

Summative Evaluation Report 2014-15

Youth Enrichment Services of Baldwin County Midway Elementary School

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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.” YES originally targeted students identified as *at-risk*, but 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.

Midway Elementary School joined YES in 2009-2010, when it replaced one of the three original YES sites, Georgia College Early College, which had experienced numerous operational difficulties beyond the control of YES. Thus, Midway became part of the original grant for its remaining three years. As a small, rural school, Midway had not been able to offer as many extra-academic activities as the other elementary schools, and participating in afterschool activities which required parents to provide transportation home had been problematic for many students. The principal and staff therefore were delighted to gain through YES the academic support and enrichment activities that had previously been unavailable for their students. Moreover, the inclusion of dedicated bus transport home for YES students was a key factor in ensuring student participation in YES at Midway.

There are several indicators of Midway’s success as part of the original YES grant, including attendance figures. The Midway Elementary YES program started at the beginning of the 2009-2010 school year in fifth grade only with an enrollment goal of 60 registered students. The program ran so well and proved so popular that fourth grade was added in December, extending the number of targeted students to 120. Third grade was added for the 2010-2011 school year, and in October, when it was decided to move 20 attendance slots from the Baldwin

High School site (due to poor attendance), Midway was chosen for them due to YES's popularity there and the resulting lengthy wait list. Enrollment continued to rise: Although the target was 140, Midway had 161 registered students that year, with 151 (93.8%) attending "regularly" (defined as 30 days or more). In 2011-2012 YES served 157 students, 7 over the target of 150, with "regular attendees" numbering 151 (96.2%). Healthy attendance implies happy participants, to which data from the early years of Midway YES attests. Surveys consistently showed that students liked attending YES, thought the program was helping them academically and with homework, and felt the YES teachers genuinely cared about them. Parents and adult family members repeatedly indicated a high level of satisfaction with YES and reported improvement in their children's behavior and homework completion. Both regular day teachers and YES teachers (most of whom were also Midway day teachers) were very positive about YES, and even collaborated on YES lesson plans to better address students' needs. YES enjoyed continued support from Midway administrators, perhaps because it was well-managed by the ed coordinator who did the initial organization of the site, a hands-on leader/facilitator for afterschool teachers. Despite these many successes, some metrics of evaluation for the first years of YES at Midway were less than positive. From 2010 to 2011 there was a consistent decline in the percentage of students whose final grade was 2.5 or higher in all three key academic areas - math, reading, and language arts. Moreover, although in 2010-2011 Midway achieved all eight of the program objectives delineated in the 2007 grant proposal, it only achieved four out of seven objectives in 2011-2012. (One objective was dropped with DOE implementation plan amendment approval.)

In fall 2012 YES at Midway began operating under a new, five year 21st CCLC grant. Since program operations had been refined over the years they remained much the same. However,

changes were made in the goals and objectives for YES at Midway in the 2013 grant. Goals and objectives for the new grant were written to reflect purposeful, intended outcomes of YES activities, not just the delivery of services. Substantive changes also reflected attention to evaluator recommendations from 2011-2012, including 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 are tracked and outcomes are documented. Table 1 compares goals and objectives for Midway from the current and previous grants. (Note: Goals and objectives from the 2007 grant that did not apply to Midway 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 |
|---|--|
| <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/English/language arts.</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 regularly participating students identified as needing homework help will improve their on-time completion of homework & complete homework to the teacher's satisfaction.</i></p> | <p>Goal 1: Provide accelerated learning opportunities</p> <p><u>Objectives</u></p> <p><i>1.1 For students in grades 3-8 increase the number of regularly participating YES students (those attending 30 or more days) who meet proficiency in math on the CRCT by 5% as compared to the previous year.</i></p> <p><i>1.2 For students in grades 3-8 increase the number of regularly participating YES students who meet proficiency in Reading/LA on the CRCT by 5% as compared to the previous year.</i></p> |

