

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

Blandy Hills Elementary 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. 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 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. Programming specifics, leadership, and sites have changed throughout the years, but 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.

Blandy Hills Elementary School became part of Baldwin County YES through an expansion grant in October 2009. Program operations at the Blandy Hills YES site were modeled on those for the previously existing Midway Elementary site, with students in grades 3-5 participating in academic, homework completion, and enrichment components Monday through Friday. However, in addition to reading/language arts and mathematics, a main academic focus for Blandy Hills was assisting students in areas where they were struggling. The Blandy Hills YES program ran remarkably well from the beginning, despite a delay in budget approval that meant that all but the most basic supplies were not available until well into the spring semester.

Blandy Hills Elementary has continued to be a stellar afterschool site according to several criteria; attendance is one. That first year Blandy had an enrollment goal of 120 students. Attendance was consistent throughout the program year, with an average of 102 students. The first half of the following year started with a target enrollment of 120, but at midyear this was bumped to 140. Attendance remained high, with an average daily attendance of 82.9%; over 92% attended “regularly” (30 days or more). The goal for both 2011-2012 and 2012-2013 was 150 students. A total of 176 enrolled in 2011-2012, with 182 enrolled in the following year.

Average daily attendance was 90% and 87%, respectively, with over 90% attending “regularly” both years. Though not quite as high in 2013-14, attendance for the site continued to be good, with an average daily attendance of 120 students or 80% of target attendance of 150.

The program has been consistently popular with YES students and their parents. In both 2010-2011 and 2011-2012 over 85% of students said they like coming to YES. For 2012-2013 this figure was 91%; last year (2013-2014) it climbed to 98%. In 2010-2011 and 2011-2012 over 90% of parents said they were satisfied with the YES program. This figure increased to 96% in 2012-2013 and to 98% for 2013-2014.

In all years a large majority of students who admitted that prior to YES they needed to improve their homework completion indicated that the program had helped them do so; this sentiment was shared by an even greater number of their parents. In fact, homework completion was almost too successful at Blandy Hills. Early on, one of the site’s only negatives was too much emphasis on homework completion to the detriment of academic enrichment. This was noted in the 2010-2011 annual report, and starting in 2011-2012 Blandy Hills YES staff worked to bring more of a balance to the academic portion of programming.

In fall 2012 YES Blandy Hills YES began operating under a new, five year 21st CCLC grant. Since program operations had been refined over three years they remained much the same. However, the 2013 grant made several changes in the goals and objectives for the Blandy Hills YES program. The new goals and objectives 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 Blandy Hills from the current and previous grants. (Note: Goals and objectives from the previous grant that did not apply to Blandy Hills, or had been eliminated by amendment are omitted from the table.)

Table 1. Goals and objectives for 2013 vs. 2009 grants

2013 21 st CCLC Grant	2009 21 st CCLC Grant
<p>Goal 1: To improve academic performance <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 <u>Objectives</u></p> <p><i>1.1 45% of regularly participating YES students (those attending 30 or more days) will improve their reading/language arts grades as reported on end of the year report cards.</i></p> <p><i>1.2 45% of regularly participating YES students (those attending 30 or more days) will improve their math grades as reported on end of the year report cards.</i></p>

<p>Goal 2: To foster the social-emotional development skills that help students to become successful in school & life.</p> <p><u>Objectives</u></p> <p>2.1 70% of regularly participating YES students will demonstrate an increase in behavior that promotes academic success & healthy development.</p> <p>2.2 70% of regularly participating YES students will demonstrate an increase in their knowledge &/or skills in enrichment activities.</p>	<p>Goal 2: Provide YES enrichment activities at Blandy Hills Elementary School</p> <p><u>Objectives</u></p> <p>2.1 75% of regularly participating YES students will demonstrate an increase in their knowledge and/or skills in enrichment activities such as drumming, technology, physical education and wellness, or art.</p>
	<p>Goal 3: Provide support to ensure student success.</p> <p><u>Objectives</u></p> <p>3.2 75% of regularly participating YES students whose teachers indicated that they need to improve their homework completion will do so by the end of the year as surveyed by day school teachers.</p> <p>3.3 75% of regularly participating YES students whose teachers indicated that they need to improve day school classroom participation will do so by the end of the year as surveyed by day school teachers.</p>
	<p>Goal 4: Sustain and grow YES partnerships</p> <p><u>Objectives</u></p> <p>4.1 100% of the YES partners will continue to collaborate with YES throughout the program year.</p> <p>4.2 Two new partnerships will be established annually.</p>
<p>Goal 3: To increase family involvement</p> <p><u>Objectives</u></p> <p>3.1 50% of families of regularly participating YES students will participate in at least one parent learning opportunity.</p> <p>3.2 75% of families of regularly participating YES students will be contacted by YES staff every two weeks about their student's progress and upcoming parent activities.</p>	<p>Goal 5: Provide literacy support to families</p> <p><u>Objectives</u></p> <p>5.1 Five parent programs will be offered with topics chosen by YES adults, as measured by parent surveys, sign in sheets and/or program agendas.</p> <p>5.2 One resource fair will be offered to provide YES families with access to community resources, as measured by program agendas.</p>

