

Summative Evaluation Report 2014-15
Youth Enrichment Services of Baldwin County

Eagle Ridge & Creekside Elementary Schools

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I. Overview & History

Baldwin County *Youth Enrichment Services* (YES) is a partnership between Baldwin County Schools, Georgia College, and Baldwin County Parks & Recreation, funded through 21st Century Community Learning Centers (21st CCLC) to provide afterschool programming for Baldwin County public school children. YES currently serves all six Baldwin County public schools. The original YES grant, funded in 2007-2008, 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.” Although YES originally targeted students identified as *at-risk*, in recent years YES also began focusing on *bubble students* – those with CRCT scores between 780 and 820, as well as students identified by their teachers as needing additional academic support, students whose behavior suggests they need YES services (including those with higher rates of absenteeism), and students required to participate in YES as a condition of their promotion to the next grade level. Still, YES provides students with academic support that complements day school efforts, offers quality enrichment activities, and extends educational opportunities and assistance to the families of YES students. Although programming specifics, leadership, and sites have changed throughout the years, the Baldwin County YES program nevertheless largely adheres to the original description and goals of YES:

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.

This report focuses on two YES sites, Eagle Ridge Elementary School and Creekside Elementary School, funded jointly through a five-year 21st CCLC grant that began fall 2014. YES is currently in its 7th year of operation at Eagle Ridge, having been funded first through a three-year grant from 2008-2011, then through another grant from 2011 to 2014. This is the first year of YES at Creekside Elementary School. In both schools YES serves children in grades 3-5.

For most of Eagle Ridge’s history YES has been held Monday through Friday with programming divided equally between academic support (e.g. math, reading/language arts, homework help) and enrichment activities (e.g. violin, art drama, physical education, martial arts), a schedule that persists today in both schools. One significant change made at midyear in 2012-2013 for Eagle Ridge was a move to a modified case management system, whereby students who routinely struggled to complete homework or who did not understand academic concepts went to a homework room staffed by tutors hired for this purpose. Many students benefited, particularly those in special ed, making much greater progress than they had been making. Another significant change over the past two years at Eagle Ridge concerns the education coordinator. From its first year through 2013 the site was led by Eagle Ridge day

teacher Ms. Katherine Guepet. For 2013-2014 the ed coordinator position was shared between two people, one who worked Monday, Wednesday and Friday, the other Tuesday and Thursday. This arrangement proved to be problematic, with breakdown of both communication and leadership. This year Ms. Guepet returned as the sole ed coordinator.

Much of the historical data for Eagle Ridge YES is positive. Yearly surveys have shown consistently that students like coming to YES and think the program helps them with academics and homework completion, and that their parents believe YES is making a difference in their children's lives. Enrollment goals have not just been met but exceeded every year. Attendance over the years has been very good, although the average daily attendance at Eagle Ridge dropped from 88.2% in 2013 to 71.5% in 2014.

Evidence of academic improvement in YES students has been variable at Eagle Ridge. In 2008-2009 the objective was met for math, but not for language arts or reading; the following year targets were met for both math and reading; and in 2010-2011 the reading and math benchmarks were met, but not language arts. New objectives were written for the 2011 Eagle Ridge grant with academic benchmarks of 70% increase in reading and language arts achievement, 65% in math, and 50% in science. For 2011-2012 YES students did not meet the benchmarks for reading or language arts, but did for both math and science. In 2013 Eagle Ridge did not achieve the objectives for reading/ language arts or math, but did meet the science benchmark. For 2014 none of the three academic objectives were met.

II. Student Attendance & Enrollment

Data for this section of the report were taken from Cayen APR Attendance Report and Attendance Summary Report. Tables 1-6 show attendance, demographics and grade level participation for each site.

Creekside. Attendance for the site was good in 2014-15 with an average daily attendance of 72 students or 90.0% of target attendance of 80.

Table 1. Student Enrollment and Attendance- 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
111	15	96	72	80	120.0%	90.0%

Student demographic information is presented in Table 2.

Table 2. Demographic information for registered students- School Year (n=111)

Ethnicity of Students Registered- Percent						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
74.8	0.9	0.9	2.7	17.1	3.6	99.1	4.5	0.0	42.3	57.7

Table 3 shows the percent of participants by grade level- School Year.

