

Clarke County School District

Nita M. Lowey 21st Center Community Learning Centers

Year 4 Evaluation Report

Fostering Future Student Success Program for Elementary Students



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Overview and History

For the 2022-2023 program year, services for the elementary school students enrolled in the Clarke County 21st Century Community Learning Center (CCLC) program began on September 12, 2022. Services were provided from 3:00 p.m. to 6:00 p.m. Monday through Friday, each week. Clarke County School District (CCSD) serves as the fiscal and administrative agent for the program and partners with the Boys & Girls Clubs of Athens, whose staff along with certified teachers, paraprofessionals, and volunteers provide direct services in two locations in the Athens-Clarke County community. First grade through fifth grade students in the community received services at either The Club at H.T. Edwards or at the Smilow



Clubhouse (Fourth Street) locations. The program is guided by an advisory council consisting of representatives of the school district, the Boys & Girls Club, community advocates, parents, students, and faculty from the local university. This advisory council met twice during the academic year. Services for the academic year concluded on May 24, 2023. The program is currently in its fourth year of implementation for a 5-year grant cycle. For the academic program year of 2022-2023, changes in out-of-school care needs of families

were still influenced by global health conditions. Thus, enrollment was still not at the funded maximum although attendance greatly improved from 2021-2022.

The elementary program was designed to support children in the community with the following characteristics: (1) not meeting grade-level standards; (2) works/tests below grade level; (3) does not meet standards on the state standardized assessment in reading and mathematics (where applicable); (4) repeated a grade; (5) receives free or reduced lunch; (6) missed 10 or more school days last year (or current year); (7) has Limited English Proficiency; (8) is a child who is homeless or enrolled in migrant services; (9) has a disability; (10) is a student who is identified as a member of an underrepresented group; (11) has behavioral, social, or emotional concerns; (12) is a student who is in foster care or who has an active Child Protective Services case; and (13) through



teacher, counselor, or administrative recommendation. Measurable objectives for the program were specified in the district's funded proposal.

For Objective 1 on increasing English/Language Arts performance, the program set a goal for the end of Year 4 to have 50% of its regularly participating students (students who participate at least 30 days throughout the school year) meet or demonstrate growth on report card grades in English/Language Arts. The same threshold was set for mathematics with the program setting forth this goal: 50% of regularly participating students (students who participate at least 30 days throughout the school year) will meet standards or demonstrate growth on standards as measured by report card grades in mathematics.

Objectives 3 and 4 centered on increasing children's positive behavioral changes and attitudes. Objective 3 focused on increasing students' positive perceptions of school by 5% across the program year. Objective 4 was to foster at least 65% of regularly participating students meeting or demonstrating growth in teacher assessments of approaches to learning and social behaviors as reflected on report cards. The final two objectives for the program centered on supporting parents across these two specific goals: (1) 40% of parents who attend events or receive information from an event will report they have learned additional Clarke County School District curriculum-based strategies about how to support their children academically and/or socially/emotionally; and (2) 65% of parents of regularly participating students will attend a family engagement event.

A typical day in the program started with arrival to the program around 3:00 pm. Once the children arrived at either center, a nutritious snack was provided. Between 3:15 and 3:30 each day, children transitioned to supports for additional homework help and enrichment activities. Homework with specified instructions from their general-day school-based classroom teacher was supported. Children attended multiple sessions with content that varied across the days of the week. For example, 30-45 minutes session blocks could include homework help, academic enrichment activities in social studies, mathematics, science, English/Language Arts, and reading. Art and Music, technology, recreation/games/physical activities, health and fitness, dance/STEP classes, and STEM enrichment activities were provided. Literacy sessions included ELA direct support and integration across the content areas (e.g., social studies). Physical Health sessions included organized games and personal development sessions. Enrichment and extension activities are designed based on the Georgia Standards of Excellence and were intended to deepen children's exposure and knowledge of content.

