

**Summative Evaluation Report 2014-2015
Youth Enrichment Services of Baldwin County**

Baldwin County High School

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I. Overview & History

Baldwin County *Youth Enrichment Services* (YES) is a partnership between Baldwin County Schools, Georgia College & State University, and Baldwin County Parks & Recreation, funded through 21st Century Community Learning Centers (21st CCLC) to provide afterschool programming for Baldwin County public school children. The original YES grant, funded in 2007-2008, included Baldwin High School (BHS) along with two other sites. In subsequent years other sites were added, so that YES now serves all six schools in Baldwin County through five 21st CCLC grants. The initial grant proposal described YES as “a high quality afterschool program fulfilling the needs of the whole child and ensuring that adult family members also have access to programming, thus encouraging parent interest and the ability to support their children’s educational attainment.” This description, and the original goals of YES, are still relevant:

1. To provide accelerated academic learning opportunities in an afterschool setting for students identified as “at risk” of academic failure.
2. To provide enrichment opportunities for students identified as “at risk” of academic failure.
3. To provide families of YES students opportunities for literacy and related educational development.
4. To establish and sustain YES partnerships throughout the grant cycle.

The basic parameters of YES operations at BHS were the same throughout the 5 years of the 2007 grant: 12 hours/week of programming (8 hours of academics and 4 hours of enrichment), for approximately 30 weeks during the regular school year. During the first year academic programming took place for two hours after school at Baldwin High, Monday – Thursday, with time split between homework/tutorial support and academic enrichment. Enrichment and lifetime sports activities were held on Saturday afternoons from 1:00-4:00 at several venues, including the local Parks & Recreation Center and a nearby golf course. Midyear during 2008-2009 enrichment activities were moved from Saturdays to Fridays, which produced better enrichment attendance, eliminated some transportation problems, and improved safety issues. From 2009 through 2011 YES followed the same schedule, with Monday through Thursday divided into two blocks, homework help followed by academic enrichment, and enrichment on Fridays. During that time, small changes in programming were made yearly to address ongoing problems and to capitalize as better ways of doing things became apparent. However, two issues were ongoing: low enrollment and attendance; and the amount and quality of homework assistance needed.

In 2011-2012 Baldwin High School YES made significant changes to aggressively address these problems. Beginning fall semester students were divided into two groups. One group did academics (homework help and tutoring) during first block (i.e. hour), while the other did enrichment; after snack, they switched. To better meet students' needs, the education coordinator identified key issues that she felt limited YES's effectiveness: YES teachers who would not or could not come up with engaging academic enrichment activities; day teachers who were uncooperative in telling YES what students needed to be working on; and homework classes that lacked focus, since teachers and tutors did not know what assignments students

needed to complete. At midyear, dramatic changes were made. First, faculty who failed to meet the higher program standards and expectations were removed and replaced with new tutors and teachers. Additionally a policy was implemented to retain only students who showed they wanted to be in YES. Students who did not follow the spirit of the attendance policy or who were frequently caught “roaming” were dropped from the program. Most important, a new schedule was implemented to better meet the needs of its students for personalized, individual assistance: The homework and tutoring component of YES moved to a case management system. Five homework/tutoring rooms were created, each staffed by one or two tutors. A veteran YES teacher served as tutor coordinator, overseeing all classrooms and contacting students’ day teachers to determine assignments and specific areas in which students needed help. Each student was assigned to a specific YES tutor who was responsible for keeping up with that student’s assignments, due dates, grades, and required actions, using data retrieved from PowerSchool and provided by the tutor coordinator. The first hour was dedicated to homework and tutoring for all students. During the 2nd hour students who had finished their homework and assignments or who did not need additional tutoring went to enrichment classes. Those who needed more help spent the 2nd hour in additional tutoring, often in one-on-one sessions with their tutor.

The new program had excellent results. The case management system provided students with individualized attention and assistance with homework and tutoring, but also held students more accountable. Tutors got to know the students better. Parent contact improved. Since classes were assignment-oriented, students who had school projects received assistance and were able to use YES supplies to create more professional-looking products. As a result, homework/tutoring classes were full and busy. The enrollment goal for year 5 had stayed at 50,

but average daily attendance for the year was 51, a 37.8% increase over the previous year. The number of students attending 30 or more days increased to 87.7%.

In fall 2012 YES at Baldwin High School began operating under a new, five year 21st CCLC grant. Although program operations remained much the same, the objectives for the 2013 grant were almost completely rewritten to reflect purposeful, intended outcomes of YES activities, not just the delivery of services. Substantive changes also reflected attention to evaluator recommendations from the 2011-2012 annual report, included a narrowing of focus to core goals critical for student success; academic objectives that raised the bar in expectations for performance; specification of both physical and soft skills that should be engendered by enrichment activities; an emphasis on hands-on parent/family involvement in the academic lives of students; and improvements in the way parent/family contacts were tracked and outcomes were documented. Table 1 compares goals and objectives for BHS from the current and previous grants. (Note: Goals and objectives from the 2007 grant that did not apply to BHS are omitted from the table.)

