



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

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



<b>Subgrantee: Clarke County School District (Middle School Grant)</b>	<b>Date: June 4, 2021</b>
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**1. Attendance**

Total Number of Students Targeted	Registered Students	Regular Attendees (attend ≥ 30 days)	Total Number of Parent Opportunities	Total Number of Parents Attending
Number: 172	Number: 154	Number: 20	Number: 23	Number: 53

**2. Objectives**

Total Objectives	Met	Not Met	Other
Number: 8	Number: 8	Number: 0	Number: 0

**3. Standardized Testing**

**3A. English Language Arts – Regular Attendees Achievement Levels**

Beginning	Developing	Proficient	Distinguished
Number: 0	Number: 1	Number: 0	Number: 0
Regular Attendees without scores who took standardized test			Number: 0
Regular Attendees who did not take standardized test			Number: 19
Retake Data (If applicable)			Number of Retakes: 0
Beginning	Developing	Proficient	Distinguished
Number: N/A	Number: N/A	Number: N/A	Number: N/A

**3B. Math – Regular Attendees Achievement Levels**

Beginning	Developing	Proficient	Distinguished
Number: 2	Number: 0	Number: 0	Number: 0
Regular Attendees without scores who took standardized test			Number: 0
Regular Attendees who did not take standardized test			Number: 18
Retake Data (If applicable)			Number of Retakes: 0
Beginning	Developing	Proficient	Distinguished
Number: N/A	Number: N/A	Number: N/A	Number: N/A

**4. Report Card Grades**

**4A. English Language Arts – Regular Attendees**

Regular Attendees without Grades	Regular Attendees with grade increase (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade decrease (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
0	6	5	7	2	0
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

**4B. Math – Regular Attendees**

Regular Attendees without Grades	Regular Attendees with grade increase (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade decrease (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
0	10	2	5	1	2
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

**5. Surveys**

**5A. Student Surveys**

	Behavior	Homework Completion	Satisfaction
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Number of Student Surveys Completed	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
20	20	0	19	1	20	0

**5B. Parent Surveys**

Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
3	3	0	3	0	3	0

**5C. Regular School Day Teacher Surveys**

Number of Teacher Surveys Completed	Behavior		Homework Completion	
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve
Number	Number		Number	
20	10	10	15	5

**6. Partners**

Number of Partners	Total Amount of Contributions
4	\$113,581

Clarke County  
Nita M. Lowey 21<sup>st</sup> Century Community  
Learning Centers  
Middle School Summative Report: 2020-2021  
Year 1



Report Prepared by  
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# Clarke County Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Middle School Summative Report: 2020-2021

**Overview and History:** In 2020-2021, the middle school-based Clarke County 21<sup>st</sup> Century Community Learning Center (CCLC) program began its first year of a renewability grant program. The Clarke County School District (CCSD) served as the fiscal agent for the grant and also directly provided the services at four community middle schools, Burney-Harris Lyons, Clarke Middle, Hilsman, and W.R. Coile. The middle-school program is guided by an advisory council consisting of representatives of the school district, community advocates, and faculty from the local university. The program was designed to meet the needs of a minimum of 172 students in after school services. Slots for participants included up to 45 at each of Burney-Harris Lyons, Hilsman, and Colie Middle Schools. Thirty-seven students could be recruited at Clarke Middle School. Services for the year began on September 21, 2020 and concluded on May 13, 2021 for all middle schools except Clarke Middle. Clarke Middle provided services from September 28, 2020 to May 19, 2021. Because of the COVID-19 pandemic, services were provided in virtual fashion from the beginning of the school year to mid-April when the school district re-opened for instruction. At the time of re-opening for in-person services, students could choose in-person 21<sup>st</sup> CCLC services or continue with the virtual option. Daily services were provided from 4:30-6:00 pm, Monday through Thursday.

The middle-school program was designed around a needs assessment that reflected



concerns amongst the middle-school student population. Students were recruited for the program based on the following characteristics (1) economic disadvantage (based on free and reduced lunch eligibility); (2) not meeting standards on math and science state assessments; (3) repeating a grade; (4) chronic absenteeism (10 or more days in the current or past year as defined by the school district); (5) disability status; (6)

limited English proficiency; (7) homeless or migrant status; (8) behavioral, social,

or emotional concerns; (9) foster care or active Child Protective Service case; and (10) recommendations from teachers, counselors, and administrators.