Program Progression. The program is currently in its fourth funded year of five for program delivery with an operational plan executed between the school district and Boys & Girls Clubs. The Boys & Girls Club assisted with the recruitment and enrollment of students into the after-school program. Transportation was arranged by the school district to the Boys & Girls Clubs. After-school program staff members with requisite credentials were hired for the program. Systems for tracking student attendance and other required information for the 21st CCLC programs were implemented. The program has an Advisory Council for all the district’s 21st Community Learning Center programs. Procedures for documenting activities and which student data should be shared with the evaluator were developed.

Program Outcomes for 2021-2022. During the 2021-2022 program year, the program met four of its six goals. A summary of the outcomes associated with those goals is provided below.

Objective 1. ELA Classroom Performance Ratings at the End of the Program Year

Grade	%-age Increase	%-age No Change*	%-age Decrease	%-age Meets or Exceeds	%-age Meets or Exceeds or Increased Performance
First (n = 19)	57.9	31.6	10.5	42.1	57.9
Second (n = 19)	31.6	57.9	5.3	52.6	57.9
Third (n = 23)	21.7	73.9	0	34.7	34.8
Fourth (n = 24)	20.8	66.7	12.5	45.9	45.8
Fifth (n = 24)	41.7	45.8	0	70.8	70.8

*It should be noted that some students in the percentage of no change category (n = 16) were students whose performance was classified as meeting or exceeding standards at the beginning of the school year and who maintained that success across the program year.

Objective 2. Mathematics Classroom Performance Ratings at the End of the Program Year

Grade	%-age Increase	%-age No Change*	%-age Decrease	% of children Meets or Exceeds	%-age Meets or Exceeds of Increased Performance
First (n = 14)	42.9	42.9	14.3	52.6	42.9
Second (n = 11)	18.2	72.7	9.1	57.9	18.2
Third (n = 21)	28.6	71.4	0.0	34.7	33.3
Fourth (n = 18)	16.7	72.2	11.1	33.3	16.7
Fifth (n = 17)	64.7	29.4	5.9	65.2	64.7

*It should be noted that some students in the percentage of no change category were students whose performance was classified at the top of the rating scale at both the beginning and end of the year.

Objective 3: Objective 3 centered on students’ positive perceptions of school. The goal was to increase students’ positive perceptions by 5% from pre- to post-assessment. Data were collected in the fall to assess children’s initial perceptions. Data from the spring assessment allow the program to understand the summary perceptions that the children provided about their experiences in the program. Those data can be viewed in the Table below. Data were obtained from 70 children who were regular participants in the program and indicate that across all items, children’s perceptions increased at least 5%.

Objective 3: Children’s Perception of School

Item	Percent Responding Yes	Percent Responding No
My teacher helps me when I do not understand.	92.9	7.1
My teacher remembers special days for me.	70.0	30.0
My teacher answers my questions.	82.9	17.1
My teacher chooses me to be a special helper.	68.6	31.4
My teacher likes me.	90.0	10.0
I like school.	78.6	21.4
I feel like I do well in school.	95.7	4.3
My school wants me to do well.	97.1	2.9
I feel safe at school.	78.6	21.4
I get along well with other students.	74.3	25.7

Objective 4: This objective was focused on 65% of regularly participating students meeting or demonstrating growth in teacher assessments of approaches to learning and social behaviors as reflected on report cards. Data for these objectives were collected from teacher ratings conducted across the program year. Behavioral ratings include (1) listens and follows directions, (2) completes assignments on time, (3) respects authority, (4) exercises self-control, (5) exhibits courtesy and consideration, and (6) works cooperatively with others. Two items indicate teachers’ perceptions of students’ approaches to learning. These items are (1) strives to improve the quality of work, and (2) shows interest and is involved in learning.

Data in the two tables below indicate that children in the program had skills that were moving toward meeting or exceeding the standards for behavior and positive attitudes. Teachers’ ratings of children indicate consistency on work habits and

“soft skills” suggesting that those aspects of classroom success were supported in the after-school program and translated back to the general education classroom. Specifically, statistically significant growth was found on the items: (1) Completes assignments on time; (2) Exercises self-control; (3) Exhibits courtesy and consideration; (4) Shows interest and is involved in learning; and (5) Strives to improve the quality of work. These increases are particularly impressive given the remote nature of instruction across the program year.