Table 1. Goals and objectives for 2013 and 2007 grants

2013 21 st CCLC Grant	2007 21 st CCLC Grant
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<p>Goal 1: To improve academic performance</p> <p><u>Objectives</u></p> <p><i>1.1 60% of regularly participating YES students (defined throughout this chart as those attending 30 or more days) will demonstrate an increase in math.</i></p> <p><i>1.2 60% of regularly participating YES students will demonstrate an increase in Reading/ELA.</i></p> <p><i>1.3 50% of regularly participating YES students will demonstrate an increase in science.</i></p> <p><i>1.4 60% of students will demonstrate an increase in social studies.</i></p>	<p>Goal 1: Provide accelerated learning opportunities</p> <p><u>Objectives</u></p> <p><i>Objective 1.3 For YES students in grade 12: Increase the number of regularly participating YES students who are graduating on time by 10%.</i></p>
<p>Goal 2: To foster the social-emotional development skills that help students to become successful in school, work, & life by participation in enrichment & career ready activities.</p> <p><u>Objectives</u></p> <p><i>2.1 70% of regularly participating YES students will demonstrate an increase in soft skills.</i></p> <p><i>2.2 70% of regularly participating YES students will demonstrate an increase in their knowledge and/or skills in enrichment activities.</i></p>	<p>Goal 4: Provide YES enrichment activities at Baldwin High School</p> <p><u>Objectives</u></p> <p><i>Objective 4.1: 60% of BHS YES students who attend 12 or more classes will complete one level within WorkKeys as measured by the WorkKeys Program at the end of the year.</i></p> <p><i>Objective 4.2: 75% of regularly participating YES students will</i></p>

	<p><i>demonstrate that they have an increase in their knowledge or skills in enrichment activities, such as WorkKeys, dance, drumming.</i></p>
	<p>Goal 5: Establish and sustain YES partnerships <u>Objectives</u> 5.1 100% of the YES partners will continue to collaborate with YES throughout the program year. 5.2 Two new partnerships will be established annually.</p>
<p>Goal 3: To increase family involvement <u>Objectives</u> 3.1 50% of families of regularly participating YES students will participate in at least one parent learning opportunity. 3.2 75% of families of regularly participating YES students will be contacted by YES staff every two weeks about their student's progress. 3.3 75% of families of regularly participating YES students will be informed about YES family opportunities.</p>	<p>Goal 6: Provide literacy support to families <u>Objectives</u> 6.1 Five programs will be offered to YES families this year, as measured by sign in sheets and/or</p>

	<i>program agendas 6.2 One resource fair will be offered to provide YES families with access to community resources, as measured by program agendas.</i>
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Due to the success of the changes instituted in 2011-2012 they were kept for the 2012-2013 year. Additionally, the education coordinator embarked on a mission to obtain grade data and other information on individual YES students that would allow the program to better pinpoint student needs. She established working relationships with the day teachers of YES students, BHS administrators, and with the parents of YES students, all focused on meeting students' academic needs. BHS did reasonably well with the new goals and objectives in 2012-2013, meeting six out of nine objectives. However, of the four objectives for Goal 1 (To Improve Academic Performance), only one was met: the science objective. Objectives for math, English/language arts, and social studies were not met.

The 2013-2014 school year brought changes to the YES program overall, and especially to BHS YES. Veteran YES director Linda Watson-Kaufman retired, and was succeeded by the BHS education coordinator responsible for the positive changes in that program, Julie Andrews Cook. The ed coordinator hired to replace Ms. Cook at BHS for 2013-2014 had proven managerial skills but was hampered both by lack of experience in an education setting and the constraints imposed by another full-time job. In an effort to ameliorate the situation the long-time YES site coordinator at BHS was enlisted to assist the new ed coordinator, and at midyear

she was designated co-education coordinator. Despite her help, inadequate leadership plagued the 2013-2014 BHS YES program, and many of the relationships with teachers, administrators, and parents cultivated during the previous two years were lost. As a result the ed coordinator was terminated at the end of the school year. Moreover, the 2013-2014 objective performance results were similar to those of the previous year. Again BHS again met six out of their nine objectives, but succeeded in only one academic objective: English/language arts. Benchmarks for academic objectives in math, science, and social studies were not met.

A retired veteran educator, Ms. Geni Specht, was hired as the BHS YES education coordinator for 2014-2015. Ms. Specht, who had proved her leadership and management skills through her performance leading the 2014 *YES BHS Summer Program for Rising 9th Graders*, began transitioning the program back to the practices that had worked so well under the leadership of Ms. Cook, employing a case management system similar to the one first implemented in 2011-2012. However, learning and then managing day-to-day operations of the YES program while simultaneously trying to recover former gains proved challenging.