Table 3. Percent of registered students at each grade level (n=111)

	3 rd	4 th	5 th
Percent of Students Registered	31.8	30.0	38.2

Eagle Ridge. Attendance for the site was good in 2014-15 school year with an average daily attendance of 73 students or 91.2% of target attendance of 80. Note that Table 5 (demographics) and Table 6 (attendance by grade level) includes summer enrollment at Eagle Ridge because the demographic report in Cayen does not allow for disaggregation of data by enrollment periods.

Table 4. Student Enrollment and Attendance- 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
100	7	93	73	80	116.2	91.2

Student demographic information is presented in Table 5.

Table 5. Demographic information for registered students- School Year and Summer (n=154)

Ethnicity of Students Registered						Percent Reduced Price Lunch	Limited Eng. Prof	Percent Special Needs	Gender	
African American	Am. Indian Alaskan Native	Asian PI	Hispanic Latino	White	Unk				Male	Female
92.4	0.0	0.6	1.2	5.2	.06	98.1	5.2	3.2	59.1	40.9

Table 6 shows the percent of participants by grade level.

Table 6. Percent of registered students at each grade level- School Year and Summer (n=154)

	K	1 st	2 nd	3 rd	4 th	5 th
Percent of Students Registered	5.2	6.8	5.2	29.8	25.9	27.2

III. Program Operation

Afterschool programming at Eagle Ridge and Creekside Elementary Schools began on September 2, 2014 and ended on May 5, 2015 for a total of 145 days of operation. At both sites the YES program operated Monday through Friday, from 2:45 to 5:30, serving students in grades 3-5. Targeted enrollment was 80 students at each school. Each weekday students engaged in two blocks of activities - academic support and enrichment support - beginning with a 15 minute snack time. Academic activities included homework help, academic enrichment and technology lab, and were held from 3:00-4:30. Enrichment activities were offered Monday through Friday from 4:30-5:30. Enrichment activities at Eagle Ridge evolved to be more academically focused this year: the math enrichment teacher began using a Reflex Math program she obtained through a grant; a greater emphasis was placed on writing, such as having students write about

experiments and projects they did; technology was used to create power points and research science topics (e.g. landforms, animal habitats); and technology students learned to construct and program robots. Spring semester Eagle Ridge enrichments included Mind Works, March Madness, Project-based Learning, Robotics, and Social Studies Technology. Creekside began with and maintained academic enrichment activities: spring enrichments included art, math, science, technology and writing.

The Georgia College Community Action Team for Science (CATS) worked with YES students at both sites this year: with Creekside students during November, December and January, and with Eagle Ridge students in February and March. The CATS teams met with students for one hour on Thursday afternoons over five or six weeks, conducting science labs and activities planned specifically for elementary students. Topics included soil auguring, electricity, genetics, and cells.

The Creekside Elementary School YES program benefitted from a year-long relationship with the Georgia College Public Achievement class. YES students were divided into six teams (e.g. The Young Inspirers; Students Helping Hunger). Each team created a mission statement and picked a community improvement project that would allow them to fulfil the mission. Projects included eliminating yellow jackets from the school playground, a canned food drive, eliminating bullying, and raising money to buy clothes and food for those in need. Although Eagle Ridge did not participate in Public Achievement, a shift toward community service and civic-mindedness was evident: YES students collected for UNICEF during Halloween, they held a Jump Rope for Heart event (which raised \$650), and on Fridays classes took turns cleaning up and beautifying the school hallways and grounds. Additionally, guest speakers at Eagle Ridge spoke on a variety of topics including bullying and the importance of “doing the right thing.”

Both schools' 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 the YES students visited Horse Dreams Youth Ranch in Milledgeville, 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.