The following goals guided the work of the program in 2020-2021. These objectives include: (1) 60% of regularly participating students will meet or demonstrate growth in science based on report card grades; (2) 60% of regularly participating students will meet or demonstrate growth in mathematics based on report card grades; (3) the percentage of regularly participating students who report positive perceptions of their social and emotional growth will increase 5% from pre- to post-assessment; (4) The percentage of middle school students who attend positive youth development events will report increased satisfaction with their engagement with others, interests in group processes, and relationships with others; (5) Each year of the grant period, aggregate behavior referrals for 21<sup>st</sup> CCLC students who attend at least 30 days will decrease at least 10% each year based on comparisons to previous years as reported in the annual summary report; (6) 40% of parents who attend events or receive information from an event will report they have learned additional strategies about how to support their children’s learning and academic/behavioral support; (7) Parent satisfaction data will be collected from surveys from parents at the end of the program year; and (8) Parents will receive take-home information on enhancing home learning and accessing community resources.

**Review of Previous Year’s Results:** Across the eight objectives for the middle school program, in 2019-2020, eight objectives were stated but data were only available for five of the objectives. The three objectives that were unable to be assessed were associated with mentoring, and parent engagement and survey data. With the in-person restriction to instructional services mandated by the state, it was not possible to collect the data for those objectives in 2019-2020. A summary table of the objectives measured in 2020-2021 is presented below.

	Objective Met	Objective Not Met	Objective Could not be Evaluated
In years 3-5 of the project, 60% of the students will meet or demonstrating growth in science based on report card grades.	<b>X</b>		
In years 3-5 of the project, 60% of the students will score developing, proficient, or distinguished on the state mathematics assessment.	<b>X</b>		

At the beginning of each after school session, the program will implement a social-emotional activity for students.	<b>X</b>		
The program will work with the Clarke County Mentoring Program to obtain 20 mentors to support students.			<b>X</b>
Each year of the grant period, students will exhibit improved behavior.	<b>X</b>		
Parent involvement will be accomplished through parent engagement events/activities held at least 4 times during the academic year.	<b>X</b>		
Parent satisfaction data will be collected from surveys from parents at the end of the program year.			<b>X</b>
Parents will receive take-home information on enhancing home learning and access community resources.			<b>X</b>

On key metrics of science and mathematics performance, regularly participating students met or exceeded the goals set forth for them in the program. For example in science achievement, the goal that 60% of students will demonstrate growth or meet standards was evidenced in the students’ classroom grades.

2019-2020 Middle-School Students’ Science Course Grades

	Sample Size	Mean	Sd	Range	Percent Scoring Above 70
Earth Science-Sixth Grade	87	87.19	8.21	60.80-100.00	97.80
Life Science-Seventh Grade	50	83.61	9.15	55.43-98.65	92.00
Physical Science-Eighth Grade	45	84.63	9.89	55.00-100.00	93.40

A similar pattern was found for mathematics with 90.5% of students scoring above a score of 70 providing evidence of students’ mathematics achievement in 2019-2020.

2019-2020 Middle-School Students’ Mathematics Course Grades

	Sample Size	Mean	Sd	Range	Percent Scoring Above 70
Sixth Grade	88	81.96	8.62	62.55-97.61	92.40
Seventh Grade	49	78.66	8.90	60.52-94.78	84.00
Eighth Grade	43	84.47	7.26	67.81-97.87	97.70



On the social and emotional and student support objectives, social and emotional activities were found to be fully implemented routinely in the program and objectives associated with those areas of child development were met.