At midyear the YES Director began taking an active role in getting BHS YES back “on track.” First, in an effort to support parent communication and encourage positive behavior in the program she created a new case management form and set aside funds to mail a copy of case management information to the parents at the end of each month. This had the dual effects of more accurately informing parents of afterschool activities and also supporting the attendance and participation requirements of the program.

Next, she began working to re-establish the positive working relationships YES had formerly enjoyed with the day teachers. Upon meeting with the BHS Principal and Assistant Principal to discuss the continued challenges, she determined that in order to regain the support of the

teachers there needed to be a consistent person with consistent communication efforts. The newly hired YES Program Assistant was asked to take on this challenge. The Principal showed her support by inviting the Director and Program Assistant to meet with the high school Leadership Team, which is comprised of all the Department Heads. During the meeting the Principal issued directives to the Leadership Team to support the YES efforts. After the Program Assistant assumed this new role YES saw a substantial increase in support and willingness to provide academic work from the teachers.

The Director's third strategy was to implement strict monitoring of grades, by taking over the collection of grades for each 9-week period. Once collected, the grades are entered into an excel spreadsheet and color coded for quick reference; green=80 to 100, yellow=70 to 79, blue=65 to 69, and red=below 65. This information is emailed out to the ed coordinator. The expectation is that the students identified as passing are worked with to assure they maintain or increase their academic standing. Students reporting in the "yellow" area are watched more closely: one failing test or missed assignments could result in their failing. The "blue" coded students are those that with a more focused tutoring process could easily pass their academic classes. The "red" coded students are also closely worked with in an attempt to increase their academic standing, but more importantly to identify the core concepts that they are missing that result in failed classes. The last columns on the data sheet reflect the progress toward meeting the grant goals and objectives, by comparing the 2nd 9-weeks grades to the progress reports and 3rd 9-weeks grades that follow. (Although YES academic objectives compare 2nd and 4th 9-weeks grades, the progress report grades and the 3rd 9-weeks grades serve as indicators of progress: "1" = increase; "0" = no increase.) Streamlining this grade collection process has allowed for more

prescriptive conversations with the education coordinator and the teachers, as well as keeping the Director informed of academic progress.

II. Student Attendance & Enrollment

Data for this section of the report were taken from Cayen APR Attendance Report and Attendance Summary Report. Table 2 shows attendance and enrollment for the Baldwin High School site.

Table 2. Student Enrollment and Attendance during school year

Students Registered (Enrolled)	Percent of Students Attending		Average Daily Attendance	Target Enroll	Percent of Target Enrollment	
	0-29 Days	30+ Days			30+ days/Target	Avg Daily Attn/Target
148	35	113	74	100	113.0	74.0

Student demographic information is presented in Table 3. Because of the way Cayen reports student demographic information, these data include students participating in the summer program.

Table 3. Demographic information for registered students (n=190)

Percent Ethnicity of Students Registered						Percent Reduced Price Lunch	Percent Limited Eng. Prof	Percent Special Needs	Percent Gender	
African American	Am. Indian Alaskan Native	Asian PI	Hispanic Latino	White	Unk				Male	Female
92.2	0.5	0.5	0.5	4.7	1.6	96.3	.05	13.1	51.1	48.9

Table 4 shows the percent of participants by grade level and includes summer participants. The vast majority of those served were 9th graders.

Table 4. Percent of registered students at each grade level (n=190)

	9 th	10 th	11 th	12 th
Percent of Students Registered	54.2	23.7	13.7	8.4

III. Program Operation

YES afterschool programming began on September 2, 2014 and ended on May 5, 2015, for a total of 145 days of operation. The program operated Monday through Friday, from 3:15 to 5:45, serving students in grades 9-12. Targeted enrollment was 100. The daily schedule was divided into two blocks, 3:15-4:20 and 4:35-5:45, separated by a 15 minute snack period. Monday through Thursday both blocks were devoted to academic assistance, intensive tutoring and homework help in areas of targeted need (math, reading/English/language arts, science, social studies). Students were scheduled in YES classes based on the courses in which they were enrolled during the school day, with their math class being the most typical determinant.

On Fridays students engaged in two different enrichment activities during the two time blocks. Enrichment classes offered during fall semester included violin, poetry, art, photography, visual journal, Girl Talk, Take Action (physical activity), and You Know My Skills (math games). Enrichment activities offered during spring semester were Overcoming Obstacles, Everyone Can Be an Artist, Take Action, Around the World in 15 Fridays, Current Events, Sensational Science Experiments, Competitive Games, Create Your Own Visual Journal, March Madness, Girl Talk and Violin.