From June 1 – June 25 the Eagle Ridge/Creekside YES summer program was held at Eagle Ridge Elementary School. The program was held Monday through Thursdays from 8:00a.m.-1:00p.m. and included breakfast and lunch. Students engaged in two, 2-hour blocks of time: one for academic activities, the other for enrichment activities. All three science areas - Earth, Physical and Life Science - were addressed in the program. For the academic portion students investigated scientific concepts using the scientific method, through activities based on the standards for their grade level. The enrichment activities were designed to enhance the students' knowledge of science concepts. In art enrichment students studied the rainforest, including its different layers, and the animals that live there, and created lap books about the rainforest. In the Owl Pellets class students studied the characteristics and habitats of owls and dissected an owl pellet to determine what type of animal the owl had eaten. For Technology students researched facts about the planets using various websites, then made a foldable book on their research. For STEM Projects students used inquiry-based learning to investigate buoyancy, flight, and construction, and used their knowledge in practical applications (e.g. determining how much weight a boat made of aluminum foil could hold, investigating properties of flight by making and flying paper airplanes). The program culminated with a field trip to the Macon Museum of Arts & Sciences, which featured a live animal show, a planetarium show, and an

activity on nanotechnology. The enrollment goal for the summer program was 140; the number of students attending was 78.

IV. Quality of Staffing

Organization of YES Staff

The basic leadership model of YES is hierarchical but 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 formal and informal training and resources for adult family members of YES students, track program budgets, and oversee reporting of program implementation and impact data. The *Education Coordinator* at each site 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. See Table 7 for a more detailed description of YES program positions.

Table 7. 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, grant writing, fundraising, 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); acts as a 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.	ER: 1 CS: 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.	ER: 5 CS: 11
<i>Enrichment Instructor</i>	Develops and follows a rubric for each enrichment program; discovers competencies and develops skills in students in the enrichment area.	ER: 4 CS: 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.	ER: 2 CS: 2
<i>Data Clerk</i>	Oversees the collection of data for Cayen such as attendance, parent participation, enrichments, etc. Moves from site to site to ensure consistency in the reporting process.	1 shared across all sites

Student Staff Ratio

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

Additionally, Eagle Ridge ES YES was served by three substitutes throughout the year as needed; Creekside ES was served by two substitutes.

Staff Trainings

The following professional development activities were offered to Eagle Ridge Elementary YES staff this year.

- September 15, 2014- Thinking Maps
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers
- October 23, 2014- Number Talks
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers
- November 11, 2014-Math in the Fast Lane
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers
- February 6, 2015-Performance Matters
 - Facilitated by: Baldwin BOE and Performance Matters Representative
 - Attendees: All Teachers
- February 19, 2015- March Madness
 - Facilitated by: Anita Martin
 - Attendees: Ed. Coordinator and YES Math specialist
- Google Training
 - Facilitated by: Julie Andrews Cook
 - Attendees: All YES Teachers

- March 18, 2015- Unify Training
 - Facilitated by: Baldwin County BOE
 - Attendees: School Representatives

The following professional development activities were offered to Creekside Elementary YES staff this year.

- August 14 & 15, 2014- Restraint Training
 - Facilitated by: Baldwin County BOE- Allen Martin
 - Attendees: All YES Teachers
- September 9, 2014- Dealing with Difficult Children
 - Facilitated by: Baldwin County BOE- Kaye Tyson
 - Attendees: All YES Teachers
- November 15, 2014- Depth of Knowledge
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers
- December 9, 2014-Implementing Positive Rewards
 - Facilitated by: Baldwin County BOE- Lou Manzella
 - Attendees: All YES Teachers
- January 5 & 6, 2015- Behavior Management
 - Facilitated by: Ginny VanRie
 - Attendees: All YES Teachers
- February 6, 2015-Performance Matters
 - Facilitated by: Baldwin BOE and Performance Matters Representative
 - Attendees: All YES Teachers

- February 19, 2015- March Madness
 - Facilitated by: Anita Martin
 - Attendees: Ed. Coordinator and YES Math specialist
- Google Training
 - Facilitated by: Julie Andrews Cook
 - Attendees: All YES Teachers
- March 18, 2015- Unify Training
 - Facilitated by: Baldwin County BOE
 - Attendees: School Representatives

Staff Survey Results: Academic/Homework Teachers, Enrichment Teachers

Surveys of Eagle Ridge and Creekside YES Academic 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 their school's YES program. For Eagle Ridge, four of the five academic & homework teachers surveyed responded, a response rate of 80%, as did three of the four ER enrichment teachers (75%). All nine of the Creekside academic & homework teachers surveyed responded, as did all three of its enrichment teachers (100%). This section reports survey items related to the quality of staffing.

