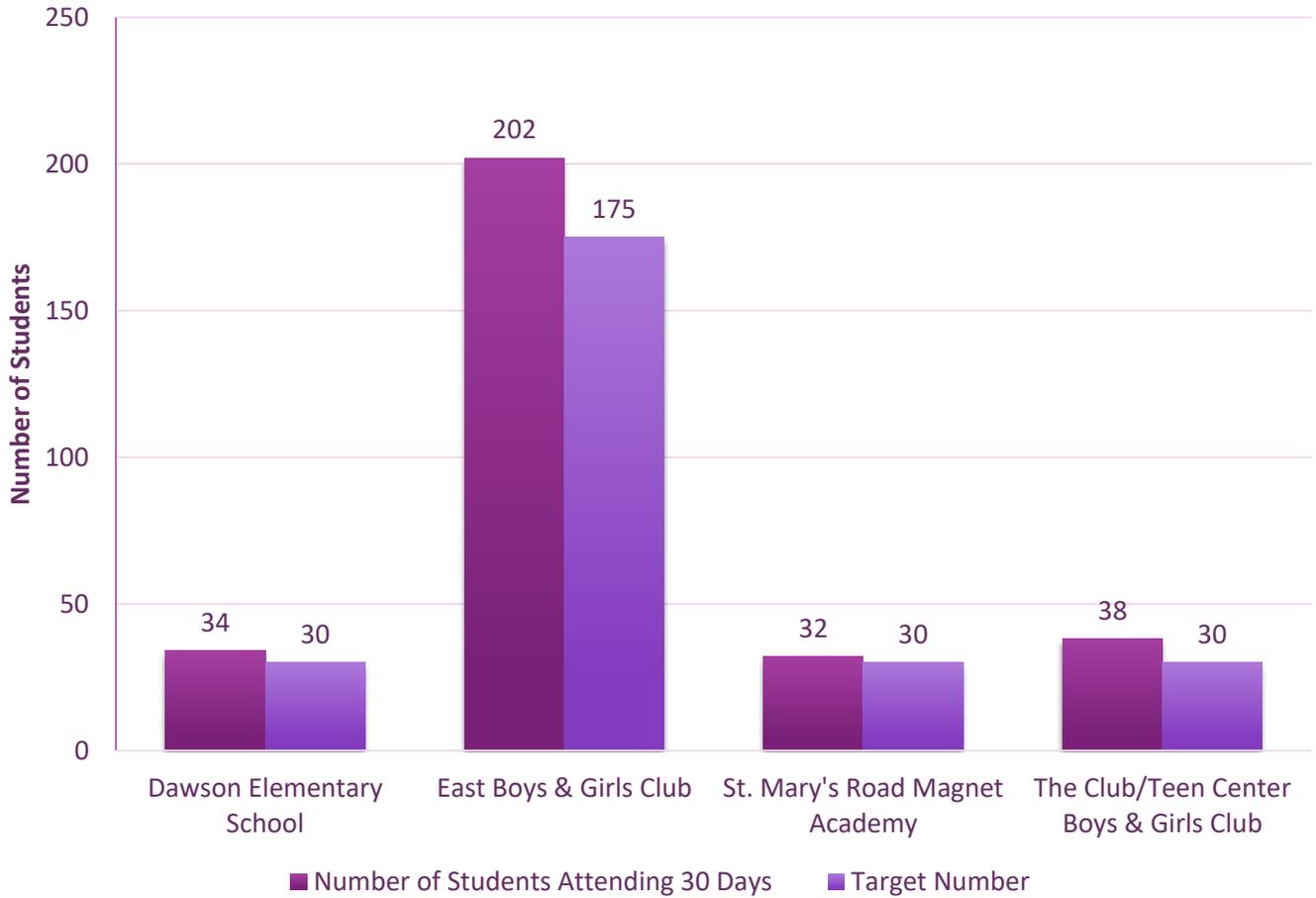
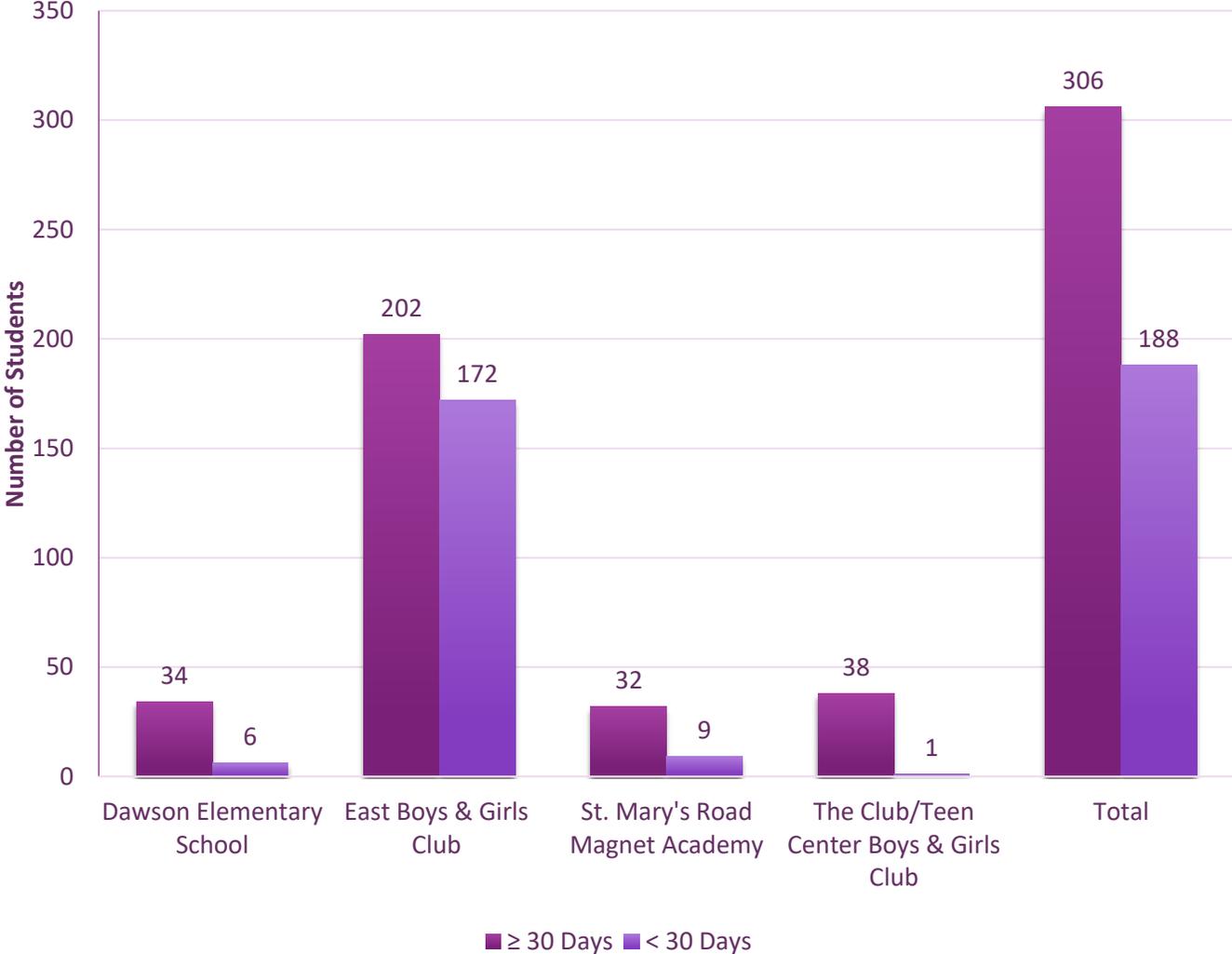


Figure 2: Number of Students Attending the Program (≥ 30 or < 30 days) by Site



EYC Program – 21st CCLC Report – 2019

Student Demographics

Demographic information for EYC program participants who participated 30 days or more is presented in the table below.

Table 1: Student Demographics

	Dawson Elementary	East Boys & Girls Club	St. Mary's Road Magnet Academy	The Club/Teen Center Boys & Girls Club	Totals
	# Students / %	# Students / %	# Students / %	# Students / %	# Students / %
Totals	34/100%	202/100%	32/100%	38/100%	306/100%
Grade Level					
K	N/A	2 / 1%	N/A	N/A	2 / < 1%
1	N/A	27 / 13%	N/A	N/A	27 / 9%
2	N/A	33 / 16%	N/A	N/A	33 / 11%
3	15 / 44%	34 / 17%	7 / 22%	N/A	56 / 18%
4	6 / 18%	41 / 20%	8 / 25%	N/A	55 / 18%
5	13 / 38%	37 / 18%	17 / 53%	N/A	67 / 22%
6-8	N/A	28 / 14%	N/A	13 / 34%	41 / 13%
9-12	N/A	N/A	N/A	25 / 66%	25 / 8%
Gender					
Female	17 / 50%	90 / 45%	18 / 56%	17 / 45%	142 / 46%
Male	17 / 50%	112 / 55%	14 / 44%	21 / 55%	164 / 54%
Race/Ethnicity					
Black	29 / 85%	192 / 95%	31 / 97%	31 / 82%	283 / 92%
White	1 / 3%	4 / 2%	0 / N/A	3 / 8%	8 / 3%
Hispanic	3 / 9%	3 / 1%	0 / N/A	2 / 5%	8 / 3%
American Indian/Alaskan Native	1 / 3%	0 / N/A	0 / N/A	0 / N/A	1 / <1%
Multi-racial	0 / N/A	2 / 1%	1 / 3%	1 / 3%	4 / 1%
Other	0 / N/A	1 / < 1%	0 / N/A	1 / 3%	2 / < 1%
Other					
Not proficient in English	2 / 5%	1 / <1%	0 / N/A	0 / N/A	3 / 1%
Free/Reduced Lunch	34 / 100%	202 / 100%	32 / 100%	38 / 100%	306 / 100%
Special Education	6 / 18%	12 / 6%	3 / 9%	3 / 8%	22 / 8%

Average Daily Attendance

Table 2: Average Daily Student Attendance

Site	Average Daily Student Attendance
Dawson Elementary School	27
East Boys & Girls Club	174
St. Mary's Road Magnet Academy	26
The Club/Teen Center Boys & Girls Club	32

Source: APlus Information System

Program Operation

Table 3: Summary of Program Operations

Site	Total Number of Weeks Open	Typical Number of Days per Week Open	Typical Number of Hours per Week Open
Dawson Elementary School	32	4	12
East Boys & Girls Club	32	5	22.5
St. Mary's Road Magnet Academy	32	4	12
The Club/Teen Center Boys & Girls Club	32	4	12

Source: APlus Information System

Program Staff

Table 4: Ratio of Teachers to Students

	Elementary Schools	Boys & Girls Clubs
Academic	1:10	1:10
Enrichment	1:15	1:15
Recreation	1:15	1:15

Source: MCSD and the Boys & Girls Clubs of the Chattahoochee Valley

Table 5: Characteristics of Program Staff

EYC Staff at All Sites		
Totals	Number	Percent
Female	16	76%
Male	5	24%
Race		
Black	11	52%
White	8	39%
Hispanic	0	0.0%
Mixed	1	5%
Other	1	5%
Certification		
Certified	13	62%
Not Certified	8	39%
Volunteers	1	5%

Program Goals, Objectives, Activities and Benchmarks

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

Table 6: EYC Program 21st CCLC Grant Goals & Objectives

Goal 1	Measurable Objectives	Measurement Tool	Activities	Timeframe
Improve Academic Achievement of Students Participating in the Program	1.1: 70% of regularly attending students will score a 70% or higher in math on report cards by the end 3 rd quarter grades.	-Report card grades -Georgia Milestones -Lexile reports	a) Homework and classwork assistance b) Achieve3000 where available c) Active Learning classes: hands-on, arts based classes facilitating core subject to students needs c) Arts enrichment classes d) Individualized tutoring	a) Daily through the school year b) Weekly throughout the program year c) Weekly throughout the program year d) As needed
	1.2: 60% of regularly attending students in 3 rd -8 th grade will score Developing, Proficient, or Distinguished Learner in math on Georgia Milestones.			
	1.3: 70% of regularly attending students will score a 70% or higher in reading on report cards by the end 3 rd quarter grades.			
	1.4: 60% of regularly attending students in 3 rd -8 th grade will score Developing, Proficient, or Distinguished Learner in ELA on Georgia Milestones.			