BHS YES students were involved in two field trips this year. For an “in-house” field trip students were visited by the Georgia College basketball team, in support of the March Madness math enrichment activity. In April BHS YES students again visited Horse Dreams Youth Ranch in Milledgeville, GA where they were able to interact with horses, the owners, and volunteers of the ranch. Students were allowed to freely roam the farm, pet and groom the horses, ask questions, and watch riding demonstrations of the volunteers.

BHS YES had an active Parent Advisory Board designed to bridge the gap between day school and YES students, teachers, and staff. The board met three times during the year: November 7 and December 8, 2014, and January 13, 2015. The purpose of the Parent Advisory Board was to discuss YES needs, student attendance, fundraising possibilities, and to get parents involved in the YES program.

YES held the BHS Summer Program from June 1-25. The target of the summer program this year was rising 9th grade students who were not administratively placed but earned the promotion, along with repeat 9th grade students. The focus of the morning session (8:00 – 1:00) was academics: math and English/Language Arts. Academic activities were designed to help students with basic skills that are necessary to be successful in the 9th grade E/LA classroom, and to provide a background for coordinate algebra. The afternoons were devoted to enrichment. Each afternoon (1:00-3:15, except Thursdays when the program ended at 1:00) a rotating group of 30 students visited local colleges, including Georgia Military College, Central Georgia Technical College, and Georgia College. The goal was to help students gain familiarity with the colleges and get them thinking about the option of pursuing higher education. Students who were not in the “college group” on a particular day remained at BHS and participated in a program delivered by the BHS ROTC that featured teambuilding exercises and activities designed to help students learn to express themselves. Targeted enrollment for the summer program was 100; 89 students attended. The rising 9th graders received .5 elective credit for attending the program 100% of the time. (Repeating 9th graders did not earn credit.)

IV. Quality of Staffing

Organization of YES Staff

The basic leadership model of YES, although hierarchical, is relatively flat. At the top are the *YES Director*, who acts as the “principal” of YES, and the *Adult Program Director/Data Manager*, whose job is to provide resources for adult family members of YES students, track program budgets, and oversee reporting of program implementation and impact data. The *Education Coordinator* is in charge of academic and enrichment programming, acting as the YES “assistant principal” of the site, as well as instructional coach. Most important are the afterschool *Teachers* and *Enrichment Instructors* who are responsible for working directly with the students on achieving academic gains and developing enrichment skills that promote social and emotional development. *Tutors* are responsible for providing academic and homework support to students as directed. At the high school level, tutors are an integral part of students’ academic development via the case management model, which provides students with individualized attention and assistance with homework. See Table 5 for a more detailed description of YES program positions.

Table 5. Description of YES Positions

Position	Description	Number
<i>YES Director</i>	Responsible for oversight of the entire YES project, including personnel, programming, budget, compliance with grant guidelines, and program sustainability. Contracts and schedules all academic and enrichment teachers; secures volunteers, interns, field-placement, service-learning and civic-engagement students; ensures that all staff and volunteers have satisfactory background checks; develops and implements a strategic sustainability plan, including fundraising and grant writing. Monitors and maintains all 21 st CCLC project budgets within compliance regulations. Coordinates the YES Advisory Board.	1

<i>YES Adult Program Coordinator/Data Manager</i>	Serves as the adult family program coordinator; assists with data management (including fiscal management); liaison with families in communities that YES serves; ensures that all aspects of the initiative are consistent with 21st CCLC policies and guidelines.	1
<i>Education Coordinator</i>	Ensures that afterschool classes are staffed appropriately, and that YES personnel are actively engaged with youth; ensures that high quality instruction is taking place in YES classrooms and that teachers have engaging lessons for youth that relate to the individual needs of students; acts as a liaison between the day school and afterschool programs and staff; ensures that afterschool teachers are in contact with day school teachers and parents; ensures that teachers have data, determine needs and develop plans for each student, and that plans are monitored and adjusted as needed; works with teachers to deal with any behavior problems relative to YES students during afterschool. Assigns snack duty and oversees pickup and transportation of students home.	1
<i>Teacher</i>	Provides standards-based teaching, using computer-assisted technology and performance assessment; assists students with homework, ensuring individual attention for areas of weakness; differentiates instruction for diverse learners; contacts parents/guardians bi-monthly; shares needs and progress of students with day school teachers. 100% of YES teachers are certified by the state of Georgia.	5
<i>Enrichment Instructor</i>	Develops and follows a rubric for each enrichment program; discovers competencies and develops skills in students in the enrichment area; promotes high expectations and celebrates student success in enrichment area.	3
<i>Tutor</i>	Works with teachers to provide standards-based teaching to students; provides homework and tutoring assistance as directed by the education coordinator and/or teacher.	11
<i>Data Clerk</i>	Oversees the collection of data for Cayen such as attendance, parent participation, enrichments, etc. Moves from site to site to assure consistency in the reporting process.	1
<i>YES Academic Success Coach</i>	This position was piloted this year but will become an additional duty of the Program Assistant in the fall.	1

Staff/Student Ratio

- Academic Ratio: 1:10
- Enrichment Ratio: 1:15

There are additional tutors that float between rooms, which results in a 2:10 ratio. Additionally, BHS YES was served by approximately one substitute throughout the year as needed.