3.3 75% of families of regularly participating YES students will be informed about YES family opportunities.	
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Previously Blandy Hills had done well in terms of meeting its performance objectives: In 2010-2011 they met all objectives except one (for day school attendance, an objective which was later eliminated by amendment); in 2011-2012 the site met all of its objectives. However, the site has been less successful with the new, more rigorous objectives. In 2012-2013 Blandy Hills met six of the nine objectives (69%). Academic objectives for science and homework completion were met; those for math, and reading/English/language arts were not. Although both Goal 2 objectives were met (increasing “soft skills” and knowledge/skills in enrichment activities), only two of the three objectives for Goal 3 were met: parent participation, and informing parents about activities. The objective to contact parents every two weeks was not met. Blandy Hill’s performance on objectives for 2013-2014 was somewhat better, with seven out of nine met (78%). However, again the critical objectives of math and reading/English/language arts were not met.

The 2013-2014 school year brought changes to the YES program overall, as well as to Blandy Hills YES. 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. At Blandy Hills, the teacher who had served as ed coordinator since the beginning of YES at that site changed schools, and a new ed coordinator, Leigh Reeves, was hired. As a Blandy Hills day teacher as well as a former YES teacher, the new ed coordinator was familiar with both the school and the YES program. She continued the high standards in program organization and management set by the previous ed coordinator.

Ms. Reeves continued as education coordinator for 2014-2015. At the beginning of the school year she created a Leadership Team consisting of one teacher from each grade level served by YES (3rd, 4th, 5th). Together they devised a number of program operation changes for the current year, based on data and recommendations from the 2014 YES Summative Report. These changes are enumerated 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 Blandy Hills 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
181	17	164	136	150	109.3	90.7

Student demographic information is presented in Table 3. Student demographic data are similar to last year with no significant changes.

Table 3. Demographic information for registered students (n=181)

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
73.5	1.7	0.6	1.7	19.3	3.3	92.8	3.3	1.2	48.6	51.4

Table 4 shows the percent of participants by grade level.

Table 4. Percent of registered students at each grade level (n=181)

	3 rd	4 th	5 th
Percent of Students Registered	37.6	36.5	26.0

III. Program Operation

Afterschool programming at Blandy Hills 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 3-5. Targeted enrollment was 150. Each weekday students engaged in two blocks of activities - academic support and enrichment activities, beginning with a 15 minute snack time. Academic activities, including homework help and academic enrichment were held from 3:00-4:20. Enrichment activities were offered from 4:25-5:30. They included art, culinary, drumming, literacy, math club, PE, science club, Tae-kwon-do, technology, and writing.

Program changes for this year included:

- Setting up YES academic classes so that the majority of the students were with their homeroom teacher, to ensure maximum familiarity with students and their skills.
- Having the PEC teacher for 4th grade and the Inclusion teacher for 5th grade teach the students with the most academic needs as addressed in the SST process or the PEC program.
- Making enrichment time more academic-based with the addition of a Literacy enrichment to practice fluency and assess comprehension skills, and a culinary enrichment that uses hands-on measurement as part of their lessons.

The Georgia College Community Action Team for Science (CATS) worked with Blandy Hills students during fall semester, on Thursdays from Oct. 2 to November 6. They conducted labs and activities on several science topics (e.g. soil auguring, electricity, genetics, cells) with activities planned specifically for elementary students. Additionally, Blandy Hills 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, 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.