**Current Year:** A typical day in the program included opportunities after-school presented virtually from 4:30-6:00. Students in all four middle schools could attend program activities after school. After-school activities (Monday through Thursday) began with check-in and a social-

emotional learning activity, Enrichment included activities in Art and Music, Character Education, College and Career Readiness, Counseling, Literacy, Physical Activity, STEM, Tutoring, and Youth Leadership. For example, Arts and Music involved activities around the History of Dance, a Drama Club, and Chorus. Character Education was



supported by graduate students in the University of Georgia's School Counseling and the Empowered Youth programs. Character Education also embedded social and emotional learning opportunities. A sample College and Career Readiness activity was a session on Garden, Food, Technology, and Sustainability. Literacy activities centered on creative writing and mythology. Physical activities included mixed martial arts, brain games, and personal fitness. STEM activities were focused on problem solving, coding, and science in motion. Youth leadership activities include Social Etiquette/Netiquette and FFA. Students rotated into different sessions where enrichment activities were conducted. Enrichment and extension activities are designed based on the Georgia Standards of Excellence and are intended to deepen adolescents' exposure and knowledge of content. In examining the overall attendance rates within the middle school sites during the fall semester, the virtual programming option while helpful for families is also very challenging for students who have been in a virtual environment for the length of the general school day. To address the needs of students and to motivate the students to engage in attending the 21<sup>st</sup> CCLC program virtually, the program offered more varied programming in the spring term to increase participation. Students were dismissed from program activities at 6:00 pm. In mid-April when the school district opened to in-person instruction (3:45-6:00 pm), students could choose either an in-person or virtual option.

Parent engagement sessions were offered and included orientations to the program at the four schools, community building, parks and recreation parent information

meetings, a family literacy night, Lights on Afterschool, student showcases, Title I/21<sup>st</sup> Century Learning Center events, and an online session about how parents could support keeping their children engaged online. Parents were introduced to methods of fostering safe, developmentally appropriate home learning environments for their children. Information provided by Family Connections-Communities in Schools was sent home with parents regarding support of learning at home and community resources.

**Student Attendance and Enrollment.** The program proposed to serve 172 students in its array of services during the 2020-2021 academic year program. The data represented in this report cover student growth and program services from the first to the fourth quarter. Across the program year, 154 students were registered for the program. Of those, 127 students were recruited and received services for at least one day from the program. Not all of these students, however, were enrolled for a minimum of 30 days of service delivery. Data for the total number of students served, including those who were not regularly participating, and their demographic information are found in Table 1 below.

Table 1. Demographic Information on Total Students Enrolled (not all regularly participating)

	Burney Harris Lyons	Clarke Middle	Hilsman	WR Coile
Overall Enrollment	45	20	34	28
Child's Grade	6 <sup>th</sup> Grade ( <i>n</i> = 20) 7 <sup>th</sup> Grade ( <i>n</i> = 17) 8 <sup>th</sup> Grade ( <i>n</i> = 8)	6 <sup>th</sup> Grade ( <i>n</i> = 11) 7 <sup>th</sup> Grade ( <i>n</i> = 8) 8 <sup>th</sup> Grade ( <i>n</i> = 1)	6 <sup>th</sup> Grade ( <i>n</i> = 11) 7 <sup>th</sup> Grade ( <i>n</i> = 13) 8 <sup>th</sup> Grade ( <i>n</i> = 10)	6 <sup>th</sup> Grade ( <i>n</i> = 6) 7 <sup>th</sup> Grade ( <i>n</i> = 11) 8 <sup>th</sup> Grade ( <i>n</i> = 11)
Ethnicity	Black ( <i>n</i> = 34) Hispanic ( <i>n</i> = 6) White ( <i>n</i> = 5)	Asian ( <i>n</i> = 1) Black ( <i>n</i> = 9) Hispanic ( <i>n</i> = 1) Multiracial ( <i>n</i> = 1) White ( <i>n</i> = 8)	Black ( <i>n</i> = 26) Hispanic ( <i>n</i> = 3) Multiracial ( <i>n</i> = 1) White ( <i>n</i> = 4)	Black ( <i>n</i> = 10) Hispanic ( <i>n</i> = 14) White ( <i>n</i> = 4)
Gender	Female ( <i>n</i> = 30) Male ( <i>n</i> = 15)	Female ( <i>n</i> = 12) Male ( <i>n</i> = 8)	Female ( <i>n</i> = 25) Male ( <i>n</i> = 9)	Female ( <i>n</i> = 16) Male ( <i>n</i> = 12)
Special Education	<i>n</i> = 8	<i>n</i> = 4	<i>n</i> = 7	<i>n</i> = 3