Teacher Ratings on Behavioral and Attitudinal Skills at the end of the Quarter 4 (n = 109)

	<i>Percent Exceeding Standards</i>	<i>Percent Meeting Standards</i>	<i>Percent Progressing Toward Meeting Standards</i>	<i>Percent Making Insufficient Progress toward Meeting Standards</i>
<i>Behavioral Items</i>				
Listens and follows directions	14.7	53.2	29.4	2.8
Completes assignments on time	16.5	58.7	22.9	1.8
Respects authority	17.4	58.7	22.9	0.9
Exercises self-control	13.8	49.5	33.0	3.7
Exhibits courtesy and consideration	16.5	59.6	23.9	0.0
Works cooperatively with others	18.3	54.	26.6	0.9
<i>Attitudinal Items</i>				
Strives to improve the quality of work	12.8	64.2	22.9	0.0
Shows interest and is involved in learning	15.6	63.3	21.1	0.0

Teacher Ratings on Behavioral and Attitudinal Skills—Performance Changes from Quarter One to Quarter Four

	<i>Q1 Mean</i>	<i>Q1 Standard Deviation</i>	<i>Q4 Mean</i>	<i>Q4 Standard Deviation</i>	<i>t (p)</i>
<i>Behavioral Items</i>					
Listens and follows directions	2.50	.89	2.79	.72	-4.49 (.00)
Completes assignments on time	2.62	.59	2.90	.69	-4.42 (.00)
Respects authority	2.72	.63	2.93	.67	-2.89 (.01)
Exercises self-control	2.44	.66	2.73	.75	-4.20 (.00)
Exhibits courtesy and consideration	2.66	.57	2.93	.64	-4.27 (.00)

Works cooperatively with others	2.5	.86	2.90	.70	-4.83 (.00)
<i>Attitudinal Items</i>					
Strives to improve the quality of work	2.64	.57	2.91	.59	-4.60 (.00)
Shows interest and is involved in learning	2.71	.58	2.94	.61	-4.61 (.00)

Objectives 5 & 6. The last two objectives for the 2021-2022 program year centered on parental engagement and had specific goals: (1) 40% of parents who attend events or receive information from an event will report that they have learned additional Clarke County School District Curriculum-Based strategies about how to support their children academically or social/emotionally, and (2) 65% of parents will attend a family engagement event.

Parent surveys were administered for each parent engagement activity. Across the sites, parent engagement activities included a Family STEAM night, parent orientations, and a Lights on After School event. Parents were asked eight questions about the parent engagement activities. One question asked the parents how they would rate the information provided in the parent engagement event. On a scale of 1-4, the mean score for this item was 3.48. A second item asked parents to indicate if the workshop gave them strategies to better help their child or family. On this item, the mean score was 3.55. A series of other questions were Yes/No questions and are tabled below.



Parent Engagement Responses from Family Events

Item	Percent Responding Yes	Percent Responding No
I will share information with other parents.	40.63	59.37
I will participate activity in other parent meetings and workshops.	46.88	53.12
I will follow-up with my child’s teachers.	46.88	53.12
I will encourage my child to “exceed” and do more than meet a standard.	46.88	53.12

I will make sure my child know that every learning activity is important.	59.38	40.62
I will motivate my child.	62.50	37.5

A total of 45 parents attended family events across the Smilow and HT Edwards sites. This percentage was 38.14% and did not exceed the 65% goal that the program set.

In sum, the district met four of its six objectives for 2021-2022. The two objectives that were not met included mathematics achievement and parent attendance at family events.

Student Attendance and Enrollment. The current program proposed to serve 250 children in its 2022-2023 academic year program. From September 12, 2022 to May 24, 2023, 197 children were recruited for program services. Of the children who had at least one day of service provision, the Club at H.T. Edwards enrolled 94 children and the Smilow site enrolled 103. Not all these children, however, were enrolled for a minimum of 30 days of service delivery which is the criteria to be considered a regularly participating 21st CCLC student. Data for the total number of children served, including those who were not regularly participating, and their demographic information are found in Table 1 below. Two children at the HT Edwards site were identified as dual language learners.