EYC Program – 21st CCLC Report – 2019

Goal 2	Measurable Objectives	Measurement Tool	Activities	Timeframe
Reduce indicators for future criminal activity	<p>2.1: After school staff will report 70% of regularly attending students will maintain or improve emotional wellness.</p>	<p>-Report card grades</p> <p>-Georgia Milestones</p> <p>-Lexile reports</p>	<p>a) Homework and classwork assistance</p> <p>b) Achieve3000 where available</p> <p>c) Active Learning classes: hands-on, arts based classes facilitating core subject to students needs</p> <p>c) Arts enrichment classes</p> <p>d) Individualized tutoring</p>	<p>a) Daily through the school year</p> <p>b) Weekly throughout the program year</p> <p>c) Weekly throughout the program year</p> <p>d) As needed</p>
	<p>2.2: 75% of EYC parents will report maintained or improved behavior.</p>			
	<p>2.3: 75% of regularly attending students will maintain or improve satisfactory homework completion by the end of the school year.</p>			

EYC Program – 21st CCLC Report – 2019

Goal 3	Measurable Objectives	Measurement Tool	Activities	Timeframe
Adult family members will participate in educational activities that will promote long range planning for their student's future	3.1: 60% of regularly attending students will have a family member participate in at least two family involvement activities.	-Attendance logs and sign-in sheets -Receipt of acknowledgment	a) Family orientations, family nights, Fall Arts Reception, Spring Arts Reception, etc. b) My Child is Going to College event	a) Ongoing as events occur
	3.2: 60% of regularly attending students in grades 3, 4, and 5 will have a family member attend the My Child is Going to College.			
	3.3: 100% of families who attended the My Child is Going to College event will receive information about what is required financially and academically for their child to attend college.			

STATUS OF PROGRAM OBJECTIVES

Table 7: EYC Program 21st CCLC Grant

Goal 1	Measurable Objectives	Status	Comments
Improve Academic Achievement of Students Participating in the Program	1.1: 70% of regularly attending students will score a 70% or higher in math on report cards by the end 3 rd quarter grades.	Met	DES Met – 32/33 (97%) East B&G Met – 153/195 (78%) SMES Met – 29/32 (91%) The Club B&G Met – 27/38 (71%) Total meeting objective: 241/298¹ (81%)
	1.2: 60% of regularly attending students in 3 rd -8 th grade will score Developing, Proficient, or Distinguished Learner in math on Georgia Milestones.	Not Met	DES Met – 21/33 (64%) East B&G Met – 83/132 (63%) SMES Not Met – 17/32 (53%) The Club B&G Not Met – 3/13 ² (23%) Total meeting objective: 124/210³ (59%)
	1.3: 70% of regularly attending students will score a 70% or higher in reading on report cards by the end 3 rd quarter grades.	Met	DES Met – 33/33 (100%) East B&G Met – 168/195 (86%) SMES Met – 28/32 (88%) The Club B&G Met – 28/38 (74%) Total meeting objective: 257/298 (86%)
	1.4: 60% of regularly attending students in 3 rd -8 th grade will score Developing, Proficient, or Distinguished Learner in ELA on Georgia Milestones.	Not Met	DES Not Met – 17/33 (52%) East B&G Met – 82/132 (62%) SMES Not Met – 17/32 (53%) The Club B&G Not Met – 7/13 ⁴ (54%) Total meeting objective: 123/210⁵ (59%)

¹ The denominators for Objectives 1.1 and 1.3 do not include eight students who either moved out of the state (N = 7) or were homeschooled (N = 1).

² The Club/Teen Center Boys & Girls Club had 7 missing Math GMAS Scores.

³ The lower denominator reflects the total number of students who took the Math GMAS.

⁴ The Club/Teen Center Boys & Girls Club had 6 missing ELA GMAS Scores.

⁵ The lower denominator reflects the total number of students who took the ELA GMAS.

EYC Program – 21st CCLC Report – 2019

Goal 2	Measurable Objectives	Status	Comments
Reduce Indicators for Future Criminal Activity	2.1: After-school staff will report 70% of regularly attending students will maintain or improve emotional wellness.	Met	83% of after-school staff indicated that students stay calm when teased; 89% indicated that students participate in games or group activities; 82% reported that students try to comfort others; and 83% of staff indicated that students speak in an appropriate tone of voice.
	2.2: 75% of EYC parents will report maintained or improved behavior.	Met	92% of parents surveyed reported improved behavior.
	2.3: 75% of regularly attending students will maintain or improve satisfactory homework completion by the end of the school year.	Met	90% of teachers, 92% of parents, and 84% of students surveyed reported satisfactory homework completion.

Goal 3	Measurable Objectives	Status	Comments
Adult Family Members will Participate in Educational Activities that will Promote Long-Range Planning for their Child's Future	3.1: 60% of regularly attending students will have a family member participate in at least two family involvement activities.	Met	80% (245/306) of families participated in at least 2 family involvement activities; 90% attended at least 1 family involvement event.
	3.2: 60% of regularly attending students in grades 3, 4, and 5 will have a family member attend the My Child is Going to College.	Met	71% (127/178) of regularly attending students' families attended the My Child is Going to College event.
	3.3: 100% of families who attended the My Child is Going to College event will receive information about what is required financially and academically for their child to attend college.	Met	100% (127/127) families acknowledged that they had received information about what is required financially and academically for their child to attend college.

EVALUATION OVERVIEW

Evaluation Overview

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

Use of Evaluation Results

The EYC Grant was awarded in July of 2017 and serves students at four sites:

Dawson Elementary, East Boys & Girls Club, St. Mary's Road Magnet Academy, and The Club/Teen Center Boys & Girls Club.

Evaluation results are disseminated to stakeholders and discussed during advisory board meetings. The EYC leadership team uses results to make programming changes and improvements, as well as a measure of success of programming efforts.

EVALUATION METHODS

Multiple measures were used to evaluate the EYC program. These measures include surveys of students, parents, regular school day and after-school teachers, as well as observations and student records. Participants who attended the program for 30 days or more, but who withdrew before the end of the program are included in all of the analyses per the guidelines set forth in the objectives.

Parent Survey

During spring 2019, a survey was administered to the parents/guardians of students who participated in the EYC program. Parents were given a paper survey and encouraged to complete it and return it to program staff. Once received by staff, the completed surveys were entered into an online data collection site designed by the Burruss Institute.

The survey was designed to assess parent satisfaction and attitudes toward the EYC program and measure the degree to which they thought it helped their child improve behavior and academic skills. The survey has 12 items with a couple of open-ended questions, but most are measured using 5-point scales (ranging from “Strongly Agree” to “Strongly Disagree”, and “Very Satisfied” to “Very Dissatisfied”).

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

Table 8: Completion Rates for Parent Survey

Site	Number of Surveys Completed	Number of Surveys Distributed	Parent Response Rate
Dawson Elementary School	41	41	100%
East Boys & Girls Club	198	199	99%
St. Mary's Road Magnet Academy	41	41	100%
The Club/Teen Center Boys & Girls Club	37	38	97%
Total	317	319	99%

Teacher Survey

During spring 2019, an online survey was administered to the regular school day teachers of the student participants of the EYC Program. School day teachers also received paper versions of the survey. The purpose of the survey was to assess whether regular school day teachers believed that student participant's behavior related to academic performance had changed during their involvement with EYC this year. The survey includes 10 items on an 8 point scale: 1. No need to improve, 2. Significant improvement, 3. Moderate improvement, 4. Slight improvement, 5. No change, 6. Slight decline, 7. Moderate decline, 8. Significant decline.

The number of teacher surveys received for each site are presented in the table below.

Table 9: Completion Rates for Teacher Surveys

Site	Number of Surveys Completed	Number of Surveys Distributed	Teacher Response Rate
Dawson Elementary School	34	34	100%
East Boys & Girls Club	203	203	100%
St. Mary's Road Magnet Academy	38	38	100%
The Club/Teen Center Boys & Girls Club	38	38	100%
Total	313	313	100%

After-School Program Survey

During spring 2019, an online survey was administered to the after-school teachers of the student participants of the EYC Program. The purpose of the survey was to assess how program staff rated students' emotional well-being in the after-school program and any changes throughout the year due to participation in the EYC program.

The survey includes four items on an 8-point scale: 1. No need to improve, 2. Significant improvement, 3. Moderate improvement, 4. Slight improvement, 5. No change, 6. Slight decline, 7. Moderate decline, 8. Significant decline.

The numbers of after-school program surveys received are presented in the table below.

Table 10: Number of After School Program Surveys

Site	Number of Surveys Completed	Number of Surveys Distributed	Staff Response Rate
Dawson Elementary School	41	41	100%
East Boys & Girls Club	211	211	100%
St. Mary's Road Magnet Academy	47	47	100%
The Club/Teen Center Boys & Girls Club	38	38	100%
Total	337	337	100%

In addition, the table below lists professional development offered to staff this year.

Table 11: FY 19 Professional Development Topics (All staff)

Topic	Date
Orientation	8/28/2018
Top 10 Qualities Series: Growing Qualities (Passion for Children and Teaching & Strong Rapport with Students)	10/16/2018
Top 10 Qualities Series: Types of Students, Measure Level of Engagement, Increase Student Engagement	11/13/2018
Top 10 Qualities Series: Standards and Expectations	12/12/2018
Top 10 Qualities Series: Dr. Salazar's presentation on Passion for Children and Teaching, Good Classroom Management Skills, Effective Discipline Skills, and High Expectations	1/31/2019
Top 10 Qualities Series: Classroom Management	3/19/2019
Top 10 Qualities Series: Engagement & Games	4/23/2019
End of Year Close-out (Highs and Lows, Staff Surveys, Reflection, etc.)	5/17/2019

Student Survey

During spring 2019, a survey of attitudes was administered to students who participated in the EYC program. The purpose of the survey was to gauge the attitudes of students toward school and the degree to which they felt participating in the EYC program helped them. The survey includes 12 items with three open-ended questions, but most are on a 5-point rating scale represented by smiley faces: 1. Strongly Agree, 2. Agree, 3. Neither Agree or Disagree, 4. Disagree, and 5. Strongly Disagree.