Staff Trainings

Three professional development activities were offered to Baldwin HS YES staff this year.

- November 21, 2014- Understanding Soft Skills, Case Management, and Desktop Training.
 - Facilitated by: Geni Specht, BHS Education Coordinator
 - Attendees: YES Tutors
- January 16, 2015- Communicating with Parents and Daily Reports
 - Facilitated by: Geni Specht, BHS Education Coordinator
 - Attendees: YES Tutors
- February 6, 2015-Performance Matters
 - Facilitated by: Baldwin BOE and Performance Matters Representative
 - Attendees: All Teachers

Staff Survey Results: Academic & Homework Teachers, Enrichment Teachers

Surveys of BHS YES academic/homework teachers and enrichment teachers were conducted via Survey Monkey in spring 2015 in order to identify areas in which YES worked well and aspects of the program that needed improvement. Teachers were asked to indicate the extent to which they agreed or disagreed with statements regarding the organization and

administration of the BHS YES program. This section reports survey items that targeted the quality of staffing. Seven of the 8 academic/homework teachers surveyed answered the survey for a response rate of 87.5%. All seven teachers (100%) reported that the education coordinator *was highly visible during program hours* and that she provided them with *helpful feedback* on their work as a YES teacher. Six of the seven teachers (85.7%) responded positively to: *expectations for my job performance as a YES teacher were made clear to me*. Five teachers (71.4%) agreed that they were *provided with most or all of the resources* they needed to complete their job as a YES teacher, while the same number said that their *professional development needs as a YES teacher were met*.

Enrichment teachers and tutors providing enrichment classes also were surveyed. Of the 13 teachers & tutors surveyed 7 responded, yielding a response rate of 53.8%. All but one (85.7%) indicated the education coordinator *was highly visible during program hours*; the same number said they *received helpful feedback from the ed coordinator*. All of the enrichment teachers and tutors (100%) said that expectations for their job performance as a YES teacher were made clear to them, and that they were provided with most or all of the resources they needed for their job as a YES enrichment teacher.

V. Objective Assessment

Goal 1: To improve academic performance

Objective 1.1 60% of regularly participating YES students (defined throughout this chart as those attending 30 or more days) will demonstrate an increase in math.

This objective was **not achieved**.

Objective 1.2: 60% of regularly participating YES students will demonstrate an increase in Reading/English/LA.

This objective was **not achieved**.

Objective 1.3: 50% of regularly participating YES students will demonstrate an increase in science.

This objective was **achieved**.

Objective 1.4: 60% of regularly participating YES students will demonstrate an increase in social studies.

This objective was **not achieved**.

Evidence for Objectives 1.1-1.4

Grades were collected for all regularly attending YES students. As Baldwin High School students are on block schedule, comparisons were made between 1st 9 weeks grades and final grades for first semester and for 3rd 9 weeks grades and final grades for second semester to determine the percent of students whose grades increased during the school year. Because students may have taken more than one course in a subject area (e.g., a math course 1st and 2nd semester) and GADOE indicates to select one course in a subject area for analysis, the student's best performance was used. Results are presented in Table 6.

Table 6. Percent increased grades earned by regularly participating YES students

	Math n=89	LA n=78	Science n=64	Social Studies n=49
Increase	47.2%	57.7%	51.6%	57.14%
Same	7.9%	7.7%	7.8%	12.24%
Decrease	44.9%	34.6%	40.6%	30.61%

Goal 2: To foster the social-emotional development skills that help students to become successful in school, work, & life by participation in enrichment & career ready activities.

Objective 2.1: 70% of regularly participating YES students will demonstrate an increase in soft skills.

This objective was **achieved**.

Evidence

Each student was rated by his/her academic YES teacher on seven “soft skill” constructs: self-discipline, persistence, positive attitude, tolerance/respect for others, self-confidence, cooperation and creativity. Teachers indicated how the student’s behavior had changed on each soft skill since s/he entered the YES program: *significant improvement; some improvement; no change; some decline; significant decline*. 93.4% of Baldwin High School YES students showed *some or significant* improvement on at least one soft skill.

Objective 2.2: 70% of regularly participating YES students will demonstrate an increase in their knowledge &/or skills in enrichment activities.

This objective was **achieved**.

Evidence

Enrichment teachers determined students’ achievement of knowledge and skills in the enrichment activity through a performance rubric constructed specifically for the activity with improvement rated retrospectively. A total of 92.9% of BHS YES students showed improvement in one or more enrichment activities over the course of the year.

Goal 3: To increase family involvement.

Objective 3.1: 50% of families of regularly participating YES students will participate in at least one parent learning opportunity.