| | |
|--|--|
| <p>Goal 2: To foster the social-emotional development skills that help students to become successful in school & life through participation in enrichment 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 &/or skills in enrichment activities.</i></p> | <p>Goal 2: Provide YES enrichment activities at Midway Elementary</p> <p><u>Objectives</u></p> <p><i>2.1: 75% of regularly participating YES students will demonstrate an increase in their knowledge and/or skills in enrichment activities such as art, martial arts, dance, drumming, Spanish, physical education and wellness, etc.</i></p> |
| | <p>Goal 5: Establish and sustain YES partnerships</p> <p><u>Objectives</u></p> <p><i>5.1 100% of the YES partners will continue to collaborate with YES throughout the program year.</i></p> <p><i>5.2 Two new partnerships will be established annually.</i></p> |
| <p>Goal 3: To increase family involvement</p> <p><u>Objectives</u></p> <p><i>3.1 50% of families of regularly participating YES students will participate in at least one parent learning opportunity.</i></p> <p><i>3.2 75% of families of regularly participating YES students will be contacted by YES staff every two weeks about their student's progress.</i></p> <p><i>3.3 75% of families of regularly participating YES students will be informed about YES family opportunities.</i></p> | <p>Goal 6: Provide literacy support to families</p> <p><u>Objectives</u></p> <p><i>6.1 Five programs will be offered to YES families this year, as measured by sign in sheets and/or program agendas</i></p> <p><i>6.2 One resource fair will be offered to provide YES families with access to community resources, as measured by program agendas.</i></p> |

Since beginning the new grant key indices of Midway's success have been mixed. In 2012-2013 YES at Midway registered 163 students - with a target of 150 - and 96.7% attended regularly (defined as 30 days or more). For 2013-2014 Midway registered its targeted 150 students, but the percent attending regularly fell to 86.7%. Midway did better with the new performance objectives than they had previously, meeting seven of the nine objectives for both

2012-2013 and 2013-2014. However, in both of these years the two objectives that were not met were in the critical academic areas of math and reading/English/language arts.

The 2013-2014 school year brought changes to the YES program overall, when veteran YES director Linda Watson-Kaufman retired and was succeeded by the former Baldwin High School education coordinator who had been responsible for positive changes in that program, Julie Andrews Cook. Although the Midway YES staff remained largely unchanged that year, in 2014-2015 the Midway YES site underwent a number of changes. YES was opened to 2nd grade students, since the falling school population meant the number of eligible students in grades 3-5 would almost certainly fail to reach the YES target of 150. Midway also began the school year with a new education coordinator, a former elementary and high school teacher who was leaving teaching but wanted to remain connected with the schools. She left at midyear (for personal reasons unrelated to YES) and was replaced by Midway day and YES teacher Ms. Tori Davis-Dominy. Ms. Dominy made several revisions to Midway YES; these changes are reported in the Program Operation section of this report.

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 Midway Elementary School site.

Table 2. Student Enrollment and Attendance

| 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 |
| 169 | 11.2 | 88.8 | 120 | 150 | 100.0 | 80.0 |

Student demographic information is presented in Table 3.

Table 3. Demographic information for registered students (n=169)

| Ethnicity of Students Registered- Percent of Total | | | | | | 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 |
| 76.3 | 0.0 | 0.0 | 0.6 | 18.3 | 4.7 | 97.0 | 4.7 | 2.4 | 50.0 | 50.0 |

Table 4 shows the percent of participants by grade level.

Table 4. Percent of registered students at each grade level (n=169)

| | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Percent of Students Registered | 0.6 | 18.9 | 29.6 | 30.0 | 21.9 |

III. Program Operation

Afterschool programming at Midway Elementary School began on September 2, 2014 and ended on May 5, 2015, for a total of 145 days of operation. The YES program operated Monday through Friday, from 3:00 to 5:30, serving students in grades 2-5. Targeted enrollment was 150, an increase that reflected the addition of 2nd grade students in YES. Each weekday students engaged in two blocks of activities, academic support and enrichment opportunities, beginning with a 15 minute snack time. Academic activities, including homework help and academic enrichment were held from 3:00-4:30. Enrichment activities were offered Monday through Friday from 4:35-5:30. Enrichment activities for spring semester included art, composition, culinary, dance, economics, literacy, math, PE, and Power Point.

Several program changes were implemented by the new education coordinator at midyear. They included:

- Decreasing homework time to 25 minutes and focusing the remainder of the class on math and reading skills.

- Forming peer groups within the classroom so that stronger students could assist students that needed more individual help.
- Adding academic subjects to enrichments to provide more time for strengthening students academically.
- Having YES teachers work more closely with day school teachers to identify students' strengths and weaknesses.

The Georgia College Community Action Team for Science (CATS) worked with Midway students for 5 weeks during spring semester. They conducted labs and activities on several science topics (e.g. soil auguring, electricity, genetics, cells) with activities planned specifically for elementary students. Midway YES students also 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 of the volunteers.

From June 1 – June 25 YES hosted a Summer Program for Baldwin County elementary YES students. The summer program, which included breakfast and lunch, was held Monday through Thursdays from 8:00a.m.-1:00p.m at Eagle Ridge Elementary School. For Midway elementary students the summer program focused on those who needed assistance to go to or be successful in the next grade – a direction which was requested by the Baldwin County School Superintendent and the principals of those schools. Students received individual attention and tutoring in math, English/Language arts, and reading. The summer program

enrollment goal for Midway students was 100; the number of students attending as of June 15 was 42.