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

Table 12: Completion Rates for Student Survey

School	Number Surveys Completed	Number of Surveys Distributed	Student Response Rate
Dawson Elementary School	41	41	100%
East Boys & Girls Club	201	202	99%
St. Mary's Road Magnet Academy	46	46	100%
The Club/Teen Center Boys & Girls Club	37	38	97%
Total	325	327	99%

Site Visits

The evaluators visited each of the sites in the fall of 2018 and spring of 2019. The purpose of the site visits was to observe activities and lessons during implementation at each site and collect documentation that would assist in the evaluation of the program. Sites were also visited weekly by the Program Director, and Parent & Curriculum Outreach Coordinator, and once per semester by a GaDOE Education Research and Evaluation Specialist. Notes for each site are listed in Appendix A (fall site visits) and Appendix B (spring site visits).

Other Techniques

1. Collected and analyzed secondary data gathered from the APlus Information System
2. Collected and analyzed secondary data gathered from Muscogee County School District.

Data Collection Schedule

Table 13: Data Collection Activities

Activity	Dates
Site Visits	Fall 2018 & Spring 2019
Parent Survey	Spring 2019
Regular Day Teacher Survey	Spring 2019
After School Program Survey	Spring 2019
Student Survey	Spring 2019
Analysis of APlus Information System	Ongoing
Other Techniques	Ongoing

PROGRAM IMPLEMENTATION

Program Activities

The activities of the EYC program focused on increasing academic achievement by active learning through the arts, creativity, peer-to-peer motivation and decreasing indicators for future criminal involvement through character education and team building, self-expression and increased social skills through the arts. The primary activities of the EYC program are listed below:

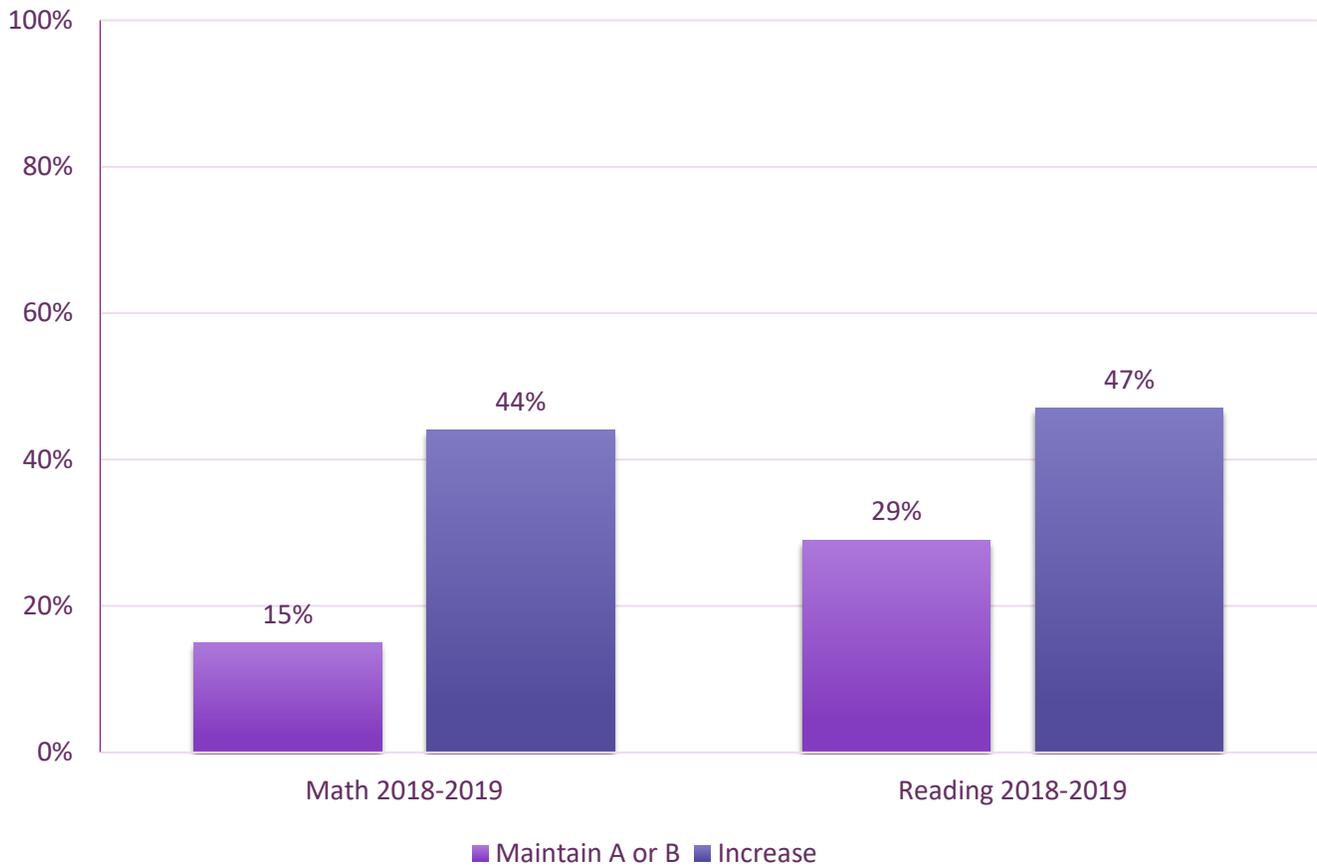
- Academic Enrichment (tutoring, homework help, journal writing, reading)
- Arts & Music enrichment (Visual Art, Illustration, Calligraphy, Cooking, Drama, Violin, Spanish, Dance, etc.)
- Fall arts reception
- Spring arts reception
- Recreation
- Physical Activity
- STEAM
- Support Services- Mentoring/Counseling
- Youth Leadership
- My Child is Going to College
- College & Career Readiness
- Community / Service Learning
- EYC Olympics (constructing a catapult, building a kite, designing a Thaumatrope, coding an Ozobot)
- Family Nights at each site

Source: APlus Information System & Site Schedules

PROGRAM OUTCOME DATA

Academic Performance – Dawson Elementary School

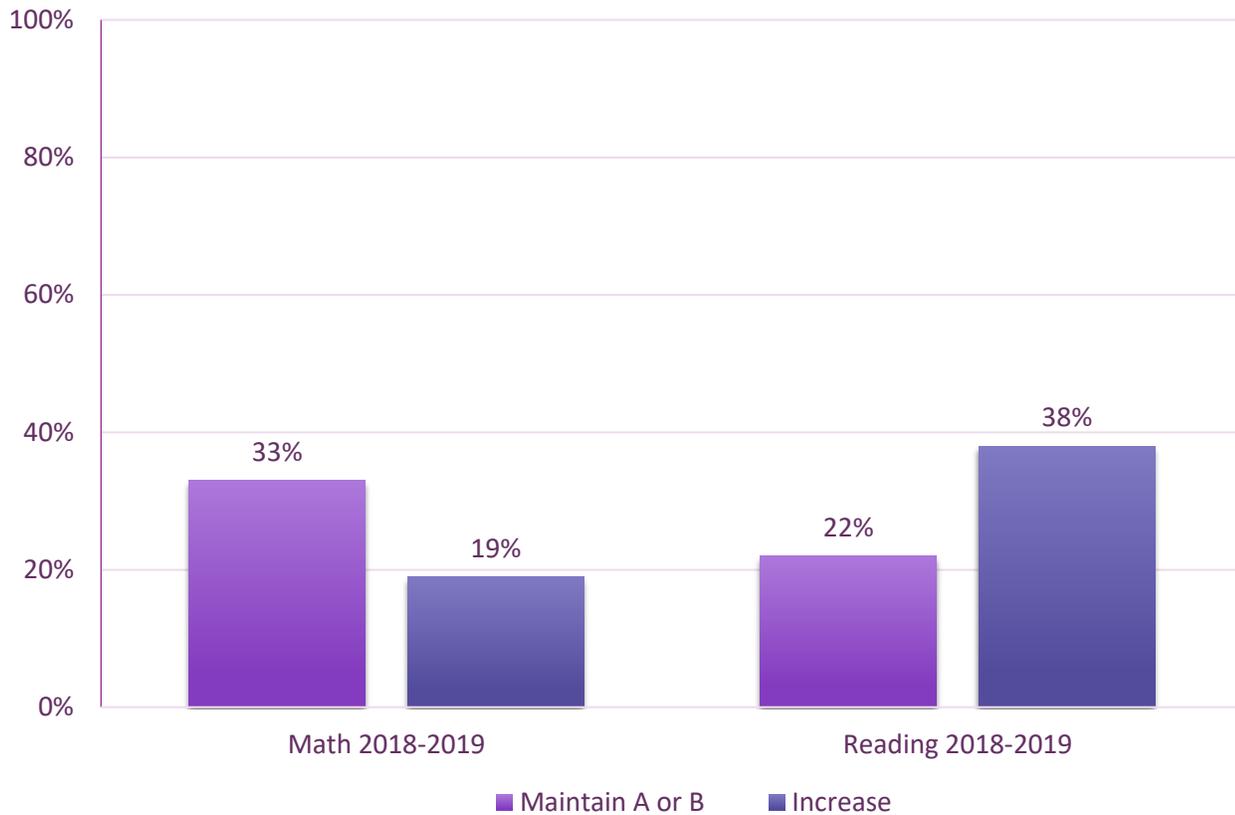
Figure 3: Percentage of Students Maintaining an A or B All Year, or Increasing a Letter Grade from Fall to Spring at Dawson Elementary School



As can be seen in the chart above, 59% of students at Dawson Elementary School maintained an A or B throughout the year or increased by a letter grade in math during 2018-2019, and 76% maintained an A or B throughout the year or increased by a letter grade in reading during 2018-2019.