This objective was **achieved**.

Evidence

BHS YES parents had the following parent learning opportunities this year:

- BHS Open House (Aug. 1, 2014)
- Mandatory orientation meetings for parents/adult family members of BHS students participating in YES (Aug. 21, 2014 & Jan. 13, 2015)
- Lights-on for Afterschool (Oct. 23, 2014)
- BHS Parent advisory board meetings (November 7 & December 8, 2014; January 13, 2015)
- Becoming a Power Parent (Nov. 18, 2014)
- Winter culmination event (Dec. 17, 2014)
- Financial Literacy Night (Jan. 15, 2015)
- Google for Beginners (Feb. 12, 2015)
- Microsoft for Beginners (Feb. 12, 2015)
- Crochet Classes for Beginners (April 20, 2015)
- BHS Grade Night (April 20, 2015)
- End-of-Year Culmination Event (May 1, 2015).

Of the 113 students who attended YES at least 30 days throughout the year, 68 had parents or adult family members to participate in one or more parent learning opportunities (60.2%).

Objective 3.2 75% of families of regularly participating YES students will be contacted by YES staff every two weeks about their student's progress.

This objective was **achieved**.

Evidence

Teacher-parent contact logs indicated that 84.1% of the parents/families of YES students who attended 30 or more days were contacted by YES staff at least twice per month during each month the student was attending the YES program.

Objective 3.3 75% of families of regularly participating YES students will be informed about YES family opportunities.

This objective was **achieved**.

Evidence

The BHS YES program held 12 parent activities in 2014-2015. YES parents were notified of these events through fliers sent home with students, the automated text messaging service Remind, and the Baldwin Board of Education website.

VI. Other Observations

Meeting goals and objectives is the critical component of summative evaluation but it does not convey the whole story. Evaluation of the BHS YES program for 2014-2015 included several indicators of program effectiveness that were not reflected in the assessment of the program's objectives. Survey data of YES staff shed light on the day-to-day challenges and triumphs of BHS YES this academic year; 21st CCLC surveys of students, parents, and day teachers provided another perspective; document analysis revealed increased and more efficient use of data in decision-making; while anecdotal data from day teachers indicated factors which are relevant to the overall success of the program.

In March 2015 evaluators created and administered two sets of surveys to YES staff at BHS: one survey targeted academic and homework teachers, the other focused on enrichment

instructors. Seven of the 8 academic/homework teachers (87.5%) completed the surveys. All of the YES academic teachers at BHS (100%) said they spent most of their time in *helping students understand subject matter content*. Three teachers (42.9%) said they spent an equal amount of time *helping students complete homework*, 2 others (28.6%) indicated spending time *helping students with school-based projects*. One teacher said she spent the most time *providing fun activities to extend content knowledge*. The survey for enrichment teachers and tutors, completed by 7 of the 13 BHS enrichment teachers and tutors (53.8%) focused primarily on what YES students gained from enrichment activities. All 7 of the responding teachers and tutors (100%) agreed or strongly agreed that the majority of students in their enrichment classes had demonstrated improved understanding and performance of the enrichment activity. Five (71.4%) said their students had demonstrated improved attitudes, such as better sportsmanship and willingness to try new things; four (57.2%) felt that the majority of students had mastered the enrichment activity skills. Both sets of teachers were asked about the management and organization of the YES program at BHS. Results were, on the whole, positive: Five of the 7 academic teachers (71.4%) and 6 out of 7 enrichment respondents (85.7%) agreed/strongly agreed with the following statement: *the YES program at my school this year was organized and well-run*.

Toward the end of YES programming the 21st CCLC Surveys were administered. From the 113 YES students who attended 30 or more days during the school year, we received 102 completed 21st CCLC Student Surveys (90.3%). The students had positive perceptions of the program: 90.2% said they *like the YES program*, 95.1% agreed with *I'm doing better in school since I started coming to the YES program*, and 97.1% said *the YES program helps me complete and turn in my homework on time*. 91.2% said they *had made new friends because of the YES*

program, 86.3% agreed with *I feel better about myself because of the YES program* and 82.4% said their *overall behavior has improved because of the YES program*. Baldwin High parents and adult family members of YES children were asked to complete the 21st CCLC Parent Survey, and 103 parents complied. (More than 1 parent/adult family member may have completed surveys on the same student.) Parents expressed positive views about what YES was doing for their children, with 84.5% saying the program was helping their child's reading skills improve, and 68.0% saying the program was helping their child's behavior improve. 96.1% said the program was helping their child complete and turn in homework on time. All of the parents (100%) indicated they were satisfied with their child's 21st CCLC program; of these, 64.1% said they were *very satisfied*. In late spring 21st CCLC Teacher Surveys were distributed to day teachers of YES students; 100% of the teachers responded to the survey. Perceptions of the day school teachers were positive. Of the teachers who indicated that students needed to make improvements in the following areas, 65.4% indicated students were more motivated to learn, 76.3% indicated that students' academic performance at improved, and 62.7% indicated that students' class participation had improved.