Limited English Proficiency	<i>n</i> = 0	<i>n</i> = 0	<i>n</i> = 1	<i>n</i> = 3
Mean Attendance	19.24 days ( <i>Sd</i> = 24.91)	20.90 days ( <i>Sd</i> = 22.41)	10.09 days ( <i>Sd</i> = 13.86)	18.82 days ( <i>Sd</i> = 21.65)
Daily Attendance Range	1 to 104 days	1 to 86 days	1 to 51 days	1 to 100 days

Given the criteria by which students are considered as regularly participating, the number of students enrolled at each site decreased for the formal analysis of program outcomes. Students are considered regularly participating if they attended the program a minimum of 30 days during the program year. Classifying students into group as regularly participating and not regularly participating reduced the sample size to 20 students. Information about the demographics of the regularly participating sample is found in Table 2.

Table 2. Demographic Information on Regularly Participating Students

	Burney Harris Lyons	Clarke Middle	Hilsman	WR Coile
Overall Enrollment	9	3	5	3
Child's Grade	6 <sup>th</sup> Grade ( <i>n</i> = 4) 7 <sup>th</sup> Grade ( <i>n</i> = 4) 8 <sup>th</sup> Grade ( <i>n</i> = 1)	6 <sup>th</sup> Grade ( <i>n</i> = 2) 7 <sup>th</sup> Grade ( <i>n</i> = 1) 8 <sup>th</sup> Grade ( <i>n</i> = 0)	6 <sup>th</sup> Grade ( <i>n</i> = 0) 7 <sup>th</sup> Grade ( <i>n</i> = 2) 8 <sup>th</sup> Grade ( <i>n</i> = 3)	6 <sup>th</sup> Grade ( <i>n</i> = 1) 7 <sup>th</sup> Grade ( <i>n</i> = 2) 8 <sup>th</sup> Grade ( <i>n</i> = 0)
Ethnicity	Black ( <i>n</i> = 7) Hispanic ( <i>n</i> = 1) White ( <i>n</i> = 1)	Black ( <i>n</i> = 2) Hispanic ( <i>n</i> = 0) White ( <i>n</i> = 1)	Black ( <i>n</i> = 5) Hispanic ( <i>n</i> = 0) White ( <i>n</i> = 0)	Black ( <i>n</i> = 2) Hispanic ( <i>n</i> = 1) White ( <i>n</i> = 0)
Gender	Female ( <i>n</i> = 5) Male ( <i>n</i> = 4)	Female ( <i>n</i> = 1) Male ( <i>n</i> = 2)	Female ( <i>n</i> = 5) Male ( <i>n</i> = 0)	Female ( <i>n</i> = 3) Male ( <i>n</i> = 0)
Special Education	<i>n</i> = 2	<i>n</i> = 1	<i>n</i> = 1	<i>n</i> = 0
Limited English Proficiency	<i>n</i> = 0	<i>n</i> =	<i>n</i> = 0	<i>n</i> = 0
Mean Attendance	60.00 days ( <i>Sd</i> = 27.90)	69.33 days ( <i>Sd</i> = 14.43)	41.20 days ( <i>Sd</i> = 8.14)	74.33 days ( <i>Sd</i> = 22.50)
Daily Attendance Range	31 to 104 days	61 to 86 days	34 to 51 days	58 to 100 days

**Summary of Attendance and Enrollment.** In 2019-2020, attendance within the program was compromised by school closures associated with COVID-19. Because of the emergence of the coronavirus in March 2020, it was not possible to continue services for the final quarter of the program year or to operate a summer school program. Decisions about discontinuing the fourth quarter as well as summer school were predicated on the state public health guidance, the fact that teachers within the program also needed to support their general day classrooms with an abrupt shift to remote learning, as well as inability to transport children and maintain clear evidence that either children or 21<sup>st</sup> CCLC staff were not exposed to or passing along the coronavirus. Attendance was a concern in 2020-2021, despite intensive attempts to recruit students to take advantage of program services. Anecdotal conversations with site coordinators and parents also indicated that attendance for a number of adolescents in the program was diminished because of the adolescents' needs to care for younger siblings while the school system engaged in general day virtual instruction.