Academic Performance – East Boys & Girls Club

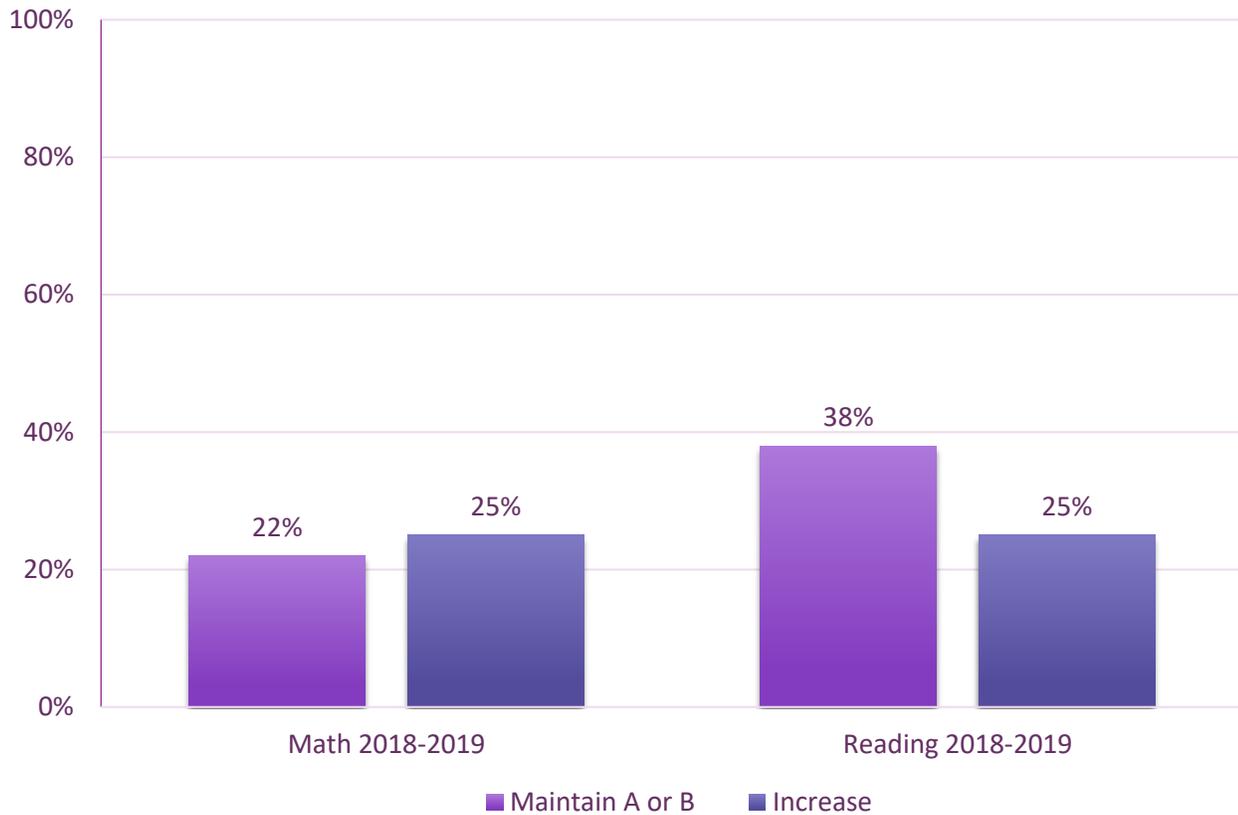
Figure 4: Percentage of Students Maintaining an A or B All Year, or Increasing a Letter Grade from Fall to Spring at The East Boys & Girls Club



As can be seen in the chart above, 52% of students at East Boys & Girls Club maintained an A or B throughout the year or increased by a letter grade in math during 2018-2019, and 60% maintained an A or B throughout the year or increased by a letter grade in reading during 2018-2019.

Academic Performance – St. Mary's Road Magnet Academy

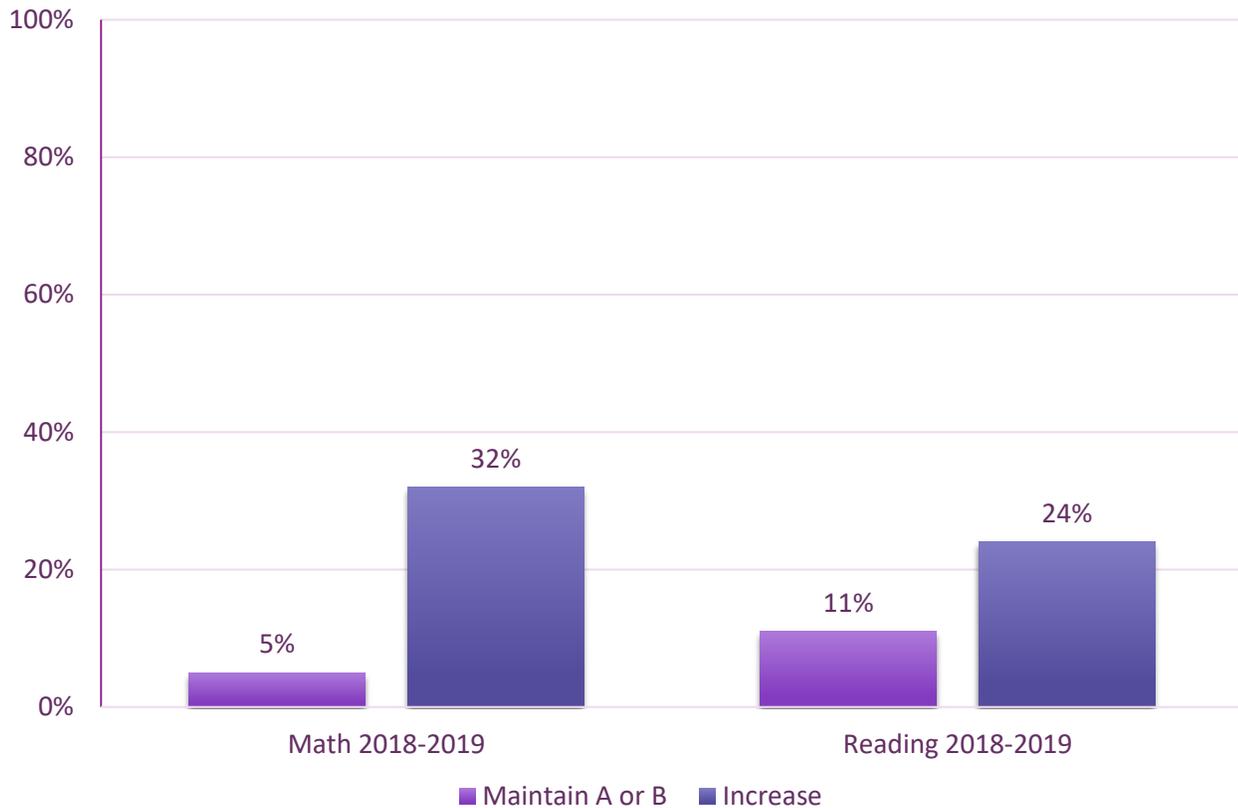
Figure 5: Percentage of Students Maintaining an A or B All Year, or Increasing a Letter Grade from Fall to Spring at St. Mary's Road Magnet Academy



As can be seen in the chart above, 47% of students maintained an A or B throughout the year or increased by a letter grade in math during 2018-2019, and 63% maintained an A or B throughout the year or increased by a letter grade in reading during 2018-2019.

Academic Performance – The Club/Teen Center Boys & Girls Club

Figure 6: Percentage of Students Maintaining an A or B All Year, or Increasing a Letter Grade from Fall to Spring at The Club/Teen Center Boys & Girls Club

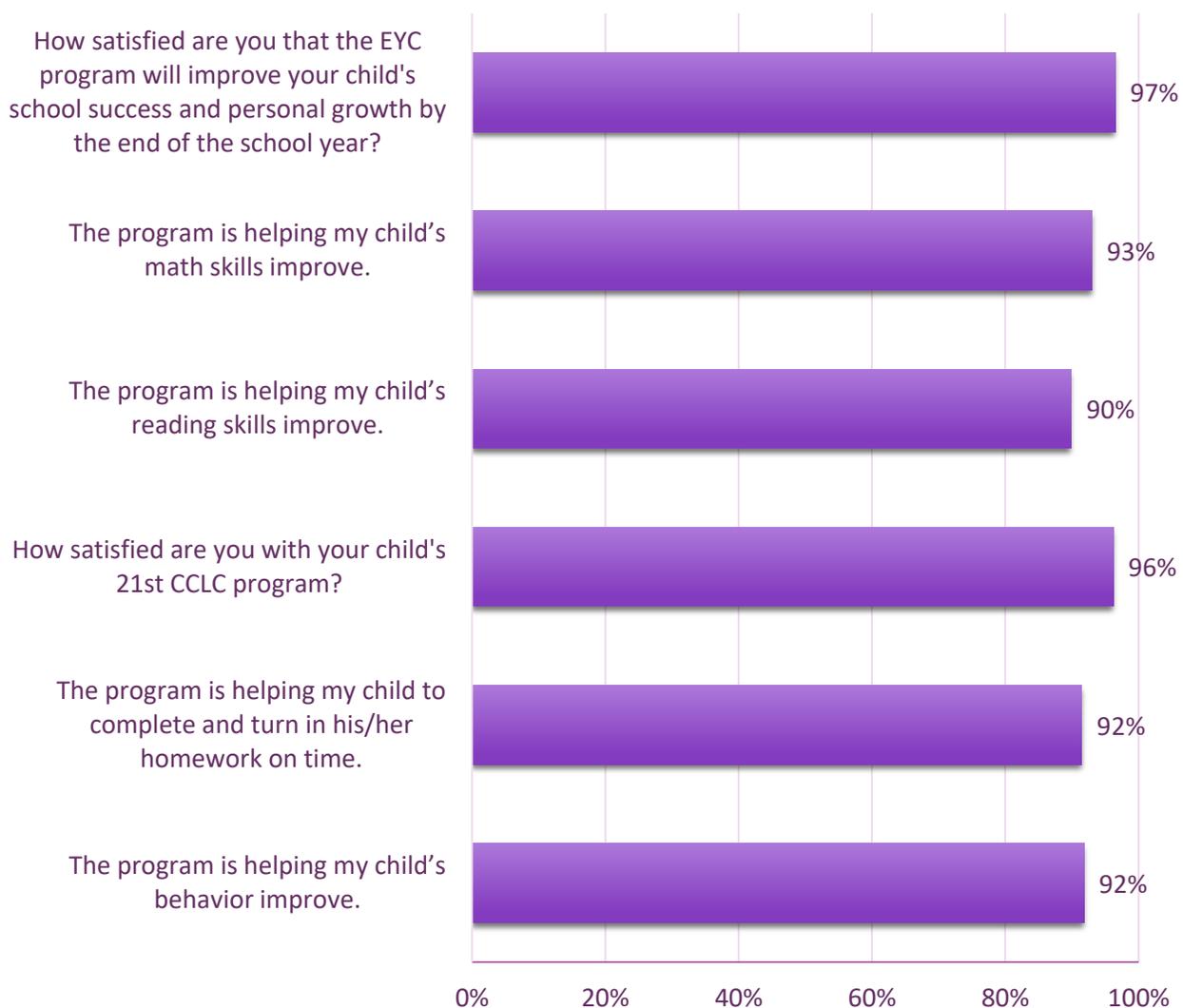


As can be seen in the chart above, 37% of students The Club/Teen Center Boys & Girls Club maintained an A or B throughout the year or increased by a letter grade in math during 2018-2019, and 35% maintained an A or B throughout the year or increased by a letter grade in reading during 2018-2019.

Involvement of Adult Family Members

In the spring of 2019, a survey was administered to the adult family members of students who participated in the EYC program. The purpose of the survey was to assess the level of engagement of each family member, to what degree they thought the EYC program helped their child academically, and overall satisfaction with the program. Survey responses are summarized in Figure 7.