The YES program has made monumental gains in the efficiency and accuracy of its data collection at all sites. All data required for Formative and Summative Evaluation purposes (e.g. parent contacts; student enrichment data; soft skill scores) are systematically collected, input electronically, and checked against student rosters for accuracy. More important, at midyear the YES Director took over the collection of grades for each 9-week period. Once collected, the grades are entered into an excel spreadsheet and color coded for quick reference; green=80 to 100, yellow=70 to 79, blue=65 to 69, and red=below 65. This information is emailed out to the Ed Coordinators. The expectation is that the students identified as passing are worked with to

assure they maintain or increase their academic standing. Students reporting in the “yellow” area are watched more closely, since one failing test or missed assignments could result in their failing. The “blue” coded students are those that with a more focused tutoring process could easily pass their academic classes. The “red” coded students are also closely worked with in an attempt to increase their academic standing, but more importantly to identify the core concepts that they are missing resulting in failed classes. The last columns on the data sheet compare the 2nd 9-weeks grades to the progress reports and 3rd 9-weeks grades that follow: “1” = increase; “0” = no increase. Streamlining this grade collection process allows for more prescriptive conversations with the education coordinators and their teachers, and serves to keep the Director informed of academic progress.

As a result of the above analysis, the YES Director conducted a systematic investigation into the causes of inadequate progress in the grades of BHS YES students. The ed coordinator and YES Program Assistant began a concerted effort to communicate with students’ day teachers so that YES could more effectively help students complete classroom assignments and work. Day teachers were extremely supportive of these efforts, as evidenced by numerous emails. The teachers named problems that contributed to a student’s failing (e.g. “The last 3 assignments that are missing in [student’s] Powerschool are from last week. He was not at school on Friday...”; “[student] has been in ISS a fair amount of time and struggles when he is in class”), and provided information about what students needed to be doing to bring their grades up (e.g. “These ladies have a major exam for me Friday. They have books, study guides, and notes. They should be studying for the test”; “Once he makes up his missing assignments and retakes some tests that he scored poorly on, his grade should improve.”). This approach saw success. Students started attending math 5th block, and several students actually increased their academic grades by a

minimum of 30 points. Moreover, in the first two weeks of implementation (starting March 2nd) over 51 students increased in one or more subjects; 37 of these students moved from failing to passing. Results were not lost on the BHS day teachers of YES students, as attested by further emails (e.g. “I have had several students turn in completed assignments. For some of them this has made the difference in a passing and a failing grade. Thank you for the support.”).

VII. Sustainability

Sustainability for the YES programs is approached through three factors: partnership maintenance, partnership development and partner contributions to the program.

Partnership Maintenance

YES has a number of established community partners, many of which have been actively engaged with the program since the first year of programming. Most critical among these is the Baldwin County Board of Education (BOE). YES’s ongoing relationship with the Board of Education received a boost this year as Director Julie Cook developed a working relationship with the new school superintendent, Dr. Noris Price. The superintendent is a strong supporter of the 21st CCLC, and is aware of the positive impact such a program can have on a school system. This relationship has provided a variety of sustainability opportunities not available to YES in the past, including:

- The Baldwin Board of Education has agreed to include the YES Program in their GoogleDrive implementation. All YES program staff now have access to school system emails, have the ability to upload data to a secure drive shared with the BOE, and can share folders such as parent contact sheets for students; BOE staff can now access master templates used by YES.

- The Baldwin Board of Education has created a data category called “YES class” in the PowerSchool electronic data system. When the school registrar at a YES site is notified of a new YES student, the student is enrolled in the YES class (for BHS this is called 6th block), making grades and assignments visible to the ed coordinator.
- The YES Director was asked to work with the Superintendent, the BOE Instructional Specialist, and the Statewide Early Literacy Reading Instruction Mentor for the Governor’s Office of Student Achievement to develop reading strategies across all YES sites. As a result of this newly formed partnership the Director now has access to the Scholastic Reading Inventory College and Career Program, which will provide immediate, actionable data on students’ reading levels and growth, along with access to the Performance Matters testing system that aligns with the CCGPS. YES was not privy to this information in the past. Both programs are in their infancy for the county but are expected to be implemented county-wide in the fall. These programs will address a major past and continuing concern, the reading levels of the students coming into the YES Program, of critical importance since the direct correlation of reading levels and academic success has been well documented.
- The Director has created a professional development partnership with the Board of Education allowing all YES staff to participate in the professional development offered through the school system. This is of no cost to the YES Program and lends itself to being a more focused and timely learning experience based on the needs of the schools as identified by the new

Superintendent. Professional development has been offered on programs such as SRI, Performance Matters, Unify, GoogleDrive, and Milestones.