Although the program did not fully enroll its required number of students, staff members targeted their recruitment of students to those who needed the most assistance with their academic and behavioral goals in addition to the criteria listed for inclusion in the program. The program also worked with parents to understand expectations of consistent attendance and participation. These expectations are specified in a parent handbook that is accessible online. Parents are required to read the handbook and sign that they understand its contents. In sum, student access to services during the last part of the 2019-2020 and the entire 2020-2021 program year were significantly influenced by COVID-19.

Despite this influence, the program also worked toward establishing additional secure relationships with caring adults who could foster engagement with school. The program also worked with parents to understand expectations of consistent attendance/participation and how such attendance could provide them with opportunities to receive resources to support their learning. Observations of virtual classroom experiences also suggested that teachers in the program were making meaningful connections with the students who attended. These relationships included support for learning as well as care for the students' personal lives and experiences.

**Program Operation.** As cited earlier in this report, services were provided at four locations in the Athens-Clarke County community. Services were provided at Burney-Harris-Lyons Middle School located at 1600 Tallasse Road in Athens, Georgia; Clarke Middle School located at 1235 Baxter Street in Athens, Georgia;

Hilsman Middle School located at 870 Gaines School Road in Athens, Georgia; and W.R. Coile Middle School located at 110 Old Elberton Road in Athens, Georgia. Table 3 displays information about the days, hours, and weeks of operation, and site coordinators for the local programs.

Table 3. Program Operation Information for Local Sites

	Days and Hours of Service	Weeks of Operation*	Local Site Coordinators
Burney-Harris-Lyons Middle	Monday through Thursday After School (4:30-6:00, virtual; 3:45-6:00 in-person)	31	Cortney Grant & Karen Rhodes
Clarke Middle	Monday through Thursday After School (4:30-6:00, virtual; 3:45-6:00 in-person)	31	Cecelia Hyers & Shawn Hinger
Hilsman Middle	Monday through Thursday After School (4:30-6:00, virtual; 3:45-6:00 in-person)	31	Maxine Dalton & Brandie Holcomb
WR Coile Middle	Monday through Thursday After School (4:30-6:00, virtual; 3:45-6:00 in-person)	31	Samantha Barnum & Angela Manous

\*The program had targeted 32 weeks of service delivery but that goal was revised because of COVID-19.

**Quality of Staffing.** The Clarke County 21<sup>st</sup> CCLC prides itself on the quality of its staff. Observations of the middle-school sites confirmed the academic rigor of the material presented, the quality of the relationships between students and staff, and the connection of both enrichment and remediation to the Georgia Standards of Excellence. At all four sites, the intent of the program was to keep the teacher/student ratio to 1:10 for academic activities and 1:15 for enrichment. This ratio was confirmed in virtual observations and often was less than these stated ratios. Only certified teachers were employed as lead teachers in the program. Each middle school had a site coordinator. Professional development opportunities were provided for staff. For example, the program provided two Youth Mental Health First Aid professional learning sessions for program staff on April 17 and 24. Each session included three hours of professional learning.

**Objective Assessment:** Data in this report summarize data from all four marking periods of the calendar year. Eight objectives serve as the core of the middle-

school programming. A description of the evidence for each of the objectives follows. For the sake of brevity in each discussion of the objectives, the following is consistent from objective to objective. Activities: Students were supported in their homework and reinforced with enrichment activities during the program. Data Collected: Achievement scores were compiled from students’ cumulative records and report cards and included classroom-based grades. Engagement was also measured by surveys completed by students. Parents and teachers also completed surveys regarding student progress. Timeline: Activities were reinforced throughout the academic year. Analysis: Paired samples t-tests and analysis of variance was employed to assess growth over the academic year. Frequency counts were also tabulated to determine the percent of students for a given outcome on survey instruments.

**Objective #1:** Objective #1 was that 60% of the students will meet or demonstrate growth in science based on report card grades. In sixth grade, students take a course in Earth Science. The course in seventh grade is focused on life science and in eighth grade the course centers on physical science. Analyses for classroom achievement scores from report card grades are based on scores for students from Quarters 1-4. Table 4 displays the science course, grade level of students enrolled, mean score for the course, standard deviation of that mean score, range of scores, and the percentage of students scoring above 70, which is the minimum score for passing the course. For all regularly participating students, 100% of students met the minimum threshold set by the program.