Table 1. Demographic Information on Total Students Enrolled (not all regularly participating, *n* = 197)

	Smilow (Fourth Street)	The Club at H.T. Edwards
Overall Enrollment	103	94
Child's Grade	First (<i>n</i> = 12) Second (<i>n</i> = 25) Third (<i>n</i> = 20) Fourth (<i>n</i> = 13) Fifth (<i>n</i> = 33)	First (<i>n</i> = 24) Second (<i>n</i> = 18) Third (<i>n</i> = 10) Fourth (<i>n</i> = 26) Fifth (<i>n</i> = 16)
Race/Ethnicity	Black (<i>n</i> = 95) Hispanic (<i>n</i> = 1) Multiracial (<i>n</i> = 7) White (<i>n</i> = 0)	Black (<i>n</i> = 76) Hispanic (<i>n</i> = 7) Multiracial (<i>n</i> = 5) White (<i>n</i> = 6)
Gender	Male (<i>n</i> = 50) Female (<i>n</i> = 53)	Male (<i>n</i> = 51) Female (<i>n</i> = 43)
Special Education	<i>n</i> = 14	<i>n</i> = 19
Mean Attendance	91.57 days (<i>SD</i> = 41.52)	70.64 days (<i>SD</i> = 40.79)

Daily Attendance Range	Range: 1-125 days	Range: 1-130 days
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Given the criteria by which children are considered regularly participating, as operationalized the 21st CCLC program, the number of children enrolled at each site decreased for the formal analysis of program outcomes. Children are regularly participating if they attended the program a minimum of 30 days during the program year. Coding children as regularly and non-regularly participating reduced the sample size for the 2022-2023 program year to 160 children. Information about the demographics of the regularly participating sample is found in Table 2.

Table 2. Demographic Information on Regularly Participating Students

	Smilow (Fourth Street)	The Club at H.T. Edwards
Overall Enrollment	86	74
Child's Grade	First (<i>n</i> = 8) Second (<i>n</i> = 24) Third (<i>n</i> = 16) Fourth (<i>n</i> = 12) Fifth (<i>n</i> = 26)	First (<i>n</i> = 17) Second (<i>n</i> = 14) Third (<i>n</i> = 7) Fourth (<i>n</i> = 22) Fifth (<i>n</i> = 14)
Race/Ethnicity	Black (<i>n</i> = 81) Hispanic (<i>n</i> = 1) Multiracial (<i>n</i> = 4)	Black (<i>n</i> = 63) Hispanic (<i>n</i> = 4) Multiracial (<i>n</i> = 3) White (<i>n</i> = 4)
Gender	Male (<i>n</i> = 40) Female (<i>n</i> = 46)	Male (<i>n</i> = 39) Female (<i>n</i> = 35)
Special Education	<i>n</i> = 14	<i>n</i> = 15
Mean Attendance	108.92 days (<i>SD</i> = 14.76)	86.72 days (<i>SD</i> = 29.38)
Daily Attendance Range	Range: 35-125 days	Range: 33-130 days

Summary of Attendance and Enrollment. Because of the coronavirus, the general length of the school day, and families' choices about out-of-school care options, attendance was not at full capacity during this program year. From 2021-2022, however, attendance in 2022-2023 was more stable and the base number of children increased. Despite this less than maximum enrollment threshold, the school district continued to offer high-quality enrichment to children who engaged with program services. Recruitment was an effort that was supported by program administrators and the respective staffs from the Boys and Girls Club across the program year. 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 2022-2023 program year still was significantly influenced by the COVID-19 interruption to schooling.

Program Operation. As cited earlier in this report, services were provided at two locations in the Athens-Clarke County community. Services are provided at The Club at H.T. Edwards or at the Smilow Clubhouse. The Club at H.T. Edwards is located at 440-4 Dearing Extension in Athens, Georgia. The Joel E. Smilow Boys & Girls Club is located at 705 Fourth Street 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 of Service	Type of Services	Hours of Service	Weeks of Operation	Local Site Coordinators
The Club at H.T. Edwards	Monday through Friday	In-Person	3:00 p.m.-6:00 p.m.	32	Cherene Williams
Joel E. Smilow Boys & Girls Club	Monday through Friday	In-Person	3:00 p.m.-6:00 p.m.	32	Dedra Evans

On program activities, homework is also completed or if homework is already complete, children are encouraged to read or engage in program-designed activities before extension activities begin. Children are divided into small groups for activities such as art, computer lab, or gym. Staff in the after-school program assist children with their homework and verify homework completion by communicating to parents and the child's school-based teacher in the child's agenda, phone, email, or other means. During the remaining hours of each session, students rotate into different virtual sessions of physical classrooms where enrichment activities are conducted. Enrichment was provided in the following content areas: Art and Music, Technology, Mathematics, Science, Healthy and Active Lifestyles, Literacy

Education, Recreation, and STEM. Students rotate into different sessions where enrichment activities are conducted. Enrichment and extension activities are designed based on the Georgia Standards of Excellence and are intended to deepen children's exposure and knowledge of content. Parent engagement sessions were offered and included an orientation to the program and other parent support activities.

Quality of Staffing. The Clarke County 21st CCLC prides itself on the quality of its staff. Observations of the two elementary sites using the Georgia Afterschool and Youth Development Quality Standards Assessment tool confirmed the academic rigor of the material presented, the quality of the relationships between children and staff, and the connection of both enrichment and remediation to the Georgia Standards of Excellence. In both sites, the intent of the program was to keep the teacher/child ratio to 1:10 for academic activities and 1:15 for enrichment. This ratio was confirmed in observations whether conducted virtually or in-person. Certified teachers were employed as lead teachers in the program. In addition, support staff members had experience in teaching, social services, recreation and leisure services, or other child-related fields. Each program location had a site coordinator. Professional development opportunities were provided for staff.

Objective Assessment. Six approved goals were assessed for year four of this funded five-year 21st CCLC program. Data and results from each of the six goals will be discussed in the sections that follow. To not duplicate information in each section, the Activities that were conducted supported students in their homework and reinforced their classroom performance with enrichment, creative activities, and recreational activities. Data Collected included a variety of metrics that are specifically described in each analysis section below. For example, data include information from report cards and other demographic data from students' cumulative records. The Timeline for data collection included data across all four quarters of the academic school year. Data were summed at the midpoint of the year to provide formative feedback as well as the end of the year to aid with this summative evaluation. Analysis strategies included frequency counts and t-tests among the data collection points. Results are unique to the objective being measured and are detailed below. Following the objective assessment, a summary table is provided with an overview of each objective and whether the objective was met.

Objectives 1 & 2. For Objective 1 on increasing English/Language Arts performance, the program set a goal to have 50% of its regularly participating

students (students who participate at least 30 days throughout the school year) meet standards or demonstrate growth on English Language Arts (ELA) classroom grades. Classroom grades were used as the primary measure to assess ELA performance. Data were available from Quarters One through Four. Data were drawn from the district’s standards-based report card (four category scale: insufficient progress toward standard, progressing toward standard, meeting standards, and exceeding standards). Data were available for 148 students who had beginning and end scores from report cards.

To address this specific objective, Table 4 displays data by grade level for the sample. These data include the percentage of students who increased their ELA rating over the school year, those who had no change in their performance, and those students who experienced a decrease in their overall ELA performance. Of the 148 students who had two data points, 62.8% of students met the goal of meeting standards or demonstrating growth on English Language Arts classroom grades.

Table 4. ELA Classroom Performance Ratings at the End of the Program Year

Grade	%-age Increase	%-age No Change*	%-age Decrease	%-age Meets or Exceeds	%-age Meets or Exceeds or Increased Performance
First (<i>n</i> = 25)	36.0	64.0	0.00	64.0	72.0
Second (<i>n</i> = 32)	46.9	50.0	3.10	59.4	62.5
Third (<i>n</i> = 22)	22.7	72.7	4.50	45.5	45.5
Fourth (<i>n</i> = 30)	33.3	60.0	6.70	43.3	53.3
Fifth (<i>n</i> = 39)	48.7	43.6	7.70	66.7	74.4

*It should be noted that some students in the percentage of no change category (*n* = 35) were students whose performance was classified as meeting or exceeding standards at the beginning of the school year and who maintained that success across the program year.

Children in grades three through five typically take an end of year standardized assessment, the Georgia Milestones Assessment. Scores were available for 100 third through fifth graders. The mean score was 466.88 (*Sd* = 48.65). Of the students, 33 were rated as Developing Learners, 61 as Beginning Learners, 4 as Proficient Learners, and 2 as Distinguished Learners.

Data were also collected by the school district for students on iReady assessments. This assessment measured students’ foundational understandings of strengths and areas of need for instructional support. The assessment allowed for teachers to

provide personalized instruction for students across the program year. At the end of the program year, data were available for 188 students on an assessment of reading. The mean scaled score for students was 489.41 (range 295-656, $SD = 65.35$). In a summary rating of students on the iReady ELA assessment, 90.4% of students were coded as making growth in English Language Arts.

Summary-Objective #1. Across all elementary-aged children in the program for whom data were available, the program **MET** its goal of 50% of children increasing their ELA performance in classroom-based grades across the program year for children within and across grades one through five with 62.8% of students meeting standards or demonstrating increased performance across the program year.

The program also set forth a goal of 50% of students meeting or demonstrating growth on report card grades in mathematics across the academic year. Like the ELA performance standards-based rating, mathematics was also rated on a classification system from Quarters 1-4. Students were rated as making (1) insufficient progress, (2) progressing toward the standard, (3) meeting the standard, and (4) exceeding the standard. Of the students who met the regularly participating marker of 30 days, data were available for 81 students who had beginning and end scores from report cards.

Table 5 displays the percentage of students who increased their mathematics performance from quarters one to four, those who had no change in their performance, and those students who experienced a decrease in their overall achievement. Of the 151 students who had two data points, 66.9% of students met the goal of meeting standards or demonstrating growth in mathematics classroom grades.

Table 5. Mathematics Classroom Performance Ratings at the End of the Program Year

Grade	%-age Increase	%-age No Change*	%-age Decrease	% of children Meets or Exceeds	%-age Meets or Exceeds of Increased Performance
First ($n = 25$)	28.0	56.0	16.0	64.0	72.0
Second ($n = 36$)	47.2	44.0	8.30	61.1	72.2
Third ($n = 23$)	21.7	73.9	4.30	47.8	47.8
Fourth ($n = 28$)	46.4	46.4	7.10	57.1	67.9
Fifth ($n = 39$)	48.7	41.0	10.3	64.1	69.2

*It should be noted that there were 40 students (26.49%) in the percentage of no change category were students whose performance was classified at the top of the rating scale at both the beginning and end of the year.

Overall, this objective was met using classroom grades. Children in grades three through five typically take an end of year standardized assessment. Scores were available on the Georgia Milestones Assessment for 91 third through fifth graders. The mean score was 482.84 ($Sd = 40.11$). Of the students, 45 students were rated as Beginning Learners, 36 as Developing Learners, 8 as Proficient Learners, and 2 as Distinguished Learners.

Data were also collected by the school district for students on iReady assessments. This assessment measured students' foundational understandings of strengths and areas of need for instructional support. The assessment allowed for teachers to provide personalized instruction for students across the program year. Across the program year, data were available for 156 students on an assessment of mathematics achievement. The mean scaled score for students was 432.10 (range 321-536, $Sd = 35.00$). In a summary rating of students on the iReady Mathematics assessment, 90.4% of students were coded as making growth in mathematics. These data suggest that students were making progress in their mathematics achievement.

Summary-Objective #2. Across all five grades for children for whom data were available, course grades indicated the program **met** this goal of 50% of students meeting or demonstrated growth in their mathematics scores with 66.9% of students demonstrating growth, meeting, or exceeding standards.

Objectives 3 & 4. Objectives 3 centered on students' positive perceptions of school. The goal was to increase students' positive perceptions by 5% from pre- to post-assessment. Data were collected in the fall to assess children's initial perceptions. Data from the spring assessment are provided to allow the reader to understand the summary perceptions that the children provided about their experiences in the program. Those data can be viewed in Table 6 below. Data were



obtained from 112 children who were regular participants in the program and indicate that across all items, children’s perceptions increased at least 5%.

Table 6. Child Perceptions of School.

Item	Percent Responding Yes	Percent Responding No
My teacher helps me when I do not understand.	97.30	2.70
My teacher remembers special days for me.	83.78	16.22
My teacher answers my questions.	92.79	7.21
My teacher chooses me to be a special helper.	81.08	18.92
My teacher likes me.	97.30	2.70
I like school.	79.28	20.72
I feel like I do well in school.	96.40	3.60
My school wants me to do well.	98.20	1.80
I feel safe at school.	91.89	8.11
I get along well with other students.	90.09	9.91

Objective #4 indicated that 65% of regularly participating students would meet or demonstrate growth in teacher assessments of approaches to learning and social behaviors as reflected on report cards. Data for these objectives were collected from teacher ratings conducted across the program year. Behavioral ratings include (1) listens and follows directions, (2) completes assignments on time, (3) respects authority, (4) exercises self-control, and (5) works cooperatively with others. One item measured teachers’ perceptions of students’ approaches to learning. This item was “shows interest and is involved in learning.”

Data in Table 7a and 7b indicate that children in the program had skills that were moving toward meeting or exceeding the standards for behavior and positive attitudes. Teachers’ ratings of children indicate consistency on work habits and “soft skills” suggesting that those aspects of classroom success were supported in the after-school program and translated back to the general education classroom. Specifically, statistically significant growth was found on all items except for works cooperatively with others. That said, all items witnessed improvement over the course of the program year.

Table 7a. Teacher Ratings on Behavioral and Attitudinal Skills at the end of the Quarter 4 (n = 156)

	<i>Percent Exceeding Standards</i>	<i>Percent Meeting Standards</i>	<i>Percent Progressing Toward Meeting Standards</i>	<i>Percent Making Insufficient Progress toward Meeting Standards</i>
<i>Behavioral Items</i>				
Listens and follows directions	20.8	48.1	27.3	3.90
Completes assignments on time	18.2	59.7	21.4	0.60
Respects authority	28.6	50.6	16.2	4.50
Exercises self-control	18.1	50.3	23.9	7.70
Works cooperatively with others	21.9	55.5	18.7	3.90
<i>Attitudinal Items</i>				
Shows interest and is involved in learning	26.5	52.9	17.4	3.20

Table 7b. Teacher Ratings on Behavioral and Attitudinal Skills—Performance Changes from Quarter One to Quarter Four

	<i>Q1 Mean</i>	<i>Q1 Standard Deviation</i>	<i>Q4 Mean</i>	<i>Q4 Standard Deviation</i>	<i>t (p)</i>
<i>Behavioral Items</i>					
Listens and follows directions	2.70	.77	2.86	.79	-2.67 (.00)
Completes assignments on time	2.79	.80	2.95	.65	-2.62 (.01)
Respects authority	2.93	.79	3.03	.80	-1.68 (.05)
Exercises self-control	2.65	.88	2.79	.83	-2.23 (.03)
Works cooperatively with others	2.84	.75	2.94	.75	-1.47 (.07)
<i>Attitudinal Items</i>					
Shows interest and is involved in learning	2.91	.78	3.03	.76	-1.73 (.04)

Data for Objectives #3 and #4 are presented in Tables 6 and 7 above. Positive trends indicated success on these objectives, and these two objectives are **MET**.

Objectives 5 & 6. The last two objectives for the program centered on parental engagement and had specific goals: (1) 40% of parents who attend events or receive information from an event will report that they have learned additional Clarke County School District Curriculum-Based strategies about how to support

their children academically or social/emotionally, and (2) 65% of parents will attend a family engagement event.

Parent surveys were administered for each parent engagement activity. Across the sites, parent engagement activities included Parent Orientations, Open House, Family Fun Night, A Healthy Weight and Chili Dinner, a Christmas party, a Black History Bowl, and an End of the Year Celebration/Awards.

Parents were asked eight questions about the parent engagement activities. One question asked the parents how they would rate the information provided in the parent engagement event. On a scale of 1-4 based on responses, 32 of 34 (94.12%) parents indicated that they used the information they learned to support their child’s learning. A second item asked parents if the parent activities helped them use specific communication and monitoring strategies to support my child's learning. All parents who responded to that item (n = 34) somewhat agreed or strongly agreed. Objective #5 is **MET**.



A total of 218 parents attended these 6 events across the Smilow and HT Edwards sites. This percentage exceeds the 65% goal that the program set. Therefore, Objective #6 is **MET**.

Summary of Local Objectives. Table 8 below summarizes the objectives set forth in the Clarke County School District 21st Century Community Learning Center grant proposal.

Table 8. Summary of Results in Achieving Objectives

By the end of Year 5:	Objective Met	Objective Not Met	Objective Could not be Evaluated
50% of students will meet standards or demonstrate growth as measured by classroom report card grades in English Language Arts.	X		
50% will meet standards or demonstrate growth as measured	X		

by classroom report card grades in mathematics.			
The percentage of regularly participating students who report positive perceptions of school will increase 5% from pre- to post-assessment.	X		
65% of regularly participating students will meet or show growth in teacher assessments of approaches to learning and social behaviors as reflected in report cards.	X		
40% of parents who attend events or receive information from an event will report that they have learned additional Clarke County School District Curriculum-Based strategies about how to support their children academically or social/emotionally	X		
65% of parents will attend a family engagement event.	X		

Observations of the Quality of Services Provided. Using items from the Georgia Afterschool and Youth Development Quality Standards Assessment tool, the Smilow and HT Edwards sites were observed in Fall 2022 and Spring 2023. In fall, the HT Edwards site received a 94% quality rating and the Smilow site received a 92% quality rating. In Spring 2022, those ratings were 96% for each of the two sites. Field notes from observations were provided to the 21st CCLC director who used the data to support quality improvements at both sites. Examining specific indicators from the Georgia’s Afterschool & Youth Development Standards indicated that the programs at the Boys and Girls Clubs had strengths in (1) creating close, sustained relationships between individual participants and caring adults; (2) staff showing respect and communicating with one another; (3) staff exhibiting professional conduct around youth; (4) youth peer interactions having a positive affective tone and youth enjoying each other’s company; (5) youth having opportunity to engage in daily moderate-to-vigorous physical activity; and (6)

providing daily opportunities in which youth must make choices/decisions, create, and modify activities to match their own interests, abilities, ideas or personal styles.

Progress towards Sustainability: The Clarke County 21st CCLC is a partnership between the Clarke County School District and the Boys & Girls Clubs of Athens. This partnership is a natural link between the school district and a leading community agency that supports the development of young people and their families in Athens-Clarke County, Georgia. The partnership between the school district and the Boys & Girls Club meets the needs of the whole child and the school district is interested in providing high-quality extended day learning experiences for all elementary school students in the district. Sustainability of after-school and summer program will continue to be supported by various school and community-based resources. Community partners have connected with the after-school program and have provided volunteer hours in areas such as writing, STEAM, and physical activity suggesting sustainability of program activities. Both site coordinators at the Boys and Girls Club sites have an established and well-regarded history in leading these programs. The two leaders continue to refine their offerings to deliver the highest quality programs to youth in the community.

Overall Recommendations: The data from this year's assessment of the program indicate the program is making progress in meeting the academic and behavioral needs of children in the Athens-Clarke Community. Evidence suggests the program was fulfilling its goals and objectives to support the children in the program and their families. Children have improved their social and emotional health with the support of the teachers and administrators of the Boys & Girls Club and that has an impact on the general school day classroom. Observations of the programs indicate staff share warm and caring relationships with the students and gently guide them to make better prosocial choices in their interactions with others and in their own personal responsibility.

The program is targeted toward students with specific risk factors and of the objectives that could be measured, objectives were met indicating the academics, soft skills, and engagement variables, which lead to future school success, have been strengthened. Work on supporting parents to take advantage of parenting learning sessions as well as increasing average daily attendance over the next program year should be goals for the program. In addition, promoting parent participation in program events should also be a goal. Despite the challenges to maintain full enrollment in the program, the students who were served in the

program demonstrated growth in key academic, behavioral, and social/emotional skills. The program is primed to continue to provide outstanding services to children and families across the remaining year of funding.