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



Over 96% of adult family member participants expressed satisfaction with the EYC program overall, and 97% agreed that the EYC program will improve their child's school success and personal growth by the end of the school year. At least 90% or more of adult family member participants agreed with the following statements: "The

program is helping my child to complete and turn his/her homework in on time” (92%); “The program is helping my child’s reading skills improve” (90%); “The program is helping my child’s math skills improve” (93%); and “The program is helping my child’s behavior improve” (92%).

When asked which family session they found to be most beneficial, 28% of parents chose the “My Child is Going to College” event as the most beneficial. An additional 23% indicated that the family night event in the spring was the most beneficial, and 17% reported that they found the parent orientation held at the beginning of the school year to be the most beneficial. Ten percent (10%) found the Spring Arts reception as the most beneficial, and 9% of parents each found the Lights on Afterschool event and the Fall Arts reception as the most beneficial. Parents would like to see the paint event (5 parents) and financial literacy (4 parents) as future family sessions. Two parents each suggested cooking classes, bowling, game night, and ways of helping their children with homework as future family sessions.

Dawson Elementary

Thirteen parents found the family night event held during the spring as the most beneficial (33%). Parents also found the Spring Arts Reception (25%) and the “My Child is Going to College” event (23%) to be beneficial. One parent each at Dawson Elementary suggested movie night, bowling, and sign language as future events that would interest them.

East Boys & Girls Club

Over one-fourth of parents found “My Child is Going to College” (27%) and family night (26%) as the most beneficial. An additional 13% each of parents found parent orientation held at the beginning of the year and the Lights on Afterschool event as the most beneficial. Four parents would like to see financial literacy/saving money as a future event. An additional two parents each would like to see cooking classes, teaching parents how to help their child with homework, and game night. Parents also suggested paint night, field day, reading, and obstacle courses.

St. Mary's Road Magnet Academy

Ten parents from St. Mary’s Road Magnet Academy found the parent orientation in September as the most beneficial (26%), and an additional nine parents found the “My Child is Going to College” as the most beneficial. Parents from St. Mary’s Road Magnet Academy suggested bowling, CSU night, more math and technology activities, more reading activities, paint balling, and a mini graduation and end of the year celebration as future events.

The Club/Teen Center Boys & Girls Club

Forty-three percent (43%) of parents found the “My Child is Going to College” as the most beneficial event and an additional 38% of parents found the parent orientation to be most beneficial. Three parents suggested Paint Palooza or family paint night (8%) as a future event. One additional parent suggested more college related activities.

Student Observations by Regular Day Teachers

In spring of 2019, a survey was administered to the regular school day teachers of the students that participated in the EYC program. The purpose of the survey was to assess whether the regular school day teachers had observed a change in student behavior related to after-school programs over the course of the program.

Teachers of students during the school day indicated that for each survey item (Timely homework completion, Satisfactory homework completion, Participation, Attentiveness in class, Academic performance, Motivation to learn, Regular attendance, Volunteering in class, and Getting along with with other students) at least 89% or more students either improved or there was no need for improvement in each of these areas. For behavior in class, 87% of students either improved or did not need to improve. Survey responses are summarized in Figure 8.

Figure 8: Teacher Ratings of EYC Participants

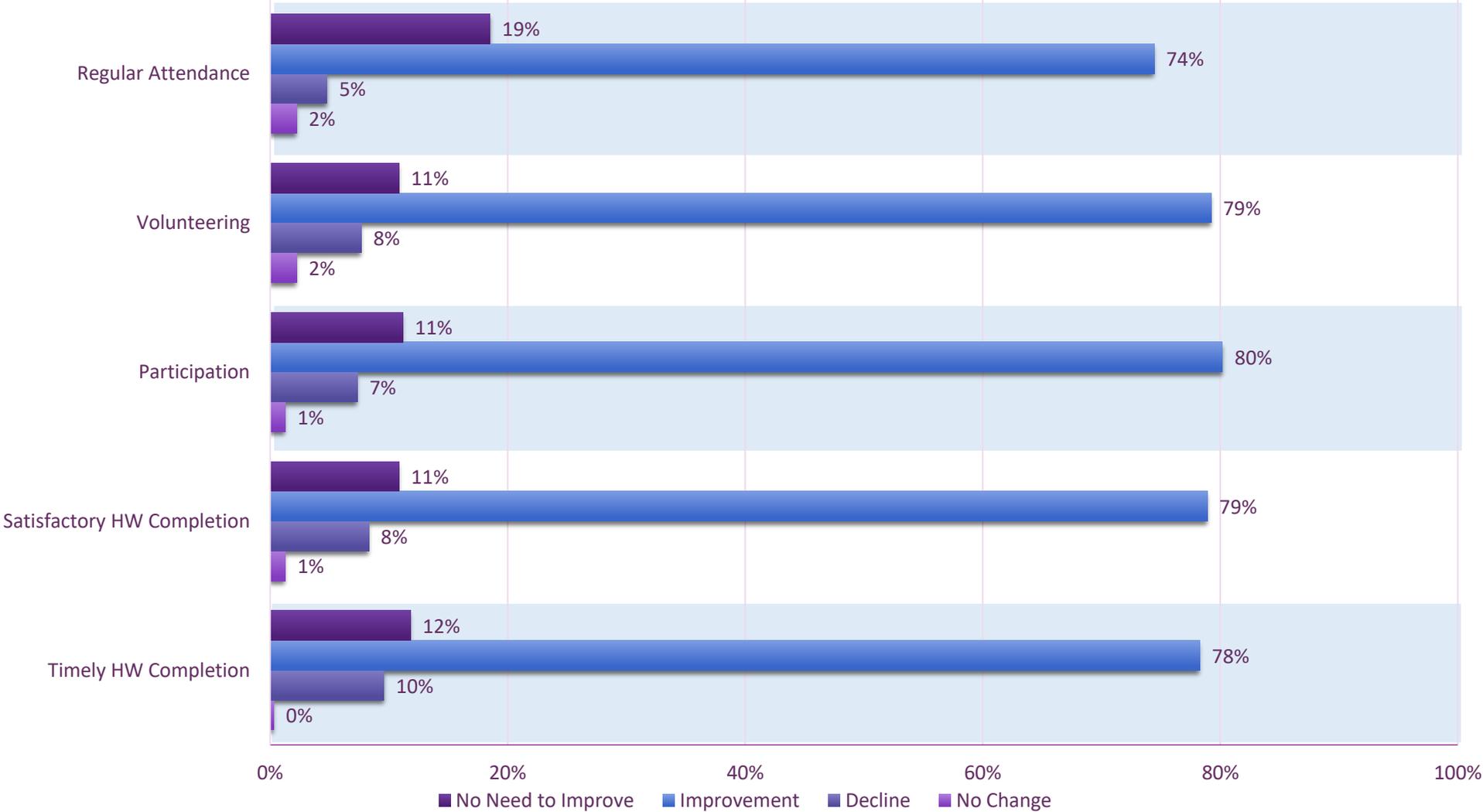
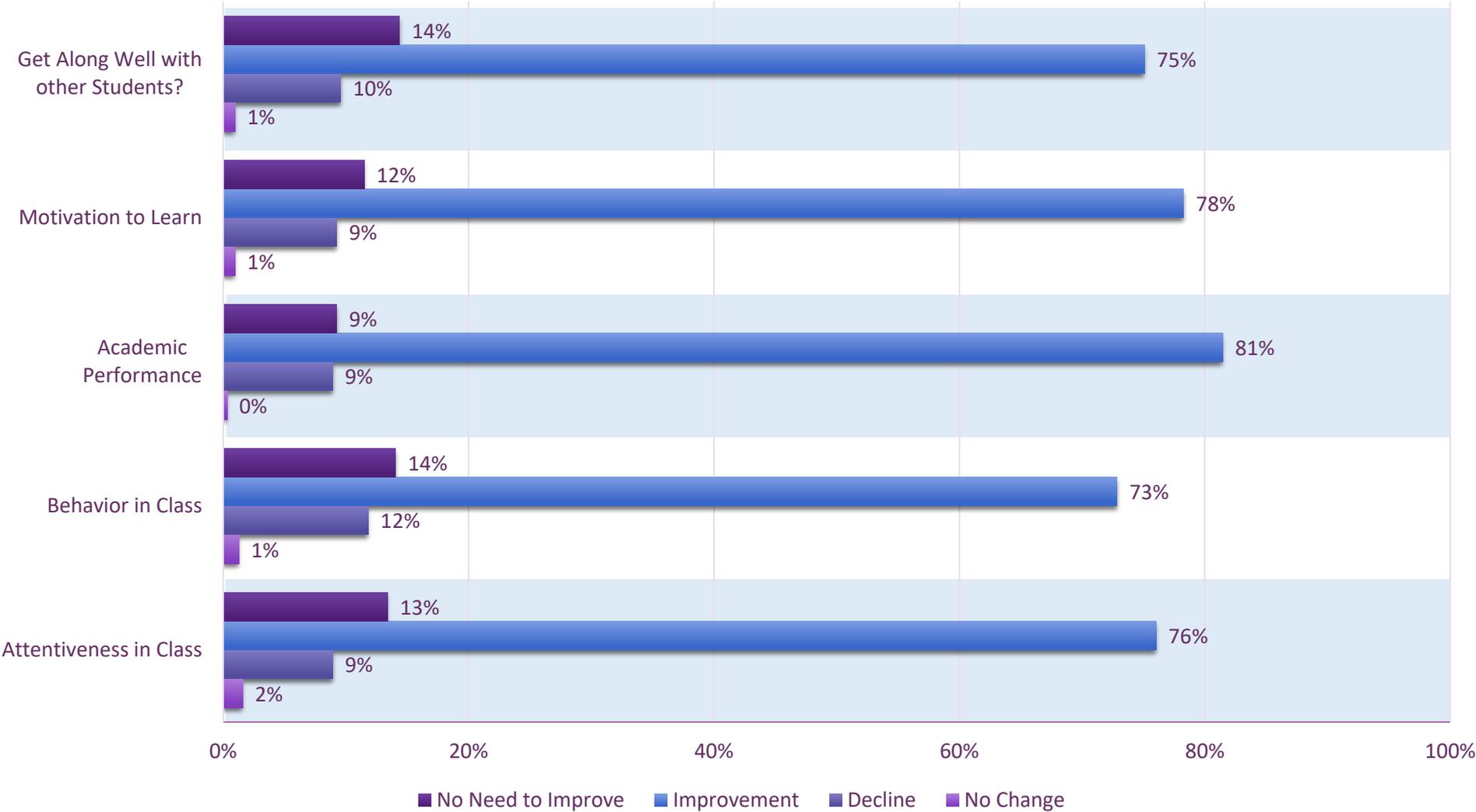