Table 4. Middle-School Students’ Science Course Grades

	Sample Size*	Mean	Sd	Range	Percent Scoring Above 70
Earth Science-Sixth Grade	5	88.58	6.58	82.26-99.20	100
Life Science-Seventh Grade	4	80.57	6.81	72.85-86.82	100
Physical Science-Eighth Grade	4	88.08	8.86	76.00-95.62	100

\*Across all grades, data might not sum to 100% of the students enrolled as students might have 30+ days in the program but not either a starting or ending score.

Because of COVID-19, the state of Georgia applied for a federal waiver to eliminate annual standardized testing for 2020-2021 because of COVID-19. This

waiver was not granted from the federal government. However, the Georgia Department of Education School Superintendent directed that “if virtual students decline to attend school in-person solely to participate in testing due to health and safety concerns, they should not be required to do so.” Therefore, not all students who were eligible to take the examination did so. Scores were available for one eighth-grade student who had a scaled score of 442.

Based on the data from the course grades for science across all regularly participating students, Objective #1 is **MET**.

**Objective #2:** Objective #2 was that 60% of the students will meet or demonstrate growth in mathematics based upon report card grades. Like the evaluation of Objective #1, data across the program year were used in this report. Course grades from mathematics are included to provide evidence of student achievement.

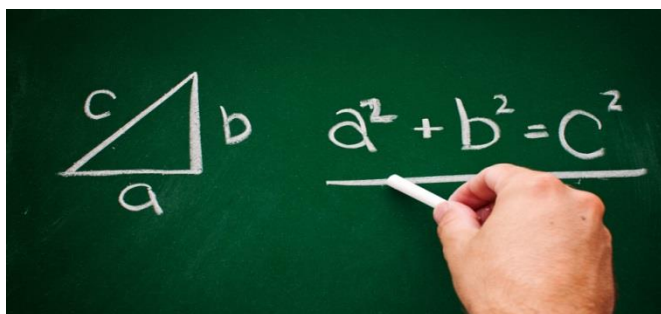


Table 5 displays the grade level of students enrolled, mean score for mathematics classroom grades, standard deviation of that mean score, range of scores, and the percentage of students scoring above 70, which is the minimum score for passing the course. All students in the sample except two met the threshold for a score of 70 or higher in their mathematics performance.

Table 5. Middle-School Students’ Mathematics Course Grades

	Sample Size*	Mean	Sd	Range	Percent Scoring Above 70
Sixth Grade	7	85.83	7.84	76.40-96.11	100
Seventh Grade	9	78.67	13.80	59.99-94.66	77.78
Eighth Grade	4	92.18	0.47	91.67-92.65	100

\*Across all grades, data might not sum to 100% of the students enrolled as students might have 30+ days in the program but not either a starting or ending score.

Because of COVID-19, the state of Georgia applied for a federal waiver to eliminate annual standardized testing for 2020-2021 because of COVID-19. This waiver was not granted from the federal government. However, the Georgia Department of Education School Superintendent directed that “if virtual students decline to attend school in-person solely to participate in testing due to health and

safety concerns, they should not be required to do so.” Therefore, not all students who were eligible to take the examination did so. Scores were available for one sixth grader and one eighth grader in mathematics. The students’ scores, respectively, were 455 and 474.

Based on these data, Objective #2 of 90% of students scoring above 70 provides evidence that this objective was **MET**.

**Objective #3:** Objective #3 was to assess the percentage of regularly participating students who report positive perceptions of their social and emotional growth will increase 5% from pre- to post-assessment. Students completed a survey that summarized their perceptions about their social and emotional growth. Table 6 displays the percentage of students who either strongly agreed or agreed with the statements listed below.

Table 6. Middle-School Students’ Perceptions of their Social and Emotional Growth

Item	Percent Strongly Agreeing or Agreeing
My overall behavior has improved because of the 21st CCLC program.	80
I have made new friends because of the 21st CCLC program.	90
Each day, I like the activity that focuses on social and emotional development.	80
Students at my school are there for me when I need them.	90
I enjoy talking to the students here.	95
Students here respect what I have to say.	55
I have friends at school	100
I can exhibit self-control.	80
I listen to others and respect different opinions.	85
I can work cooperatively with others.	85

All data points in Quarter 4 were at least five percent higher than in Quarter 1. These data indicate that students perceive growth in their social and emotional skills. Only one item scored lower than 80% and that was the item on “other students’ respecting what the middle school student had to say.” Because of the virtual nature of most of the instruction during the 2020-2021 program year, it

would be reasonable to assume that there could have been more challenges with communication among students. Overall, the data support that Objective #3 was **MET**.