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. 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, 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); 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. | 16 |
| <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. | 2 |
| <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. | 7 |
| <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 shared across all sites |

Student Staff Ratio

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

Additionally, Midway ES YES was served by five substitutes throughout the year as needed.

Staff Trainings

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

- October 29, 2014- Number Talks
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers
- November 7, 2014-Depth of Knowledge
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers
- January 5, 2015- Instructional Practices
 - Facilitated by: Antonio Ingram
 - 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: YES Director Julie 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 Midway ES YES 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 Midway YES program. Twelve of the 17 academic & homework teachers surveyed responded, a response rate of 70.6%. Of the 12 enrichment teachers surveyed, 11 responded, yielding a response rate of 91.7%. This section reports survey items related to the quality of staffing. All of the academic/homework and enrichment teachers (100%) reported that the education coordinator *was highly visible during program hours*, she 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*. However, only seven of the academic/homework teachers (58.3%) and nine of the enrichment teachers (81.8%) agreed that they were *provided with most or all of the resources* they needed to complete their jobs as a YES teacher. Of the academic/homework teachers, all said that their *professional development needs as a YES teacher were met*.

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/language arts.

This objective was **not achieved**.

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

This objective was **not achieved**.

Evidence for Objectives 1.1-1.3

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. Both letter and numeric grades were reported so when possible numeric grades were used to calculate increases. Results are presented in Table 6.

Table 6. Comparison of regularly participating students' grades between 2nd 9 weeks and 4th 9 weeks.

| Percent | Reading n=142 | ELA n=142 | Science n=140 | Math n=143 |
|----------|------------------|--------------|------------------|---------------|
| Increase | 55.63% | 39.44% | 42.14% | 55.94% |
| Same | 4.23% | 7.75% | 8.57% | 4.20% |
| Decrease | 40.14% | 52.82% | 49.29% | 39.86% |

Objective 1.4: 60% of regularly participating students identified as needing homework help will improve their on-time completion of homework & complete homework to the teacher's satisfaction.

This objective was **achieved**.

Evidence

At the conclusion of the 2014-2015 school year Midway Elementary day teachers were matched with YES students they taught and they completed the 21st CCLC APR Regular School Day Teacher. One survey was completed for each student. The teachers indicated that 78.6% of YES students had improved in turning in homework on time, and 82.0% had improved in completing homework to the teachers' satisfaction.

Goal 2: To foster the social-emotional development skills that help students to become successful in school & life through participation in enrichment 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*. 88.3% of Midway 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 and/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. 97.3% of Midway YES students showed improvement in one or more enrichment activities.

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

Midway Elementary School YES parents had the following parent learning opportunities this year:

- Mandatory orientation meetings for parents/adult family members of students participating in YES (August 18, 2014, January 20, 2015)
- Lights-on for Afterschool (Oct. 23, 2014)
- Fall Festival (Oct. 17, 2014)
- Financial Literacy Night (Jan. 15, 2015)
- Google for Beginners (Feb. 12, 2015)
- Microsoft for Beginners (Feb. 12, 2015)
- March Madness (March 17, 2015)
- Crochet Classes for Beginners (April 20, 2015)
- End-of-Year Culmination Event (May 5, 2015)

Of the 150 students who attended YES at least 30 days throughout the year, 126 had parents or adult family members to participate in one or more parent learning opportunities (84.0%).

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

A comparison of spring semester teacher-parent contact logs to the roster of YES students attending 30 or more days indicated that 76.5% of students had a parent or another adult family member contacted by their YES teacher at least twice each month the student was enrolled in YES.

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

This objective was **achieved**.

Evidence

The Midway YES program held 10 parent activities in 2014-2015 (see Objective 3.1). All YES parents were notified of these events through fliers sent home with students, through the text message system Remind, and by the Baldwin County Schools System 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 Midway Elementary YES program 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 Midway 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 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.