At Eagle Ridge, three of the four academic/homework teachers (75%) and all of the enrichment teachers (100%) reported that the education coordinator *was highly visible during program hours*. All of teachers in both groups said the education coordinator provided them with *helpful feedback* on their work as a YES teacher, and that expectations for their *job performance*

as a YES teacher were made clear. Three of the academic/homework teachers (75%) and all of the enrichment teachers (100%) agreed that they were *provided with most or all of the resources* they needed to complete their jobs as a YES teacher. All of the academic/homework teachers said that their *professional development needs as a YES teacher were met.*

The Creekside teachers' responses were even more positive: all of the teachers, both homework/academic and enrichment, indicated the education coordinator *was highly visible during program hours*, and provided them with *helpful feedback* on their work as a YES teacher. All also agreed that *expectations for job performance as a YES teacher were made clear*, and that they were *provided with most or all of the resources* they needed to complete their jobs as a YES teacher. Finally, all of the academic/homework teachers said that their *professional development needs as a YES teacher were met.*

V. Objective Assessment

Goal 1: To improve academic performance.

Objective 1.1: 50% of regularly participating YES students (defined throughout this chart as those participating 30 or more days) will demonstrate an increase in math.

This objective was **not met overall or for either site.**

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

This objective was **not met overall but was met by Creekside.**

Objective 1.3: 60% of regularly participating summer school students will demonstrate an understanding of the scientific process.

This objective was **met.**

Objective 1.4: 60% of regularly participating summer students will be able to experience science through enrichment activities.

This objective was **met**.

Evidence for Objectives 1.1-1.2

Creekside. Grades were collected for all regularly attending YES students. Comparisons were made between 2nd 9 weeks grades and 4th 9 weeks grades to determine the percent of students whose grades increased during the school year. Results are presented in Table 8.

Table 8. Creekside Elementary comparison of regularly participating students' grades between 2nd 9 weeks and 4th 9 weeks.

Percent	LA n=90	RDG n=91	MATH n=92
Increase	67.0%	66.3%	49.4%
Decrease	8.8%	4.8%	2.3%
Same	24.2%	28.9%	48.3%

Eagle Ridge. Comparisons were also made between 2nd 9 weeks grades and students' final grades. These results are presented in Table 9.

Table 9. Eagle Ridge Elementary comparison of regularly participating students' grades between 2nd 9 weeks and 4th 9 weeks

Percent	LA n=91	RDG n=83	MATH n=91
Increase	31.1%	46.1%	46.7%
Decrease	5.6%	8.8%	10.9%
Same	63.3%	45.0%	42.4%

Benchmark was not achieved for any subject area.

Combined. To evaluate the results at the project level, data from the two elementary schools were combined. These results are presented in Table 10.

Table 10. Comparison of regularly participating students' grades between 2nd 9 weeks and 4th 9 weeks (Combined for Creekside and Eagle Ridge sites)

Percent	LA n=181	RDG n=174	MATH n=183
Increase	49.2%	55.8%	48.0%
Decrease	7.2%	6.9%	6.6%
Same	43.6%	37.3%	45.4%

Evidence for Objectives 1.3-1.4

These two objectives focused on summer activities and activities and data included both sites.

Of the 93 students with scientific method test scores, 78 students had both pre and post test scores. Of these 55 or 70.5% met the criterion score of 70 for understanding of the scientific process. This surpassed the benchmark of 60% demonstrating understanding. Examination of summer materials and discussions with the YES director indicated that **all** participating students took part in science enrichment activities during the summer session, surpassing the benchmark of 60% participation in these activities.

Goal 2: To improve achievement levels in enrichment activities.

Objective 2.1: 65% of regularly participating YES students will demonstrate an increase in their skills in enrichment activities.

This objective was **met overall and for each site.**

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. 95.6% of Eagle Ridge YES students **and** 78.9% of Creekside YES students showed improvement in one or more enrichment activities.

Objective 2.2: 65% of regularly participating YES students will demonstrate an increase in their behavior that promotes success & healthy development.

This objective was **met overall and for each site.**

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*. 96.5% of Eagle Ridge YES students **and** 92.9% of Creekside YES students showed *some* or *significant* improvement on at least one soft skill.