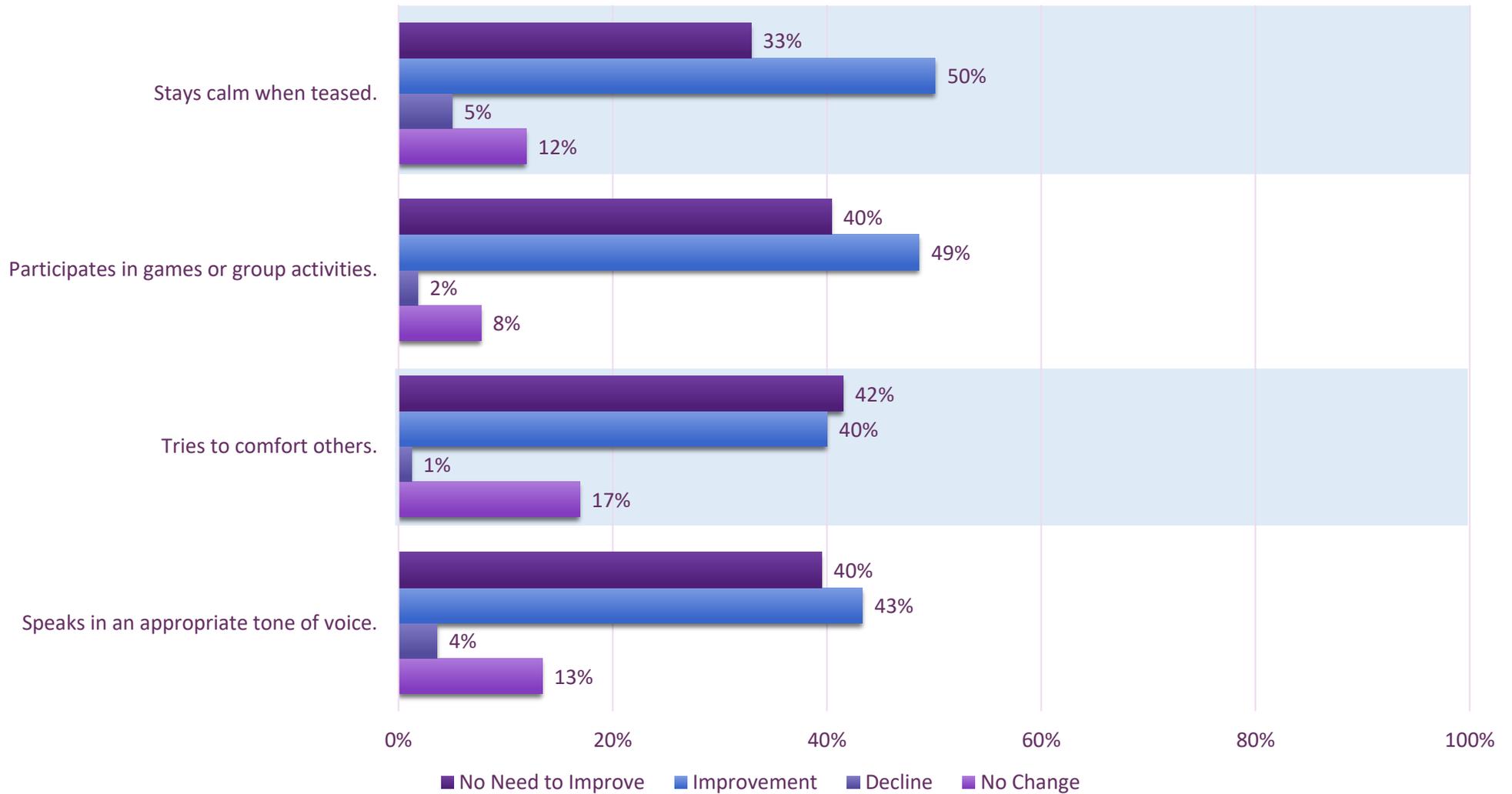
Figure 8: Teacher Ratings of EYC Participants (cont.)



After-School Program Staff

In spring 2019, a survey was administered to the after-school teachers of the student participants of the EYC Program. The purpose of the survey was to assess how program staff rated students' emotional well-being in the after-school program and any changes throughout the year due to participation in the EYC program. After-school program staff responses are summarized in Figure 9.

Figure 9: After-School Staff Ratings of EYC Participants



Attitudes of Students toward the After-school Program

In spring of 2019, a survey of attitudes was administered to students who participated in the EYC program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether or not it helped them academically and/or socially. Student survey responses are summarized in Figures 10 and 11.

According to responses gathered from the student survey, 94% said that they liked the program overall, and 91% said that they liked the activities offered at the program. At least 80% of students agreed that the EYC program had helped them in the following areas: making new friends (85%), completing and turning in homework on time (84%), overall behavior (81%), making better choices (81%), feeling better about themselves (80%), and doing better in school (80%).

Figure 10: Feelings of Students toward the After-school Program – Percentage Agreeing

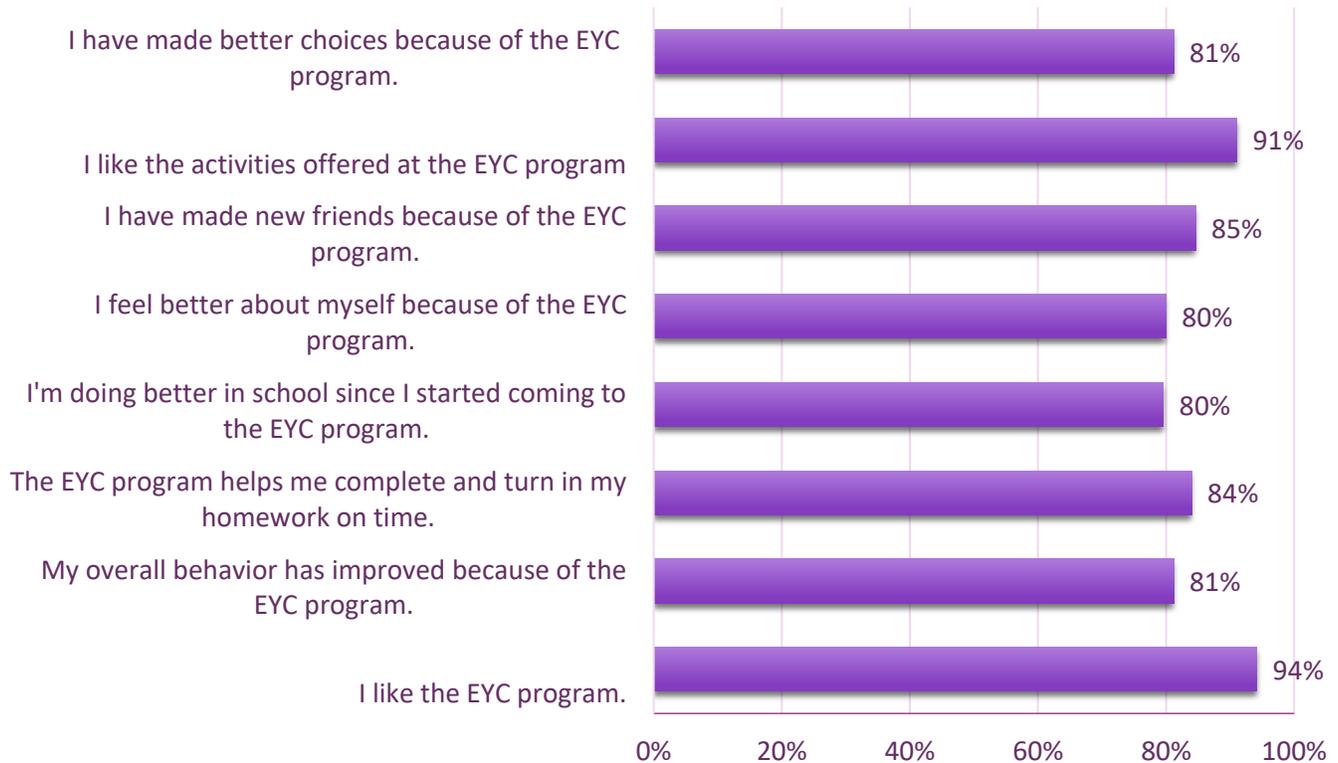
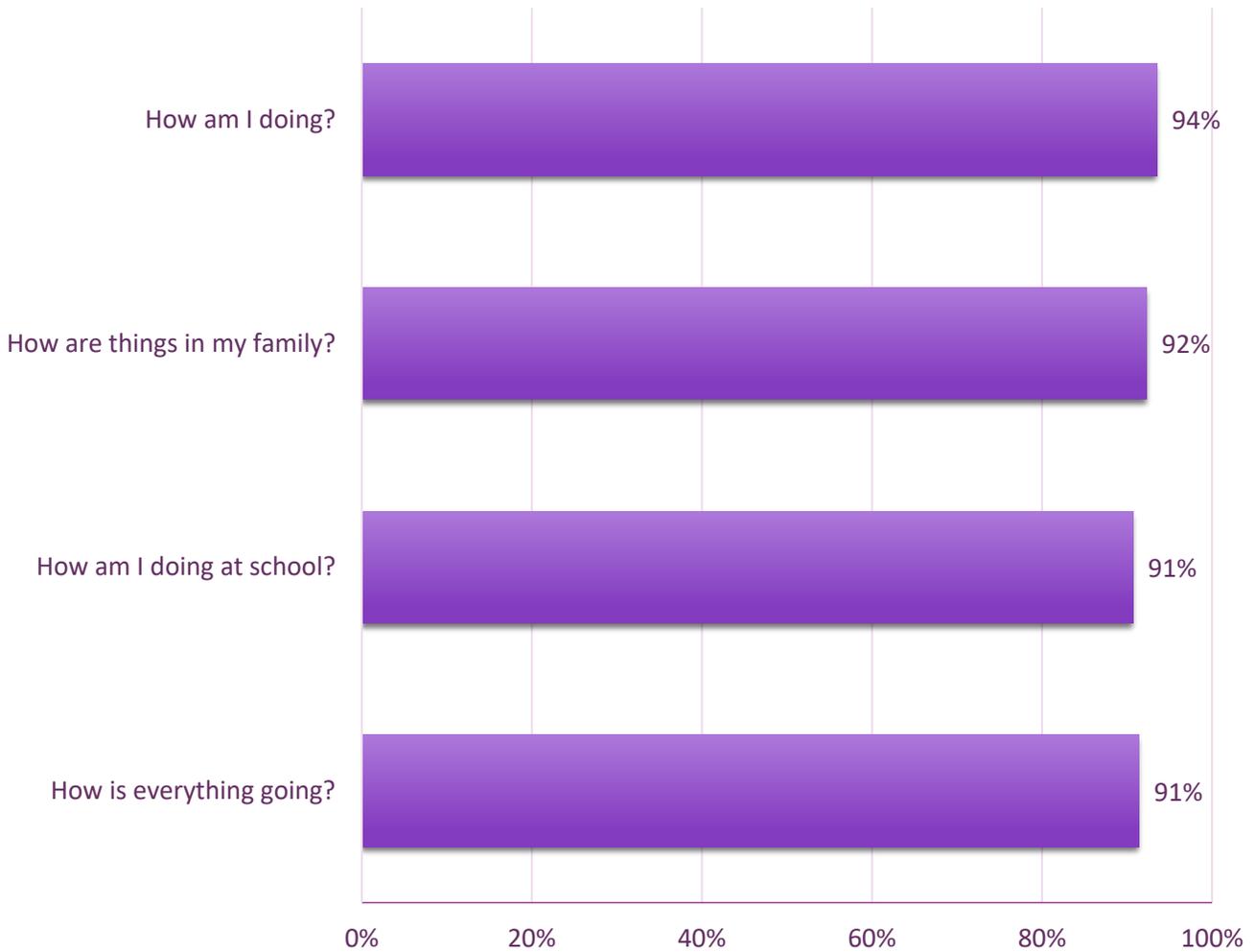


Figure 11: Percentage of Students Reporting Positive Feelings



Students were asked to provide a rating using a smiley-face scale (see image below) with a five-point range for each of the statements in the figure above. The first two smiley faces represented a happy face, the third face was a neutral face, and the last two faces represented sad face. The majority of students chose the happy face ratings for each category.