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. Of the 12 Midway Elementary YES academic/homework teachers who completed the survey, 10 (83.3%) said they spent most of their YES time *helping students complete homework*. Teachers also said they spent time *providing fun activities to extend content knowledge* (75%) and *helping students understand subject matter content* (50%). The survey for enrichment teachers focused primarily on what YES students gained from enrichment activities. All of the enrichment teachers agreed or strongly agreed that the majority of students in their enrichment classes had demonstrated improved understanding and performance of the

enrichment activity, and had improved attitudes, such as better sportsmanship and willingness to try new things. All but one (91%) felt their students had mastered the enrichment activity skills. Both the academic and enrichment teachers were asked about the management and organization of the YES program at Midway ES. Every teacher in both groups 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 150 YES students who attended 30 or more days during the school year, we received 126 completed 21st CCLC Student Surveys (84.0%). The students had positive perceptions of the program: 96.8% said they *like the YES program*, 94.4% agreed with *I'm doing better in school since I started coming to the YES program*, and 97.6% said *the YES program helps me complete and turn in my homework on time*. 84.1% said they *had made new friends because of the YES program*, 93.1% agreed with *I feel better about myself because of the YES program* and 76.2% said their *overall behavior has improved because of the YES program*. Midway parents and adult family members of YES children were asked to complete the 21st CCLC Parent Survey, and 122 parents complied. Parents expressed positive views about what YES was doing for their children, with 85.2% saying the program was helping their child's reading skills improve, and 63.9% saying the program was helping their child's behavior improve. 86.9% said the program was helping their child complete and turn in homework on time. 92.6% indicated they were satisfied with their child's 21st CCLC program; of these, 44.3% said they were *very satisfied*. In late spring 21st CCLC Teacher Surveys were distributed to day teachers of YES students; 100.0% of the teachers responded to the survey. Day school teachers (78.6%) indicated students had improved turning in homework on time and or to the teacher's satisfaction (82.0%), Others

indicated students had improved on class participation (82.6%), attentiveness (85.3%), academic performance (82.6%), or motivation to learn (80.6%).

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 privileged 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 three pre-service College of Education students at Midway for 15 hours/week of volunteer service each.
- Six students from the Georgia College Community Action Team for Science (CATS) worked with Midway students on Thursday afternoons during spring semester.
- The Georgia College men's and women's basketball teams were guest speakers at the March Madness enrichment kick-off event at Midway Elementary School. 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

YES obtained a significant new partner this year, Overview, Inc., a Milledgeville organization that employs retired individuals from the community who want to work.

Through their Foster Grandparent Program two older citizens from the Milledgeville area worked with students in the Midway summer program. Overview has indicated it would like to partner with YES again in the coming year.

Partner Contributions

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

- Georgia College Education Department (PreService Students) - **\$562.50**
- Community Action Team for Science – **\$3958.00**
- Georgia College Basketball (guest speakers) - **\$250.00**

VIII. Overall Recommendations

The Midway Elementary School YES Program had a trying year in 2014-15. Two changes in leadership – one at the start of the year and then again at midyear – meant that the ed coordinators were continually having to learn their jobs and simultaneously implement changes to improve programming. The program achieved performance benchmarks for only six of nine objectives; the three objectives not met were in the academic areas of math, reading/English/language arts, and science. Moreover, although the parent contact objective was achieved (76.5%), it just barely exceeded the required benchmark of 75%.

There were, however, bright spots. The YES program at Midway continued to be popular with both students and their parents. More important, although none of the academic benchmarks was met, the percentage of students showing increases between fall and spring semester grades were much greater than for last year in reading (32.5% - 2104 vs. 55.6%- 2015); E/LA (22.5% - 2014 vs. 39.4% - 2015); and math (27.5% - 2014 vs. 55.94% - 2015). (It should be noted that last year's data compared 1st and 4th 9 weeks grades, while this year's compares grades from 2nd and 4th 9 weeks.) Finally, this year all of YES, including Midway began to systematically use 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.

With both the successes and challenges of Midway YES in mind, we make the following recommendations for 2015-2016:

- 1) Renew efforts to have YES teachers contact parents about YES programming and their students' progress. Our understanding was that during the last half of the year the ed coordinator was responsible for all parent contacts. This seems too burdensome for one person, and also deprives parents of the personal connection with their student's teacher.
- 2) Surveys of YES academic teachers showed that only 58.3% felt they had sufficient resources. Take steps to determine what resources YES teachers feel they need to be successful, and obtain these resources for them.
- 3) 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 Midway, 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.
- 4) 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.
- 5) The program at Midway moved to a more academic oriented enrichment activities during 2014-15. A number of the teachers did excellent jobs providing academic enrichment through engaging, motivating activities. However, during some observations we saw

teachers doing activities that look less like enrichment as originally conceived by YES and more like regular school day work employing drills and worksheets. Although we understand the need to emphasize academics to address student performance in targeted areas of math, reading/language arts, and science, academic enrichment activities need to also provide opportunities to develop the social, creative, and leadership skills that are also objectives of the grant and engender positive attitudes towards out of school time programming.