Goal 3: To foster family involvement.

Objective 3.1: 60% of families of regularly participating students will participate in at least one parent learning activity.

This objective was **not met overall or for either site.**

Evidence

Eagle Ridge YES parents were offered the following parent learning opportunities this year:

- Halloween Night (Oct. 31, 2014)
- Fall Festival (Nov. 20, 2014)
- Georgia Milestones (Dec. 17, 2014)
- Financial Literacy Night (Jan. 15, 2015)
- Google for Beginners (Feb. 12, 2015)
- Microsoft for Beginners (Feb. 12, 2015)
- March Madness (March 12, 2015)
- Crochet Classes for Beginners (April 20, 2015)

Of the 93 students who attended Eagle Ridge Elementary School YES at least 30 days throughout the year, 38 had parents or adult family members to participate in one or more parent learning opportunities (40.1%).

Creekside Elementary School YES parents were offered the following parent learning opportunities this year:

- Becoming a Power Parent (Dec. 4, 2014)
- Math Curriculum Night (Dec. 17, 2014)
- Financial Literacy Night (Jan. 15, 2015)
- Google for Beginners (Feb. 12, 2015)
- Microsoft for Beginners (Feb. 12, 2015)
- March Madness (March 12, 2015)
- Crochet Classes for Beginners (April 20, 2015)

Of the 96 students who attended Creekside Elementary School YES at least 30 days throughout the year, 38 had parents or adult family members to participate in one or more parent learning opportunities (39.6%).

Objective 3.2: 60% of families of regularly participating students will attend meetings relative to the goals/objectives of the 21st CCLC program and to hear about activities and progress of students.

This objective was **met overall and for both sites.**

Evidence

The following meetings were held to provide Eagle Ridge YES parents information on the goals/objectives of the 21st CCLC program and to give them opportunities to hear about activities and progress of students:

- Mandatory parent orientation meetings at the start of each semester (August 19, 2014 and January 21, 2015)
- Lights-on for Afterschool (Oct. 23, 2014)
- End-of-Year Culmination Event (May 4, 2015)

Of the 93 students who attended Eagle Ridge YES at least 30 days throughout the year, 77 had parents or adult family members to participate in one or more parent information meetings (82.8%).

The following meetings were held to provide Creekside Elementary YES parents information on the goals/objectives of the 21st CCLC program and to give them opportunities to hear about activities and progress of students:

- Mandatory parent orientation meetings at the start of each semester (August 20, 2014 and January 13, 2015)
- Lights-on for Afterschool (Oct. 23, 2014)
- End-of-Year Culmination Event (April 28, 2015)

Of the 96 students who attended Creekside Elementary YES at least 30 days throughout the year, 83 had parents or adult family members to participate in one or more parent information meetings (86.5%).

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 Eagle Ridge and Creekside YES programs

for 2014-2015 included several indicators of program effectiveness that were not reflected in the assessment of the program's objectives. Document analysis revealed increased and more efficient use of data in decision-making; survey data of YES staff shed light on the day-to-day challenges and triumphs of YES this academic year; and 21st CCLC surveys of students, parents, and day teachers provided another perspective.

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 e-mailed 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.

Staff at both sites made changes in programming in response to data collected during the year. At Eagle Ridge the academic teaching team compared individual students' grades for the first two quarters to identify students whose grades had dropped. They made a list of these students and the subjects in which they needed improvement, and contacted their day school teachers to get more specific information on areas in which the child was particularly weak. They then devised an individualized plan for each student to receive more tutoring (both computer-based and in-person) during academic block. Creekside developed a specific plan for improving the 4th 9-weeks grades of students identified (from 1st semester grades) as "not showing growth." They made a list of targeted students showing the students' first semester grades along with the specific 4th 9-week grades each student needed to make in English/language arts, reading, and math. Then YES teachers met with the students' grade level teachers to: a) find out what assignments/skills would be graded during the 9-weeks period; b) determine what extra credit projects students could complete; c) ask for copies of study guides, work samples, etc. for upcoming assessments; and d) ask if retests and opportunities for correcting assignments could be given for credit. They also came up with individual and small group activities to use for practice in reading, E/LA, and math.