Smiley Face Scale



Results from the open-ended survey data follow.

ACTIVITIES STUDENTS LIKED THE BEST:

Participants at all four sites noted many activities that they liked the best. The results below show how many students listed the chosen activity as one of their most liked.

Dawson Elementary

Art enrichment/art receptions – 20 students
Spanish - 10 students
Wild Animal Safari - 4 students
Dance - 4 students
Outside - 4 students
Violin - 3 students
Slime - 3 students

East Boys & Girls Club

Sports – 32 students
Presenting at the arts receptions - 26 students
Fall Festival - 23 students
Wild Animal Safari –16 students
Art enrichment – 10 students
Fortnite dance – 10 students
Going outside/gym – 8 students

St. Mary's Road Magnet Academy

Art – 20 students
STEAM – 12 students
Wild Animal Safari – 3 students

The Club/Teen Center Boys & Girls Club

Art enrichment – 13 students
Field trips/college trip – 7 students
Wild Animal Safari - 3 students

NEW ACTIVITIES THAT WOULD INTEREST STUDENTS:

Students listed the following activities that they would be interested in participating in in the future:

Dawson Elementary

Electronics (playing Xbox, Fortnite, games on laptops) – 9 students
Baking/cooking - 3 students
Slime - 3 students
Sports/going outside - 2 students each

East Boys & Girls Club

Sports (basketball, kickball, volleyball) – 23 students
Dance – 16 students
Swimming/pool - 15 students
Going outside – 12 students
Electronics (Fortnite, video games) – 12 students
Slime/science experiments – 11 students
Music – 5 students

St. Mary's Road Magnet Academy

Using electronics-7 students
Field trips (movie, zoo)-5 students
Sports (basketball, football) – 4 students
Going outside – 4 students
Science – 4 students

The Club/Teen Center Boys & Girls Club

Dance - 2 students
Field Trips - 2 students
Outside activities/sports – 2 students

SUCCESS STORIES & BARRIERS TO IMPLEMENTATION:

Facilitators from Dawson Elementary, East Boys & Girls Club, and St. Mary's Road Magnet Academy, as well as The Club/Teen Boys & Girls Club submitted weekly stories along with their reports about their time with the students during the 2018-2019 school year. "Moments that Mattered" are narratives that describe specific instances where the program had a positive impact on students either individually or as group. Many of the stories focused on students achieving classroom success through expressive creativity, and confidence building activities. The goal was to encourage self-esteem, self-sufficiency and empowerment. However, some students displayed and/or voiced perceived academic challenges and personal obstacles. The program aimed to aid them in overcoming their dilemmas and to provide support to achieve desired results. EYC staff used the student's strengths to build on and counter negative behaviors. This helped the student to feel more in control of their actions and use better judgement while interacting with others.

Re-occurring activities throughout the year focused on visual art and EYC Olympics projects. The students were given various art projects designed to build confidence in their abilities. Initially some students were reluctant to engage in the new art projects, but when they saw examples of previously finished projects, they eagerly joined in. Some students were not proud of their art work and became discouraged, but found pride in their work when the EYC adults explained that they are unique and special in their own way, and that their art work didn't have to look like anyone else's. The art and technology activities helped students cheer up, even if they arrived sad, angry, or stressed. One EYC staff person suggested having an art activity at the beginning of class on a regular basis because it helped the students focus when it was time for other subjects and homework. Additionally, music, Spanish, and dance classes were important parts of the program. Students would comment on how much they disliked missing the program, or if one class was conducted at the same time as another, because they wanted to participate and be a part of the programs at every possible opportunity.

The students have showed tremendous progress in the areas of taking initiative, respecting others, supporting others, and self-improvement. Some have volunteered to help others that may be challenged in math, or another academic subject, and some have asked for additional homework to practice skills even though they are in the top percentile of the class. Students also have shown improvements when having disagreements with each other, by apologizing and accepting responsibility for their actions. Parents have also commented on the changes and maturity that they notice in their student, and have expressed their gratitude for EYC services. Overall, the program succeeded in building confidence, and inspiring all of the students in some way or another.

Below are a few examples of the many "moments that mattered" as recorded by staff. The full set of comments can be found in Appendix C.

A moment that stood out for me was one at our annual My Child is Going to College event. I had an opportunity to tag along with Dawson as they toured CSU. A parent said to me, "I wish I had something like this when I was growing up." It was quite evident our students and their families enjoyed themselves and this opportunity.

At Dawson this past week Dr. Tharp came in the cafeteria and visited with the kids during their enrichment time. She is a wonderful Principal and always shows an interest in what the kids in EYC are doing. Their faces really light up when she pops in.

This week, one of the students at St. Mary's Road Magnet Academy thought to bring me an illustrated children's book of I, Too — a Langston Hughes poem we've been working on the last several weeks in class. Moment that mattered — the realization that his learning was on his mind outside of EYC.

A lot of our job as after-school teachers involves socio-emotional learning. Often it can be hard to incorporate it when it's not in a lesson. Last week, the students were complaining about the fairness of a particular school day teacher. We had a great open forum discussion for about 15 minutes on that topic. It can be tricky, but as teachers we have to know when to stop the lesson and allow students to express themselves in a safe environment. I was glad there was an opportunity to do that last week. I think the students were too.

The teens were excited about journaling. Our writing prompt was, "you have no power over me." The teens were able to reflect on the challenges that have occurred in their lives. One of the teens journaled about how his close friends turned their backs on him and said that he would never be anything in life. He stated that he had never written in a journal before and this activity allowed him to express his feelings.

Last week the fifth graders needed to complete a timeline for the historical figure Bass Reeves. The trick was they only learned about his achievements in a brainpop videos, which we do not have access to outside of the classroom. The fifth graders and I collaborated together to research what we could find about Bass Reeves. Many sites conflicted each other and we made our best educated guess. Turns out, EYC students were the only students that correctly completed his timeline.

This week, I had the opportunity to collaborate with a parent, and the Boys and Girls Club staff to get her child enrolled into CAPS so that she would no longer have to miss school to babysit her child. I'm working closely with her and her teachers to get her caught up on all of her missing assignments so that she can graduate in May.

Success Stories:

- Columbus's local Olive Garden has committed to increasing their donation to our My Child is Going to College event. The manager has doubled her donation this year and is eager to continue the partnership.
- Paint nights at the Boys & Girls Club locations were a huge success! Parents were engaged and stayed past closing time for the scheduled family night. Both East Boys & Girls Club and The Club/Teen Center Boys & Girls Club's final masterpieces were displayed at the Spring Arts Reception. Parents expressed EYC must do more events like this more often.

- Fear Food Factor parent participation exceeded our expectations. Participants were eager to try strange foods creating new experiences. Many asked where to buy the unfamiliar food items excited to add them to their pantry at home.

FY18: Program staff identified three areas that they wanted to address in FY19:

- More timely paperwork tracking with partners, (Greatly improved especially East Boys & Girls Club)
- More/better communication with partners, parents, staff, school day teachers, (Created a Remind account to communicate with Parents more)
- Better planning for events. (Great events this year with high engagement and enjoyment)

FY19: Program staff identified three areas that they would like to address in the upcoming year (FY20):

- Boys & Girls Club feeder school communication
- EYC staff planning (*e.g.*, higher level lessons, on-time paperwork, communication)
- Strengthening Principal/Administrative relationships

PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENT

Program Highlights

Student Participation

A total of 494 students registered for the EYC program between September 2018 and May 2019. Three hundred-three (306) of those students attended the EYC program for 30 days or more. Dawson Elementary exceeded their target number of 30 by four students; East Boys & Girls Club exceeded their target number of 175 by 27 students; St. Mary's Road Magnet Academy exceeded their target number of 30 by two students; and The Club/Teen Center Boys & Girls Club exceeded their target number of 30 by eight students.

Student Grades

Objectives 1.1 and 1.2 (70% of regularly attending students will score a 70% or higher in math/reading on report cards by the end 3rd quarter grades) were met for the overall program (Math- 81%, Reading- 86%) and for each of the four sites.

Non-academic Outcomes

In addition, youth met all non-academic outcomes (Objectives 2.1, 2.2, and 2.3). Over 80% of after-school staff reported that students maintained or improved emotional wellness (target = 70%). Over 90% of parents reported maintained or improved student behavior (target = 75%). Students also maintained or improved satisfactory homework completion according to teachers (90%), parents (92%), and self-report (84%). The target for this objective was 75%.

Student Attitudes Toward the After-School Program

According to responses gathered from the student survey, 94% said that they liked the program overall, and 91% said that they liked the activities offered at the program. At least 80% of students agreed that the EYC program

had helped them in the following areas: making new friends (85%), completing and turning in homework on time (84%), overall behavior (81%), making better choices (81%), feeling better about themselves (80%), and doing better in school (80%).

Student Well-being

In addition, 92% of students surveyed indicated things were going well in their family life; 91% of students indicated that everything was going well in general; 94% gave positive ratings when asked how they were doing in general, and 91% indicated that they were doing well in school.

Adult Family Member Attitudes toward EYC Program

Over 96% of adult family member participants expressed satisfaction with the EYC program overall, and 97% agreed that the EYC program will improve their child’s school success and personal growth by the end of the school year. At least 90% or more of adult family member participants agreed with the following statements: “The program is helping my child to complete and turn his/her homework in on time” (92%); “The program is helping my child’s reading skills improve” (90%); “The program is helping my child’s math skills improve” (93%); “The program is helping my child’s behavior improve” (92%).



Student Observations by Regular Day Teachers

Teachers of students during the school day indicated that for each survey item (Timely homework completion, Satisfactory homework completion, Participation, Attentiveness in class, Academic performance, Motivation to learn, Regular attendance, Volunteering in class, and Getting along with with other students) at least 89% or more students either improved or there was no need for improvement in each of these areas. For behavior in class, 87% of students either improved or did not need to improve.