Georgia College represents another ongoing partnership that greatly enhanced the YES program this year. Georgia College's contributions included the following:

- The Georgia College Pre-Service representative worked with the director to place four pre-service College of Education students at Baldwin High school for 15 hours/week of volunteer service each.
- Seven Georgia College students provided a weekly enrichment activity, Girl Talk, for BHS YES students.
- The Georgia College men's and women's basketball teams were guest speakers at the March Madness enrichment kick-off event at BHS. The players encouraged the students to do well in school, and to consider what is next in their lives. As a result of this enrichment partnership, the coaches requested that their players be allowed to be a part of YES in the upcoming year.

The YES program has always worked to make Baldwin High School not just a YES site, but a true YES partner. This year saw several steps forward in this regard:

- The YES Director was invited to attend and speak to the BHS Leadership Team (all department heads) 2nd semester. The BHS principal stressed the importance of their working with the YES Program to assure student academic gains. She emphasized the fact that the students YES serves are "their" students and they have much to gain by partnering with YES.

- In the 2nd semester YES Program Assistant Emily Alvey was designated Academic Success Coach for BHS. In this role she: instigated grade review on a daily basis; reviewed missed assignments, communicated with the teacher to get the information needed, and had the student complete the work in YES; turned the completed work in to the teacher; confirmed that all students were attending their 5th block classes; and tracked students' credits toward graduation.
- In January YES assisted students with Credit Repair packets during YES time. Plans are being made for YES to share the credit recovery seats available at the high school and actually include a credit recovery segment to the program. This has never been made available to YES in the past.
- One BHS day teacher is working in the BHS summer YES program during the afternoons as a volunteer.
- BHS Junior ROTC is providing enrichment sessions for the BHS summer YES program at no charge.

Other community entities with which YES maintained partnerships this year included the Baldwin Parks and Recreation Department, which continued to provide office space and equipment for the YES Adult Program Coordinator/Data Manager.

Partnership Development

BHS YES obtained three new partners, re-established a relationship with a former partner, and experienced a new service from a veteran partner this year. During the school year two new partners, AmericaCorps and Georgia Military College (GMC) each provided one volunteer who tutored YES students weekly at BHS. For the summer YES program, Georgia Military College, Central Georgia Technical College (CGTC; former

partner) and Georgia College (GC; veteran partner) all provided post-secondary enrichment experiences for BHS YES students at their facilities, including student transportation. GMC and CGTC each provided 3 days of programming; Georgia College provided 6 days. Through these field trips students learned about post-secondary opportunities available in the Milledgeville area. A significant new partner was Overview, Inc., a Milledgeville organization that employs retired individuals from the community who want to work. Through their Foster Grandparent Program one older citizen from the Milledgeville area worked daily with students in the BHS YES summer program; several have indicated the desire to work with YES during the school year.

Partner Contributions

Based on applicable pay standards for the Milledgeville area, the following in-kind contributions were made by volunteers to the BHS program this year:

- America Corps (14 days – **108.75**)
- GMC Volunteer (13 days - **\$204.37**)
- Georgia College Girl Talk Group (Enrichment 7 teachers - **\$2,250.00**)
- Georgia College Education Department – PreService Students (4 = **\$607.50**)
- Georgia College Basketball (guest speakers) - **\$250.00**
- Alabama Football Player (guest speaker) - **\$1,500.00**
- Overview, Inc. (Foster Grandparents) - **\$1000.00**

VIII. Overall Recommendations

The YES program at Baldwin High School had a successful year in many areas. The program was popular with students, their parents, and day teachers; and YES academic and

enrichment teachers also gave the program good reviews. Additionally, this year all of YES including BHS began to use systematically the considerable amounts of data generated by YES and by the school to monitor student academic progress. These data will provide invaluable information to improve programming for individual students. BHS achieved performance benchmarks for six of its nine objectives this year: soft skills and enrichment skills, all objectives for family involvement, and – of critical importance – for science. Despite these accomplishments, Baldwin High lagged in the key areas of English/language arts and mathematics, as well as in social studies.

Given the quality of afterschool programming maintained by BHS YES, along with its successes *and* shortfalls this year, we make the following recommendations for 2015-2016:

- 1) Continue the systematic investigation begun at midyear to determine why students are not achieving more gains in the academic areas of math, English/language arts, and social studies. Continue using the diagnostic data that is already being collected by BHS, such as subject pretests and benchmark tests, to determine which concepts each student failed to understand, then create individual plans of action for YES students.
- 2) Extend the use of data to improve programming. Such data would include information from evaluator site observations and surveys to determine participant reactions to the program. The program should develop more systematic strategies to use data to monitor delivery of services, celebrate successes, and address problems as they arise.
- 3) Continue to foster relationships with day teachers, enlisting input into assignments and homework that students are missing, and their help in determining the causes of individual YES students' academic struggles.