**Objective #4:** In the prior funded middle school grant, the district partnered with the Clarke County Mentoring Program to recruit and train mentors serving as “Morning Mentors.” Across that prior grant cycle, the mentoring activity proved to be challenging in terms of coordination of adult and adolescent schedules. In the current grant, the program still focused on developing mentor relationships between adolescents and adults but in this cycle partnered with the University of Georgia (UGA) School Counseling program/Empowered Youth Programs to offer opportunities for adolescents to form relationships and benefit from programming that was tailored to the middle school students’ interests. Assessment of student satisfaction for this objective was from data from a survey completed by the students in the program following the sessions with the UGA school counseling graduate students. Data from the survey indicate that the middle school students who participated in the sessions were satisfied with their engagement with others, interests in group processes, and relationships with others. Table 7 displays the results from that survey. Overall, the data support that Objective #4 was **MET**.

Table 7. Middle-School Students’ Perceptions of Positive Youth Development Sessions

Item	Percent Strongly Agreeing or Agreeing
I learned something valuable from the students at UGA.	88.9
When participating with other students and the Empowered Youth Program graduate students from UGA, I learned something about myself.	100
When participating with other middle school students and the Empowered Youth Program graduate students from UGA, I learned something about my peers.	100
The sessions with my peers that were run by the Empowered Youth Program graduate students from UGA made me more interested in being in groups with others.	88.9
I learned more about myself and how to engage with others in the sessions led by the Empowered Youth Program graduate students from UGA.	88.9
I formed closer ties with my peers in the sessions led by the Empowered Youth Program graduate students from UGA.	88.9
When participating with other students and the graduate students, I learned something about myself.	88.9



I formed closer ties with my peers in the sessions led by the UGA graduate students.	77.8
The sessions with my peers that were run by the UGA students made me more interested in being in groups with others.	77.8

**Objective #5:** Each year of the grant period, students will exhibit improved behavior. Data for this objective were collected from multiple sources. One source was from cumulative records where information on the number of students who received in-school suspension was recorded. On in-school suspension in 2020-2021, no regularly participating students had received in-school suspension. This number was down from 19 students in 2019-2020 who had one or more events that resulted in in-school suspension. A similar pattern was found for out-of-school suspension where in 2020-2021, no students received out-of-school suspension. This number was down from 10 students in the prior year. Data were also available on student’s behavior and behavioral referrals. In 2020-2021, only two students had behavioral events that were reported to school administrators. These data meet the objective that aggregate behavioral referrals will decrease 10% from the prior year. Taken together, data from behavioral records indicate this objective is **MET**.

**Objective #6:** Parent involvement will be accomplished through parent engagement events/activities held at least 4 times during the academic year. The program set forth a goal that 40% of parents who attend events or receive information from an event will report they have learned additional strategies about how to support their children’s learning and academic/behavioral support. Data were collected from parental surveys following each program event. Only three parents completed the assessment for the program’s listed events. Of those parents, 66.7% agreed that they felt better equipped to support their child’s education in general, support their child’s reading skills, and support their child’s mathematics learning. One hundred percent of parents indicate that they could better assist their child with his or her school-based activities because of the 21<sup>st</sup> Century program and that they were a partner with the program in enhancing their child’s development. As well, 100% of parents noted that the program has positively influenced their child’s behavior both at home and school. This objective is **MET**.

**Objective #7:** A goal for the program was to assess parental perspectives of satisfaction with the 21<sup>st</sup> Century Community Learning Center program. Although the number of responses to the parent survey was low, two parents were very satisfied with program services and one parent was somewhat satisfied. It is expected that the response rate for parental surveys will increase in the upcoming year. Program administrators and parents, in anecdotal conversations, noted that the constraints for parents’ time to complete surveys was limited given the

stressors present in families because of the global pandemic. This objective is **MET**.

