

Pelham Elementary School

*21st CENTURY COMMUNITY LEARNING
CENTER*



SUMMATIVE EVALUATION REPORT

2018-2019

June 17, 2019

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The 21st Century Community Learning Center

THE NEED FOR AFTERSCHOOL PROGRAMS

An incredible need exists for afterschool activities giving suitable youth supervision in an organized and supervised environment. Literature proposes that students and guardians are well served by youth programs amid afterschool hours. Programs can focus on social, educational, and recreational activities for youngsters, while shielding them from undesirable situations (Posner & Vandell, 1994; Riley, 1994). These afterschool programs have become an important component for communities that provide their students with constructive activities during after school hours. Quality after school programs have been found to help students academically and socially as well as expand students' exposure to new activities.

Research shows a number of positive impact on children and families, but depending on the types of activities offered. The most prevalent benefit for children participating in afterschool activity, is that children are kept safe and out of danger. Research has shown the following benefits of regular participation in a high quality program: Gains in academic grades and standardized test scores, Improved motivation and dedication to school and learning and Increased interest in school just to name a few. Afterschool programs can also offer opportunities children did not know were possible and help children to see life's possibilities that, with commitment and tenacity are reachable.

A key benefit of Afterschool Programs has been to improve school attendance, test scores, and grades. Participation in afterschool programs have also been linked to a decrease in problem behaviors (e.g., drug use, aggression, gang activity) and increase parental involvement, which is

crucial to student success. In addition to providing services to students, 21st CCLC programs aim to engage adult family members by providing services that meet their unique needs. Additional components offered through 21st CCLC programs include homework assistance, project and problem-based learning activities, character education, physical education and recreational activities, and dropout prevention.

The 21st CCLC programs are funded through the Elementary and Secondary Act (ESEA) which has specific aims:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards
- Offer students an array of additional services, programs, and activities such as youth development activities, drug and violence prevention programs, counseling, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students
- Offer adult family members of students served by community learning centers opportunities for literacy and related educational development

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Improving Quality Through Summative Evaluation

OVERVIEW AND HISTORY

Given the impacts of high quality afterschool programs, federal, state, city, and community efforts and initiatives across the U.S. have established and expanded afterschool enrichment programs. Evaluation of program quality is important to maintaining high quality programs and assessing progress towards achieving the program objectives. Program evaluation provides information for adjustments. It is also important to carefully establish evaluation procedures to effectively monitor the quality of after school programs.

As specified in the grant, the program evaluation plan consisted of a formative and a summative evaluation applying both qualitative and quantitative data. TCRC began providing 21st CCLCs in 2008. Currently, program services are being administered and monitored under the direction of the Executive Director (Mrs. Lisa Billups), whose tenure with the organization spans over 6 years. The Executive Director continues to oversee and report internal program improvements with a continued desire to implement recommended changes from past evaluations. The objective of this report is to provide a comprehensive overview of observations and findings on the identified program sites for the entire academic year of 2018-2019. It represents an analysis of required data, by GaDOE collected throughout the academic year in order to provide a comprehensive evaluation in keeping with best practice standards and recommendations for 21st CCLC evaluations by the federal government and professional literature.

The results from the evaluation are intended to be used to improve Pelham Elementary School's 21st CCLC Program and are shared with the Department of Education, Pelham Elementary School's admin staff, Site Coordinators, program partners, and made available to the public upon

request. For the summative evaluation, all possible variables were assessed as reported, based on the data provided by the 21st CCLC Program. Using available data, the primary components of this Summative Evaluation are: (1) Student Attendance and Enrollment (2) Program Operation (e.g., days, hours, and weeks of operation for each component), (3) Quality of Staffing (e.g., