

Clarke County  
Nita M. Lowey 21<sup>st</sup> Century Community  
Learning Centers  
Middle School Summative Report: 2022-2023



Report Prepared by  
Stacey Neuharth-Pritchett, PhD  
The University of Georgia  
June 2023

# Clarke County Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Middle School Summative Report: 2022-2023

**Overview and History:** In 2022-2023, the middle school-based Clarke County 21<sup>st</sup> Century Community Learning Center (CCLC) program began its third year of a renewability grant program. The Clarke County School District (CCSD) served as the fiscal agent for the grant and directly provided the services at four community middle schools, Burney-Harris-Lyons, Clarke Middle, Hilsman, and W.R. Coile. An advisory council consisting of school district representatives, community advocates, and faculty from the local university guides the middle-school program. 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 12, 2022, and concluded on May 18, 2022. Daily services were provided from 7:00 am – 8:00 am Monday through Thursday and after the general school day from 3:45-6:00 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 2022-2023. 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 score developing, proficient, or distinguished on the Georgia Milestones Assessment; (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) During each grant year, at least 10% of 21<sup>st</sup> CCLC parents will attend at least 1 parent engagement event/activity; (7) 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 or behavioral support.

**Review of Previous Year’s Results:** In 2021-2022, five of seven objectives were met across the eight objectives for the middle school program. One objective was not met and one objective could not be evaluated. A summary table of the objectives measured in 2021-2022 is presented below.

	Objective Met	Objective Not Met	Objective Could not be Evaluated
(Obj 1.1). 60% of regularly participating students will meet or demonstrate growth in science based on report card grades.	<b>X</b>		
(Obj 1.2). 60% of regularly participating students will meet or demonstrate growth in mathematics based on report card grades.	<b>X</b>		
(Obj 2.1). 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>		
(Obj 2.2). 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>		
(Obj 2.3). 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>	
(Obj 3.1). During each grant year, at least 10% of 21st CCLC parents will attend at least 1 parent engagement event/activity.	<b>X</b>		
(Obj 3.2). 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>		

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 student’s classroom grades.

**Middle-School Students’ Science Course Grades**

	Sample Size*	Mean	Sd	Range	Percent Scoring Above 70
Earth Science-Sixth Grade	76	85.33	8.69	66-100	97.4
Life Science-Seventh Grade	25	83.52	10.33	61-100	92.0
Physical Science-Eighth Grade	34	85.47	11.13	55-100	94.1

\*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.

A similar pattern was found for mathematics with students scoring above a score of 70 providing evidence of students’ mathematics achievement in 2021-2022.

**Middle-School Students’ Mathematics Course Grades**

	Sample Size*	Mean	Sd	Range	Percent Scoring Above 70
Sixth Grade	75	85.01	10.53	55-100	92.0
Seventh Grade	25	79.32	11.32	55-99	84.0
Eighth Grade	30	84.74	8.23	68-98	97.1

\*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.

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.

### 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.	50.0
I have made new friends because of the 21st CCLC program.	85.7
I like the activity that focuses on social and emotional development each day.	53.6
Students at my school are there for me when I need them.	64.3
I enjoy talking to the students here.	64.3
Students here respect what I have to say.	53.6
I have friends at school	60.7
I can exhibit self-control.	42.9
I listen to others and respect different opinions.	82.1
I can work cooperatively with others.	85.7

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. Overall, the data support that Objective 2.1 was **MET**.

**Objective 2.2:** The program 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 student’s 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. The table below displays the results of that survey. Overall, the data support that Objective 2.2 was **MET**.

## Middle-School Students' Perceptions of Positive Youth Development Sessions

Item	Percent Strongly Agreeing or Agreeing
I learned something valuable from the students at UGA.	80
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.	80
I learned more about myself and how to engage with others in the sessions led by the Empowered Youth Program graduate students from UGA.	80
I formed closer ties with my peers in the sessions led by the Empowered Youth Program graduate students from UGA.	80
When participating with other students and the graduate students, I learned something about myself.	70
I formed closer ties with my peers in the sessions led by the UGA graduate students.	70
The sessions with my peers that were run by the UGA students made me more interested in being in groups with others.	70

**Objective 2.3:** 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 2021-2022, 26 regularly participating students had received in-school suspension. This number was down from up from no students in the prior year which was a virtual learning environment as a result of the global pandemic. A similar pattern was found for out-of-school suspension where in 2020-2021, no students received out-of-school suspension. In 2021-2022, this number increased to 19 when students returned to in-person instruction. 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. In 2021-2022, the number of students who received an office discipline referral was 40 students. Taken together, data from behavioral records indicate this objective is **NOT MET**. A cautionary note is important as these data reflect a return to in-person instruction and for a large group of sixth grade students, new to middle school, and seventh graders, who had not physically consistently been in a middle school.

**Objective 3.1:** Parent involvement was an important component of the program. The program set forth a goal that at least 10% of parents will attend at least one parent engagement event/activity. The number of parents who attended 21<sup>st</sup>

Century events for the middle school program was 101. This number is well above the threshold set in the program's objective. This objective is **MET**.

**Objective 3.2:** This objective was 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 or 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 who completed the survey, 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. Sixty 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 (60%) and at school (80%). Because only three parents completed and returned the parent survey, this objective **could not be evaluated**.

**Objective Assessment Summary:** Seven objectives were measured that documented the impact of 2021-2022 program services for middle-school students enrolled in the 21<sup>st</sup> CCLC program in Clarke County. Of the seven objectives, five were **MET**, one was **NOT MET**, and one **COULD NOT BE EVALUATED**.

**Current Year:** A typical day in the program included opportunities both before (7:00-8:00 am) and after-school from 3:45-6:00. 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. Program activities included Junior Leadership and Sportsmanship, Girls on the Run, Chess, a Science Adventure Club, iGrow, reading, MathCounts, orchestra, band, nutrition and Ag Science, arts and music, Boys Club, character education, college and career readiness, drug and violence prevention counseling. Dungeons and Dragons, FFA/SAE, Food Science & Sustainability, Girl Code, Health and Fitness, literacy, a Science and Energy Club, Sports and Career Exploration, Step Team, and youth leadership. STEM activities centered on mathematics and FFA Club. Violence prevention was supported by morning mentoring. The Girls on the Run program focuses on building confidence,



and kindness, and reinforcing good decision-making and critical thinking. Girls are motivated to set goals and to find inner strength through physical fitness. The iGrow activities include a mentoring program that equips youth with transformative skills that reduce risk, uncover resiliency, and promote self-sufficiency. Sample literacy activities included a Battle of the Books, Creative Journaling for the Soul, and a Lions Book Club.

Students rotated into different sessions where enrichment activities were conducted. Enrichment and extension activities are designed based on the Georgia Standards of Excellence and were intended to deepen adolescents’ exposure and knowledge of content. Parent engagement sessions were offered and included orientations to the program at the four schools and other parent sessions to support their children in extending learning to the home.

**Student Attendance and Enrollment.** The program proposed to serve 172 students in its array of services during the 2022-2023 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, 496 students were registered for the program and attended at least one day of program services. 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	96	189	135	76
Child’s Grade	6 <sup>th</sup> Grade ( <i>n</i> = 42) 7 <sup>th</sup> Grade ( <i>n</i> = 42) 8 <sup>th</sup> Grade ( <i>n</i> = 13)	6 <sup>th</sup> Grade ( <i>n</i> = 59) 7 <sup>th</sup> Grade ( <i>n</i> = 76) 8 <sup>th</sup> Grade ( <i>n</i> = 54)	6 <sup>th</sup> Grade ( <i>n</i> = 36) 7 <sup>th</sup> Grade ( <i>n</i> = 59) 8 <sup>th</sup> Grade ( <i>n</i> = 40)	6 <sup>th</sup> Grade ( <i>n</i> = 31) 7 <sup>th</sup> Grade ( <i>n</i> = 23) 8 <sup>th</sup> Grade ( <i>n</i> = 22)
Ethnicity	Asian ( <i>n</i> = 0) Black ( <i>n</i> = 75) Hispanic ( <i>n</i> = 11) Multiracial ( <i>n</i> = 2) White ( <i>n</i> = 8)	Asian ( <i>n</i> = 6) Black ( <i>n</i> = 106) Hispanic ( <i>n</i> = 5) Multiracial ( <i>n</i> = 8) White ( <i>n</i> = 64)	Asian ( <i>n</i> = 1) Black ( <i>n</i> = 79) Hispanic ( <i>n</i> = 13) Multiracial ( <i>n</i> = 9) White ( <i>n</i> = 33)	Asian ( <i>n</i> = 0) Black ( <i>n</i> = 58) Hispanic ( <i>n</i> = 10) Multiracial ( <i>n</i> = 0) White ( <i>n</i> = 8)



Gender	Female ( <i>n</i> = 62) Male ( <i>n</i> = 34)	Female ( <i>n</i> = 107) Male ( <i>n</i> = 82)	Female ( <i>n</i> = 70) Male ( <i>n</i> = 65)	Female ( <i>n</i> = 41) Male ( <i>n</i> = 35)
Special Education	<i>n</i> = 14	<i>n</i> = 33	<i>n</i> = 22	<i>n</i> = 13
Limited English Proficiency	<i>n</i> = 5 (LEP) <i>n</i> = 4 (monitoring)	<i>n</i> = 4 (LEP) <i>n</i> = 7 (monitoring)	<i>n</i> = 5 (LEP) <i>n</i> = 2 (monitoring)	<i>n</i> = 5 (LEP) <i>n</i> = 3 (monitoring)
Mean Attendance	47.94 days ( <i>Sd</i> = 36.70)	24.56 days ( <i>Sd</i> = 22.49)	23.48 days ( <i>Sd</i> = 26.20)	37.84 days ( <i>Sd</i> = 30.85)
Daily Attendance Range	1 to 109 days	1 to 94 days	1 to 110 days	1 to 110 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 199 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	60	61	38	40
Child's Grade	6 <sup>th</sup> Grade ( <i>n</i> = 26) 7 <sup>th</sup> Grade ( <i>n</i> = 27) 8 <sup>th</sup> Grade ( <i>n</i> = 7)	6 <sup>th</sup> Grade ( <i>n</i> = 19) 7 <sup>th</sup> Grade ( <i>n</i> = 28) 8 <sup>th</sup> Grade ( <i>n</i> = 14)	6 <sup>th</sup> Grade ( <i>n</i> = 12) 7 <sup>th</sup> Grade ( <i>n</i> = 18) 8 <sup>th</sup> Grade ( <i>n</i> = 8)	6 <sup>th</sup> Grade ( <i>n</i> = 16) 7 <sup>th</sup> Grade ( <i>n</i> = 17) 8 <sup>th</sup> Grade ( <i>n</i> = 7)
Ethnicity	Black ( <i>n</i> = 48) Hispanic ( <i>n</i> = 7) Multiracial ( <i>n</i> = 1) White ( <i>n</i> = 4)	Asian ( <i>n</i> = 1) Black ( <i>n</i> = 36) Hispanic ( <i>n</i> = 1) Multiracial ( <i>n</i> = 4) White ( <i>n</i> = 19)	Black ( <i>n</i> = 26) Hispanic ( <i>n</i> = 3) Multiracial ( <i>n</i> = 2) White ( <i>n</i> = 7)	Black ( <i>n</i> = 32) Hispanic ( <i>n</i> = 1) Multiracial ( <i>n</i> = 0) White ( <i>n</i> = 7)
Gender	Female ( <i>n</i> = 35)	Female ( <i>n</i> = 37)	Female ( <i>n</i> = 19)	Female ( <i>n</i> = 22)

	Male ( <i>n</i> = 25)	Male ( <i>n</i> = 24)	Male ( <i>n</i> = 19)	Male ( <i>n</i> = 18)
Special Education	<i>n</i> = 10	<i>n</i> = 12	<i>n</i> = 8	<i>n</i> = 6
Limited English Proficiency	<i>n</i> = 2 (LEP) <i>n</i> = 3 (monitoring)	<i>n</i> = 1 (LEP) <i>n</i> = 3 (monitoring)	<i>n</i> = 0 (LEP) <i>n</i> = 0 (monitoring)	<i>n</i> = 1 (LEP) <i>n</i> = 0 (monitoring)
Mean Attendance	71.57 days ( <i>Sd</i> = 24.96)	51.82 days ( <i>Sd</i> = 17.71)	58.45 days ( <i>Sd</i> = 24.11)	60.58 days ( <i>Sd</i> = 25.52)
Daily Attendance Range	30 to 109 days	31 to 94 days	30 to 110 days	30 to 110 days

**Summary of Attendance and Enrollment.** In 2022-2023, attendance within the program was again influenced altered out-of-school time choices from families resulting from the pandemic. Despite intensive attempts to recruit students to take advantage of program services, parents and youth still expressed some concern about navigating additional schooling experiences and maintaining health or had grown accustomed to the choices for alternative out-of-school care and had not switched back to in-person, school-based 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 or engage in other after-school activities such as sports, clubs. Additionally, consistent with trends across Georgia and the nation, the school district experienced challenges with hiring bus drivers to transport youth from the program back home at the end of each day’s session. Thus, some challenges for attendance were an outcome of that workforce staffing challenge. The program did engage with its 21<sup>st</sup> CCLC specialist on problem solving around this challenge.

That said, Hilsman and WR Coile did not meet the regularly-participating number of 45 students. Although those two schools did have more than 45 registrants. 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.

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 classroom activities 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 Tallassee 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-Thursday Before School 7:00 am- 8:00 am  Monday through Thursday After School (3:45-6:00 in-person)	32	Marilyn Kyle & Karen Rhodes
Clarke Middle	Monday-Thursday Before School 7:00 am- 8:00 am  Monday through Thursday After School (3:45-6:00 in-person)	32	Garry Grant & Javan Winston
Hilsman Middle	Monday-Thursday Before School 7:00 am- 8:00 am  Monday through Thursday After School (3:45-6:00 in-person)	32	Maxine Dalton & Tammy Bryant
WR Coile Middle	Monday-Thursday Before School 7:00 am- 8:00 am	32	Angela Manous & Lakeisha Vaughn-Jones

	Monday through Thursday After School (3:45-6:00 in-person)		
--	--	--	--

**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 two site coordinators. Professional development opportunities were provided for staff.

**Objective Assessment:** Data in this report summarize data from all four marking periods of the calendar year. Seven 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. Note that objective on mathematics performance was modified with use of Milestones scores instead of classroom grades.

**Objective 1.1:** Objective 1.1 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.

Table 4. Middle-School Students' Science Course Grades

	Sample Size*	Mean	Sd	Range	Percent Scoring Above 70
Earth Science-Sixth Grade	72	85.65	9.94	55-99	93.1
Life Science-Seventh Grade	88	85.26	9.02	55-100	97.7
Physical Science-Eighth Grade	34	84.21	11.80	55-100	88.2

\*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.

Georgia Milestone Assessment scores were available for 31 eighth-grade students. Scores ranged from 354-679 with a mean score of 478.81 ( $Sd = 82.89$ ). Of the 31 students, 18 were coded as Beginning Learners, 4 were Developing Learners, 4 were Proficient Learners, and 3 were Distinguished Learners. Based on the data from the course grades for science across all regularly participating students, Objective 1.1 is **MET**.

**Objective 1.2:** Objective 1.2 was that 60% of regularly participating students will score developing, proficient, or distinguished on the mathematics Georgia Milestones assessment. Data from classroom grades are also presented and 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.

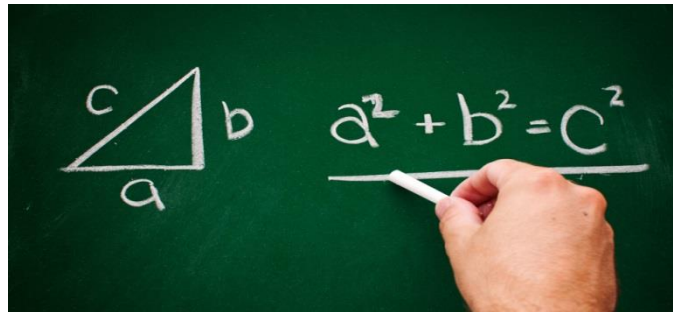


Table 5. Middle-School Students’ Mathematics Course Grades

	Sample Size*	Mean	Sd	Range	Percent Scoring Above 70
Sixth Grade	73	84.16	10.03	55-100	94.5
Seventh Grade	88	84.22	8.98	58-100	94.3
Eighth Grade	34	83.12	11.06	60-100	91.2

\*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.

Scores were available for 189 students on the Georgia Milestones Assessment in mathematics with a mean score of 498.21 ( $Sd = 56.44$ ; range 403-709). Across these 189 students, 75 students were coded as Beginning Learners, 67 students were coded as Developing Learners, 30 students were identified as Proficient Learners, and 17 were coded as Distinguished Learners.

Based on these data, Objective 1.2 of 60.32% of students scoring at the developing, proficient, or distinguished learner levels on the Milestones assessment this objective was **MET**.

**Objective 2.1:** Objective 2.1 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 ( $n = 59$ ) 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.	91.53
I have made new friends because of the 21st CCLC program.	93.22
Each day, I like the activity that focuses on social and emotional development.	77.97
Students at my school are there for me when I need them.	67.80
I enjoy talking to the students here.	86.44
Students here respect what I have to say.	62.71
I have friends at school	93.22
I can exhibit self-control.	84.75
I listen to others and respect different opinions.	89.83
I can work cooperatively with others.	91.53

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. Overall, the data support that Objective 2.1 was **MET**.

**Objective 2.2:** Objective 2.2 was focused on the percentage of middle school students who attended positive youth development events reporting increased satisfaction with their engagement with others, interests in group processes, and relationships with others. In the prior year, the program 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. In 2022-2023, the program initiated the iGrow program. iGrow is a mentoring program that equips youth with transformative skills that reduce risk, uncover resiliency, and promote self-sufficiency. Survey data indicated that 83.05% of the students engaged with iGrow perceived increased satisfaction with their engagement with others, interests in group processes, and relationships with others. Overall, the data support that Objective 2.2 was **MET**.

**Objective 2.3:** Objective 2.3 assessed aggregate behavior referrals for 21st CCLC students who attend at least 30 days decreasing at least 10% each year based on comparisons to previous years as reported in annual summary report. 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 2021-2022, 26 regularly participating students had received in-school suspension. This number was up from no students in the prior year which was a virtual learning environment as a result of the global pandemic. In 2022-2023, 38 students received in-school suspension. It should be noted that 161 students did not receive any in-school suspension. Although in-school suspensions increased, students and their support networks were still addressing challenging social and economic stressors. The most in-school suspensions were witnessed amongst seventh graders who were in their second year of middle school following a year-long virtual learning experience.

In 2020-2021, where students were learning in a virtual environment, no students received out-of-school suspension. In 2021-2022, this number increased to 19 when students returned to in-person instruction. In 2022-2023, this number stayed the same with 19 out-of-school suspensions.

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. In 2021-2022, the number of students who received an office discipline referral was 40 students. In 2022-2023, this number increased to 56

students who regularly participated in the 21<sup>st</sup> Century Community Learning Center program. Students who had one or more behavioral referrals were also significantly more likely to receive in-school suspension ( $r = .65, p = .001$ ). Taken together, data from behavioral records indicate this objective is **NOT MET**.

Although this objective was not met, the program has included additional social emotional and youth support programs in its programming to provide opportunities for youth to feel better connected which should reduce behavioral concerns. For example in 2022-2023, the program included the Girls on the Run and iGrow programs to support middle school females. In Summer 2023, the program is including therapeutic drumming and other connection programs to provide youth with additional support. These programs will also be included in the 2023-2024 program year.

**Objective 3.1:** Parent involvement was an important component of the program. The program set forth a goal that at least 10% of parents will attend at least one parent engagement event/activity. The number of parents who attended 21<sup>st</sup> Century events for the middle school program was 107. Activities included parent orientations, a Hispanic Heritage celebration, concerts, STEAM Enrichment nights, an African American Heritage night, A Performing Arts Musical Mashup, Lights On After School (Talent Show), Family STEM Night, and end-of-the-year celebrations. This number is 5.63 times above the threshold set in the program's objective. This objective is **MET**.

**Objective 3.2:** This objective was 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 or behavioral support. Data were collected from parental surveys following each program event. Across events, 26 parents completed the assessment for the program's listed events. Of those parents who completed the survey, 96.15% 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. Almost all parents (96.15%) indicated 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, 65.38% of parents noted that the program has positively influenced their child's behavior both at home and at school. Although this objective was assessed on a limited sample of parent responses, those who did respond were pleased with their own learning and the experiences for their children. This objective is **MET**.

**Objective Assessment Summary:** Seven objectives were measured that documented the impact of 2022-2023 program services for middle-school students



enrolled in the 21<sup>st</sup> CCLC program in Clarke County. Of the seven objectives, six were **MET**, and one was **NOT 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 its goals during the 2022-2023 academic year.

Table 6. Summary of Results in Achieving Objectives

	Objective Met	Objective Not Met	Objective Could not be Evaluated
Objective 1.1: 60% of regularly participating students will meet or demonstrate growth in science based on report card grades.	X		
Objective 1.2: 60% of regularly participating students will score developing, proficient, or distinguished on the mathematics Georgia Milestones assessment.	X		
Objective 2.1: The percentage of regularly participating students who report positive perceptions of their social and emotional growth will increase 5% from pre- to post-assessment.	X		
Objective 2.2: 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.	X		
Objective 2.3: 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.		X	
Objective 3.1: During each grant year, at least 10% of 21 <sup>st</sup> CCLC parents will attend at least 1 parent engagement event/activity.	X		
Objective 3.2: 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 or behavioral support.	X		

**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 three times across the Fall 2022 and Spring 2023 semesters. All observations were conducted physically at the four middle schools. In fall, the overall quality ratings ranged from 88-94%. In Spring 2022, 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 including professional learning for staff.

**Progress towards Sustainability:** The program has completed its third year of its grant award that was awarded through the Georgia Department of Education’s renewal process. Although the program continues to be challenged by consistent attendance of all of its registered students, attendance has improved from 2021-2022. 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 students across the variety of unique programming options presented to them.

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. Two primary recommendations focus on the augmenting strategies to re-engage adolescents and families to attend the program more regularly and to work on supports for challenging behaviors. A third focus is to increase parent responsiveness to feedback opportunities about what they learned about how they can support their learners. The program has clearly reached Clarke County adolescents to engage them in before- and 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.