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 Blandy Hills and 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 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 Blandy Hills students was 100; the number of students active as of June 15 was 71.

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.	14
<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.	10

<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, Blandy Hills ES YES was served by two substitutes throughout the year as needed.

Staff Trainings

The following professional development activities were offered to Blandy Hills YES staff this year.

- September 4, 2015- The Excellent II
 - Facilitated by: Baldwin County BOE and Nancy Pavlovics
 - Attendees: All YES Teachers
- October 22, 2014- Georgia Milestones
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers
- October 28, 2015- Number Talks
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers
- November 4, 2014- Depth of Knowledge
 - Facilitated by: Baldwin County BOE
 - Attendees: All YES Teachers

- December 5, 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: YES Director Julie Cook
 - Attendees: All YES Teachers

Staff Survey Results: Academic & Homework Teachers, Enrichment Teachers

Surveys of Blandy Hills ES 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 Blandy Hills YES program. This section reports survey items that targeted the quality of staffing. Of the 16 academic/homework teachers surveyed 11 responded, for a response rate of 68.8%. All 11 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. Ten teachers (90.1%) responded positively to: *expectations for my job performance as a YES teacher were made clear to me*. All of the teachers agreed that they were

provided with most or all of the resources they needed to complete their job as a YES teacher, and that their professional development needs as a YES teacher were met. Enrichment teachers also were surveyed. Of the 13 teachers surveyed 9 responded, yielding a response rate of 69.2%.

All 9 respondents agreed or strongly agreed that:

- *the education coordinator was highly visible during program hours;*
- *they received helpful feedback from the ed coordinator;*
- *expectations for their job performance as a YES teacher were made clear;*
- *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/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. Results are presented in Table 6.

Table 6. Comparison of regularly participating students' grades between 2nd 9 weeks and 4th 9 weeks (n=155 for Math, n=154 for other subject areas).

	MATH	RDG	ELA	SCI
Increase	43.23%	34.42%	49.35%	42.86%
Same	10.97%	6.49%	7.14%	3.90%
Decrease	45.81%	59.09%	43.51%	53.25%

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 Blandy Hills Elementary day teachers who taught YES students completed the 21st CCLC APR Regular School Day Teacher Survey. The teachers indicated that, of YES students who needed to improve on homework, 96.0% had improved in turning in homework on time, and 96.4% had improved in completing homework to the teacher's satisfaction.

Goal 2: To foster the social-emotional development skills that help students to become successful in school & life.

Objective 2.1: 70% of regularly participating YES students will demonstrate an increase in behavior that promotes academic success & healthy development.

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*. 96.9% of Blandy Hills YES students who were in the program at least 30 days 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. 98.2% of Blandy Hills YES students who were in the program at least 30 days 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

The Blandy Hills YES program held the following parent activities in 2014-2015:

- Mandatory parent orientation meetings at the start of each semester (August 21, 2014 and January 20, 2015)
- Lights-on for Afterschool (Oct. 23, 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)
- March Madness (March 12, 2015)
- Crochet Classes for Beginners (April 20, 2015)
- 30 Minute Meals (April 28, 2015)
- Spring Fling (May 1, 2015)
- End-of-Year Culmination Event (May 5, 2015)

Of the 164 students who attended YES at least 30 days throughout the year, 144 had parents or adult family members to participate in one or more parent learning opportunities (87.8%).

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 and upcoming parent activities.

This objective was **achieved**.

Evidence

A comparison of teacher-parent contact logs to the roster of YES students attending 30 or more days indicated that 95.1% of students had a parent or another adult family member contacted by a YES teacher at least twice each month the student was enrolled in YES. Methods of contact included email/text messages, letters/notes, face-to-face meetings, and YES newsletters.

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

This objective was **achieved**.

Evidence

The Blandy Hills YES program held 11 parent activities in 2014-2015. All 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 Blandy Hills 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 Blandy Hills YES this academic year; 21st CCLC surveys of students, parents, and day teachers provided another perspective; while on-site observations attested to the overall success of the program.