Family Involvement

All family involvement objectives were met. Parent attendance exceeded the goal of 60% participation in at least two family involvement activities (80% met the goal). In addition, 71% of regularly attending students in grades 3,4, and 5 had a family member attend the My Child is Going to College event (target = 60%), and all acknowledged that they had received information about what is required financially and academically for their child to attend college.

Survey Response Rates

All overall survey response rates were high for each population.

Areas for Improvement

Academic Achievement of Students

Objectives 1.2 and 1.4 were not met: 59% (124 of 210) of students who took the Milestones Math Assessment scored at the developing, proficient or distinguished learner level, and 59% (123 of 210) of students who took the Milestones ELA Assessment scored at the developing, proficient or distinguished learner level. The target for both objectives was 60%. However, these scores represent an improvement over last year.

Students with Economic Disadvantages

The baseline percentages of students who are economically disadvantaged are summarized in the table below. These percentages represent the entire school, and any feeder schools for the Boys & Girls Clubs in comparison with students receiving free/reduced lunch at each 21st CCLC site.

Table 14: Students with Economic Disadvantages

Site	Percentage of Students Receiving Free or Reduced Price Lunch	
	2018-2019 (School Wide Percentages)	2018-2019 (21 st CCLC Program Students)
Dawson Elementary School	95%	100%
East Boys & Girls Club	15 schools > 94%	100%
St. Mary's Road Magnet Academy	94%	100%
The Club/Teen Center Boys & Girls Club	7 schools >94%	100%
District	78%	100%

Source: GADOE

The percentage of students receiving Free or Reduced Price Lunch for all sites was above the district average.

Progress Toward Sustainability

The EYC program has established and maintained partnerships with eight partners, raising a total of \$254,376 in programming/activity related services, goods/materials, paid staffing, and in-kind donations. A list of these organizations and the amounts donated can be found in the table below:

Table 15: EYC Partners and their Contribution Amounts

	Dollar Amount
Boys & Girls Clubs of the Chattahoochee Valley (East B&G)	\$103,000
Boys & Girls Clubs of the Chattahoochee Valley (The Club B&G)	\$101,536
Columbus State University (Dawson)	\$3,281
Columbus State University (East B&G)	\$4,082
Columbus State University (St. Mary’s)	\$3,281
Columbus State University (The Club B&G)	\$3,281
Columbus Symphony Orchestra (Dawson)	\$5,020
English Language Institute (Dawson)	\$120
Mercy Medical School (St. Mary’s)	\$150
Muscogee County School District (Dawson)	\$12,400
Muscogee County School District (St. Mary’s)	\$12,400
Olive Garden (Dawson)	\$1,375
Olive Garden (East B&G)	\$2,600
Olive Garden (St. Mary’s)	\$1,375
Olive Garden (The Club B&G)	\$150
Orgin Coffee (Dawson)	\$75
Orgin Coffee (East B&G)	\$150
Orgin Coffee (St. Mary’s)	\$75
Orgin Coffee (The Club B&G)	\$25
Total	\$254,376



RECOMMENDATIONS

Recommendation #1

Ensure a consistent focus on academics. Activities and instruction should be based on grade level standards.

Recommendation #2

Consider adding some test prep activities for students struggling with Georgia Milestones assessments. SAT practice might also be beneficial for high school students.

Recommendation #3

Develop a plan early in the year to address the focus areas identified by staff:

- Boys & Girls Club feeder school communication
- EYC staff planning (e.g., higher level lessons, on-time paperwork, communication)
- Strengthening Principal/Administrative relationships

Recommendation #4

Review tools for coordinating after-school with the regular school day, such as Illinois Quality Afterschool *Aligning with the School Day* <https://iqa.airprojects.org/events/archive/2016-spring-conference/y4y-awsd-handouts.pdf> and the 2011 Issue Brief (No. 50) *Aligning Afterschool with the Regular School Day: The Perfect Complement* http://afterschoolalliance.org/documents/issue_briefs/issue_schoolDay_50.pdf

Fall Site Visit Recommendations:

Dawson Elementary School

1. The homework work time observed during the visit seemed productive, and students were appropriately behaved. Consider providing the HT with some grade-appropriate structures to help students self-monitor during this work time, a metacognitive strategy that will be beneficial toward general academic success.
2. Consider off-task or disruptive behavior as observed in cafeteria as an opportunity to assess whether a lesson is relevant to the students. Such behavior is usually a signal of a need to refocus.

East Boys & Girls Club

1. Consider hiring more TAs, so that one is leading each classroom. Elevating some of the current PSs or B&GC employees may be sufficient; the increased job duties can help staff prepare for improved use of the available time for academic or arts enrichment.
2. Design a method for the classroom instructors to receive feedback and recommendations on encouraging instructional practices.
3. Although there were many children in a small space, there was a good deal of organization and engagement. The public announcement system seemed most disruptive. When I asked about the public

announcement system disruption, the PD mentioned that several recommendations were made last year to alleviate this disruption, including a system to identify where children were at any time, and an alternative method of communication, such as walkie-talkies. Consider revisiting these options.

4. Although this would affect funding, consider if the target of 175 is too many. The day observations took place had roughly 125 students, and the site felt at capacity.

St. Mary's Road Magnet Academy

1. The computer lab offers access to student engagement in academic tasks utilizing the computer—I encourage support for the HT in taking advantage of these opportunities.
2. The computer lab offers little space for student collaboration or active engagement in their learning—one improvement aim identified by the PD. As you can see in the first picture of Mr. Causey's class, students had to find a way to use a corner of the computer desk to participate in the task. Consider finding a second room to complement the use of the computer lab.

The Club/Teen Center Boys & Girls Club

1. Work with B&GC VP of Operations to set expectations for the B&GC Teen Unit Director with regards to implementation of EYC expectations. Certainly some common ground can be reached, and the HT can best plan for student activities.
2. As identified by the EYC PD, improve the school outreach for these students to identify courses in which they may be in danger of failing, as well as how to support ELA and Mathematics growth, as measured by the GA Milestones exams.
3. Improve communication between site B&GC Teen Unit Director and EYC staff about other B&GC events that disrupt normal programming.

Spring Site Visit Recommendations:

Overall Recommendations

1. Design a targeted, efficient system *specific to each site* to monitor student school success, tied to objectives 1.1 (70% of regularly attending students will score a 70% or higher in math on report cards by the end 3rd quarter grades) and 1.3 (70% of regularly attending students will score a 70% or higher in reading on report cards by the end 3rd quarter grades).
2. Consider determining a way to gather data on student success on Georgia Milestones, for example, collecting previous years' data or using Milestones data for programming the remainder of the year. This recommendation is specifically for Mathematics and ELA—goals 1.2 (60% of regularly attending students will score Developing, Proficient, or Distinguished Learner in math on Georgia Milestones) and 1.4 (60% of regularly attending students will score Developing, Proficient, or Distinguished Learner in ELA on Georgia Milestones). Student data can help identify specific areas for targeted instruction, and allow for more purposeful activity during academic time.

3. Collect student Lexile scores, and design reading activities to support student growth—objective 1.5.
4. Building on recommendations 4 and 5, support the HTs in developing purposeful activities to support the academic growth of students, as determined by analysis of data from GA Milestones and Lexile reports. Ensure this is in the daily schedule. These activities can be shared at weekly HT meetings, and the aims and importance discussed at monthly staff meetings.
5. Consider a model in which program staff can receive coaching or feedback on the quality of their instruction, and interaction with children. A well- designed program for staff learning likely will increase their job satisfaction. The PD and Parent & Curriculum Outreach Coordinator visit sites often; this can be a part of their roles. In addition to managing paperwork and interacting with the children, they can observe instruction and review lesson plans to give specific recommendations for improvement.

The coaching model I recommend when working in a school setting is called Cognitive Coaching. A couple of resources:

- <http://www.flowinmotion.ca/resources/Costa-Garmston-Cognitive%20Coaching%20p%2090-95.pdf>
- <http://www.ascd.org/publications/educational-leadership/oct93/vol151/num02/Reflections-on-Cognitive-Coaching.aspx>

Dawson Elementary School

1. Consider ways to build upon the strong connections to the school community to enhance relationships with the day teachers.
2. I encourage looking into a well-regarded programming environment called Scratch. This can build on the coding efforts, and engage students during free time in the academic settings.

East Boys & Girls Club

1. Design a method for the classroom instructors to receive feedback and recommendations on encouraging instructional practices.
2. As the new site is being designed, I encourage EYC staff to participate in the design—to best prepare active-learning opportunities focused on a balance of academic and enrichment activities. For example, when a room is being designed for computers, encourage collaborative space as well. The best option is to minimize individual computer use, maximizing space for collaboration where the computer serves as a resource for information, or for design and creative work.

St. Mary's Road Magnet Academy

1. The computer lab offers access to student engagement in academic tasks utilizing the computer. In addition to Achieve 3000, I encourage use of computers in more varied and academically robust ways, such as conducting research on a topic, or creating a project or presentation.
2. The computer lab offers little space for student collaboration or active engagement in their learning—. As is evident in the picture, there is little room for collaborative work. Consider finding a second room to

complement the use of the computer lab, or possibly working with the school to redesign the computer lab space to include a couple of collaborative work areas (there seems to be room along the hallway wall).

3. Consider what may be effective communication with parents to reduce the disruption of early pick-up. It seems to be part of the initial agreement, and commitment to this being academic enrichment as opposed to child care.

The Club/Teen Center Boys & Girls Club

1. It seems that the appropriate balance of structure and freedom was present in my visit today (as opposed to last time where the last portion of the day seemed not in alignment with EYC expectations). I suggest a more careful schedule detailing these times would offer slight benefit to student participation, but might help to ensure the expectations for the relationship with the B&CG hosts. Such a calendar will help the HT set plans with the B&CG employees.
2. Improve the school outreach for students to identify courses in which they may be in danger of failing, as well as how to support ELA and Mathematics growth, as measured by the GA Milestones exams. (See program wide recommendations for more detail)
3. Work with (especially new) TAs to be thoughtful on how to structure the time to maximize time on task. During my visit with a newer TA, most of the students were done with the project and quietly waiting.
4. Because attendance is inconsistent, consider policies that will improve more regular attendance. The first goal will be for students to value the time spent on site. Maybe this means ensuring a portion of the time is specifically dedicated to social time. Consider interviewing students to ask what would encourage them to come every day. It could also be the drive yourself policy is a major problem.
5. If many of the students at this site have IEPs, the PD and Parent & Curriculum Outreach Coordinator can ask to be invited to those meetings. This would not only be a great opportunity to become involved in learning the student's academic strengths and areas for growth, but also contribute to the well-being of the child as a member of this school-based team.
6. In addition to the reading project going on, more children were in and out of the EYC space in The Club/Teen Center Boys & Girls Club. I imagine this serves as a pretty significant distraction or draw for many of the EYC program members. I encourage EYC to develop a stronger agreement about no access to The Club from other B&GC attendees.

APPENDIX A – FALL SITE VISIT SUMMARIES

APPENDIX B – SPRING SITE VISIT SUMMARIES

APPENDIX C – MOMENTS THAT MATTERED