The previously mentioned evaluator-constructed surveys of YES academic/homework teachers and enrichment instructors provide additional information as to how, and how smoothly, the YES program ran. All of the Eagle Ridge YES academic/homework teachers (100%) said they spent most of their YES time *helping students complete homework*, while two each said they spent the most time *providing fun activities to extend content knowledge* and *helping students understand subject matter content*. The nine Creekside academic/homework teachers all (100%) said they spent the most time *helping students understand subject matter content*, **and**

helping students complete homework. Seven teachers additionally indicated they spent time *providing fun activities to extend content knowledge* (77.8%). The survey for enrichment teachers focused primarily on what YES students gained from enrichment activities. All of the Eagle Ridge enrichment teachers (100%) strongly agreed that the majority of students in their enrichment classes had demonstrated improved understanding *and* performance of the enrichment activity, and agreed that students showed improved attitudes, such as better sportsmanship and willingness to try new things. All also felt their students had mastered the enrichment activity skills. The Creekside enrichment teachers reported similar experiences, with all answering positively that their students had demonstrated improved understanding and performance of the enrichment activity, improved attitudes, and mastery of enrichment activity skills. Both the academic and enrichment teachers were asked about the management and organization of the YES program at their schools. Every teacher at both sites agreed or 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 93 YES students who attended 30 or more days during the Eagle Ridge school year, we received 80 completed 21st CCLC Student Surveys (86.0%); we received 78 surveys from the 96 Creekside students who had attended at least 30 days (81.3%). Students at both sites had positive perceptions of the YES program: 85.0% of Eagle Ridge students and 98.7% of the Creekside students said they *like the YES program*; 81.3% of ER students and 91.0% of Creekside students agreed or strongly agreed with *I'm doing better in school since I started coming to the YES program*; and 90.0% of ER students and 92.3% of Creekside students said the YES program helped them complete and turn in homework on time. 87.5% and 84.6% of Eagle Ridge and

Creekside students, respectively, said they *had made new friends because of the YES program*. Students also said they felt better about themselves because of the YES program (Eagle Ridge: 81.3%; Creekside: 87.2%) and indicated that their overall behavior has improved because of the YES program (Eagle Ridge: 73.8%; Creekside: 73.1%). Parents and adult family members of YES children were asked to complete the 21st CCLC Parent Survey; 92 Eagle Ridge parents and 81 Creekside parents complied. They expressed positive views about what YES was doing for their children. A large percentage felt the program was helping their child's reading skills improve (ER: 81.5%; Creekside: 92.6%); while 65.2% of Eagle Ridge parents and 63.0% of Creekside parents thought the program was helping improve their child's behavior. 87.0% of ER parents and 93.8% of Creekside parents said the program was helping their child complete and turn in homework on time. Almost all of the parents at both sites indicated they were satisfied or very satisfied with their child's YES program (ER: 94.6%; Creekside: 95.1%).

In late spring 21st CCLC Teacher Surveys were distributed to day teachers of YES students; 100% of the teachers (Creekside n= 93; Eagle Ridge n=95) responded to the survey at both sites. Perceptions of the day school teachers were very positive. Of the teachers who indicated that students needed to make improvements in the following areas, 81.0% indicated students were more motivated to learn (Creekside = 64.3%; Eagle Ridge = 93.5%), 85.9% indicated that students' academic performance at improved (Creekside = 70.7%; Eagle Ridge = 97.9%), and 82.4% indicated that students' class participation had improved (Creekside = 66.7%; Eagle Ridge = 94.6%).

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, 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 privilege 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 concern, the reading levels of the students coming into the YES Program, of critical importance as 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 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 three pre-service College of Education students at Creekside for 15 hours/week of volunteer service each.
- The Georgia College Public Achievement class worked with six groups of Creekside YES students weekly during the school year.

- Thirteen students from the Georgia College Community Action Team for Science (CATS) worked with Creekside students weekly from November 13, 2014 -Jan. 29, 2015, and with Eagle Ridge students during spring semester (Feb. 12 – Mar 12).
- The Georgia College men's and women's basketball teams were guest speakers at the March Madness enrichment kick-off events at Eagle Ridge and Creekside Elementary Schools. 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.