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 Blandy Hills ed coordinator has a history of continually seeking ways to improve programming. In response to first semester grades this year she met with grade-level content teachers, instructional leaders, and PEC teachers for each grade level to look for ways to help weak students practice and improve skills; she created a supplemental group during enrichment time to focus on areas of weakness in reading, English/language arts and math; and she had YES teachers develop strategies for increasing vocabulary. Further program revisions were made based on individual student data provided through the Director’s student data sheet. YES began focusing on the students with the greatest weakness in reading, language arts, and math, creating a small-group for each grade level with the host teacher preparing intensive remediation strategies using open-ended questions as part of exemplars. In math students used graphic organizers to demonstrate their work and write full explanations to each question; in reading students were required to provide a full written response to each reading selection.

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 YES academic/homework teachers (100%) said they spent most of their time *helping students complete homework* and eight (72.7%) said they spent time in *helping students understand subject matter content*. About half of the teachers (45.5%) said they spent the most time *helping students with school-based projects*, and just two said they spent time *providing fun activities to extend content knowledge*. The survey for enrichment teachers focused primarily on what YES students gained from enrichment activities. All of the enrichment instructors agreed or strongly agreed that the majority of students in their enrichment classes had demonstrated improved understanding and performance of the enrichment activity; had improved attitudes, such as better sportsmanship and willingness to try new things; and had mastered the enrichment activity skills. Both the academic and enrichment teachers were asked about the management and organization of the YES program at Blandy Hills 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 164 YES students who attended 30 or more days during the school year we received 141 completed 21st CCLC Student Surveys (86.0%). The students had positive perceptions of the program: 91.5% said they *like the YES program*, 92.2% agreed with *I'm doing better in school since I started coming to the YES program*, and 95.7% said *the YES program helps me complete and turn in my homework on time*. 82.3% said they *had made new friends because of the YES program*, 90.8% agreed with *I feel better about myself because of the YES program* and 86.5% said their *overall behavior has improved because of the YES program*. Blandy Hills parents and adult family members of YES children were asked to complete the 21st CCLC Parent Survey, and 129 parents complied. Parents expressed positive views about what YES was doing for their

children, with 76.0% saying the program was helping their child's reading skills improve, and 69.0% saying the program was helping their child's behavior improve. 86.8% said the program was helping their child complete and turn in homework on time. 96.9% indicated they were satisfied with their child's 21st CCLC program; of these, 52.7% 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. Day school teachers indicated that students had improved turning in homework on time (96.0%) and completing it to the teacher's satisfaction (96.6%). Teacher survey results also showed that students improved in their class participation (92.9%), attentiveness in class (90.1%), and overall academic performance (90.9%).

On a final note, the external evaluator and internal data collection team made three site observations at Blandy Hills Elementary School this year, with site visits focused on observing academic and enrichment programming. The observations revealed a well-run, organized site staffed with some excellent teachers. Academic activities were lively, engaging and challenging; enrichment classes were fun but rigorous. This site was a pleasure to observe.

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 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 Blandy Hills for 15 hours/week of volunteer service each.
- Six students from the Georgia College Community Action Team for Science (CATS) worked with Blandy Hills students during fall semester, on Thursdays from Oct. 2 to November 6.
- The Georgia College men's and women's basketball teams were guest speakers at the March Madness enrichment kick-off event at Blandy Hills 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

Blandy Hills 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 are working with students in the Blandy Hills 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 Blandy Hills 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**
- Overview, Inc. (Foster Grandparents)- **\$2000.00**

VIII. Overall Recommendations

Once again the Blandy Hills YES program had a successful year in many areas. The program was exceedingly well run, and it received high marks from students, parents, and day teachers as well as from YES teachers and enrichment teachers. The percentage of parents/adult family members engaging in YES family activities was higher than for last year (84.6% - 2014 vs. 87.8% - 2015), and the percentage of parents contacted by staff rose dramatically (84.0% - 2014 vs. 95.1% - 2015). Additionally, this year all of YES, including Blandy Hills 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. However, although Blandy achieved its objectives for homework completion, soft skills and enrichment skills, and family involvement, the program lagged in the key area of academics, achieving none of the required benchmarks in math, reading/English/language arts, and science.

Given the quality of afterschool programming consistently maintained by Blandy Hills 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 key academic areas of math and reading/English/language arts. Continue using the diagnostic data that is already being collected by Blandy Hills, 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) 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) 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.