**Objectives #8:** The final objective for the program centered on parents will receive take-home information on enhancing home learning and access community resources. Parent satisfaction data were collected from surveys from parents at the end of the program year. Unfortunately, because of the COVID-19 interruption to program services, the response rate for surveys was low (n = 3). All parents receive information on the program in the form of a handbook, which is also accessible online. One hundred percent of parents received information in the form of newsletters, announcements, and other communications designed to support their child’s home learning and access to community resources. Amongst the parents who responded to the survey, 66.7% of parents noted they were better equipped to support their child’s reading and mathematics learning, use specific communication and monitoring strategies to support their child’s learning, and connect with their child about their work in school. This objective is **MET**.

**Objective Assessment Summary:** Eight objectives were measured that documented the impact of 2020-2021 program services for middle-school students enrolled in the 21<sup>st</sup> CCLC program in Clarke County. Of the eight objectives, all were **MET**.

*Summary of Local Objectives.* Table 8 below summarizes the objectives set forth in the Clarke County School District Middle School 21<sup>st</sup> Century Community Learning Center grant proposal. Taken together, the program was successful in meeting 100% of its goals during the 2020-2021 academic year.

Table 6. Summary of Results in Achieving Objectives

	Objective Met	Objective Not Met	Objective Could not be Evaluated
60% of regularly participating students will meet or demonstrate growth in science based on report card grades.	<b>X</b>		
60% of regularly participating students will meet or demonstrate growth in mathematics based on report card grades.	<b>X</b>		
The percentage of regularly participating students who report positive perceptions of their social and emotional growth will increase 5% from pre- to post-assessment.	<b>X</b>		

The percentage of middle school students who attend positive youth development events will report increased satisfaction with their engagement with others, interests in group processes, and relationships with others.	<b>X</b>		
Each year of the grant period, aggregate behavior referrals for 21 <sup>st</sup> CCLC students who attend at least 30 days will decrease at least 10% each year based on comparisons to previous years as reported in the annual summary report.	<b>X</b>		
40% of parents who attend events or receive information from an event will report they have learned additional strategies about how to support their children’s learning and academic/behavioral support.	<b>X</b>		
Parent satisfaction data will be collected form surveys from parents at the end of the program year.	<b>X</b>		
Parents will receive take-home information on enhancing home learning and access community resources.	<b>X</b>		

**Observations of the Quality of Services Provided.** Using items from the Georgia Afterschool and Youth Development Quality Standards Assessment tool, the middle school sites were observed in Fall 2020 and Spring 2021. All observations, except two in the middle schools, were conducted through virtual means. In fall, the overall quality ratings ranged from 90-92%. In Spring 2020, those ratings were 92% to 96% across the sites. Field notes from observations were provided to the 21<sup>st</sup> CCLC director who used the data to support quality improvements at both sites.

**Progress towards Sustainability:** The program has completed its first year of its grant award that was awarded through the Georgia Department of Education’s renewal process. Some primary objectives for the program have changed from the former grant objectives to the current one. Although the program was heavily influenced from impacting more students because of COVID-19 constraints on attendance, the program maintains its goal to reach full enrollment in next program year. The program has been a good steward of its funds and continuing to connect with students throughout the program year as evidenced by its increased engagement of community partners and longevity of its program coordination staff.

Prior to the receipt of this funding, the school district supported several after-school elements in programs in the community headed by other community agencies. The school district has made a commitment to support after-school

programming in middle school with local funds and other resources. An after-school coalition in the community is present and synthesizes data expressing a need for after-school programs in Athens-Clarke County. Sustainability of after-school and summer programs will continue to be supported by the school through other local initiatives.

**Overall Recommendations:** The data from this year's assessment of the Clarke County 21<sup>st</sup> Century Community Learning Center Middle-School Program indicate that the program had a substantive impact on meeting the needs of high-risk adolescents in the Athens-Clarke Community. Again, although heavily influenced by COVID-19 constraints to program delivery and student/parent engagement, the primary recommendation focuses on the augmenting strategies to re-engage adolescents and families for the next program year. A major focus will be on increasing attendance and attracting new students and returning students into the program. The program has clearly reached Clarke County adolescents to engage them in after-school academic and enrichment experiences that were of value. In general, the program is exceptionally well run and meeting the needs of students in community. All expectations are that the program will continue to enroll students who will benefit from its services.