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

Eagle Ridge/Creekside YES obtained two significant new partners this year. AmeriCorp provided one person who volunteered every Friday for 14 weeks at Eagle Ridge. Additionally, Overview, Inc., a Milledgeville organization that employs retired individuals from the community who want to work became a YES partner. Through their Foster Grandparent Program four older citizens from the Milledgeville area are working with students in the Eagle Ridge/Creekside YES summer program. Overview has indicated it would like to continue to partner with YES next year.

Partner Contributions

Based on applicable pay standards for the Milledgeville area, the following in-kind contributions were made by volunteers to the Eagle Ridge and Creekside YES programs this year:

- Georgia College Education Department (Pre-service students) – Creekside **\$562.50**
- Community Action Team for Science - Eagle Ridge **\$3958.00**
- Community Action Team for Science – Creekside **\$3958.00**
- Georgia College Basketball (guest speakers) – Eagle Ridge **\$250.00**
- Georgia College Basketball (guest speakers) – Creekside **\$250.00**
- America Corps – Eagle Ridge **\$108.75**
- Public Achievement – Creekside **\$6905.00**
- Overview, Inc. (Foster Grandparent program) – Eagle Ridge **\$2000.00**
- Overview, Inc. (Foster Grandparent program) – Creekside **\$2000.00**

VIII. Overall Recommendations

The YES programs at Eagle Ridge and Creekside elementary schools had a successful year in many areas. The programs were well run, and they received high marks from students, parents, and day teachers as well as from YES teachers and enrichment teachers. The programs made a concerted effort to address evaluator recommendations to make more and better use of the data they collect, using them to monitor progress, celebrate successes, and address problems as they arise. YES has also followed the recommendation to work with the education coordinator to develop procedures to standardize and monitor data entry and data use in Cayen Afterschool 21.

The combined programs met just three of their six performance objectives: both objectives for science, and the objective for parent attendance at informational meetings. However, although neither school met the objective (50%) for increased academic performance in math, both were close - 46.7% for Eagle Ridge and 49.4% for Creekside. And Creekside met the required benchmark (60%) for both reading (66.3%) and language arts (67.0%), although Eagle Ridge lagged in both of these areas (46.1% and 31.1%, respectively). Given the quality of afterschool programming consistently maintained by the Creekside and Eagle Ridge YES programs this year, along with their successes *and* shortfalls 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 key academic areas of math and reading/English/language arts. Continue using the diagnostic data that is already being collected by the programs, such as subject pre-tests and benchmark tests, to determine which concepts each student failed to understand, then create individual plans of action for YES students.
- 2) Although the program met both objectives for science this year, YES needs to work with evaluators to develop challenging summer objectives and measures to assess indicators of success. The addition of summer activities after formation of the evaluation plan and associated contract created a gap in the evaluation plan for this year that was not addressed prior to summer activities. Although Objective 1.3 is challenging (60% of students understanding the scientific method), the pre/post-test used this year was primarily a vocabulary test rather than a measure of students' ability to apply their understanding of the scientific method. Some type of authentic performance task assessed by a rubric targeting understanding and application would be appropriate.

Objective 1.4 is an implementation objective that may not be necessary since it is covered under the overall evaluation of program implementation. Time just needs to be allocated for this task when planning the 2015-16 evaluation. YES should also consider whether science objectives should be limited to evidence collected during the summer or should be included during the regular school year as at other YES sites, and assessed using grades and standardized test scores.

- 3) 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.
- 4) We recommend increased collaboration with day teachers of YES students, both those who also teach in the YES program and those who are not YES teachers, allowing YES to better align afterschool academic activities with needs identified during the school day. This might take the form of individual plans for some students that can be shared with YES teachers, tutors, and volunteers to guide their work with students.
- 5) Despite many and varied parent learning opportunities offered at both sites neither the Eagle Ridge nor the Creekside parents took advantage of these opportunities in sufficient numbers to meet the objective for parent learning (Objective 3.1). The YES programs at these sites should endeavor to find out from parents the types of learning opportunities they would welcome, as well as the days/time they could most easily attend. As parents at both sites were much more likely to attend meetings relative to the goals/objectives of the 21st CCLC program and to hear about activities and progress of students (Objective

3.2), one strategy might be to offer learning activities in conjunction with these informational programs.

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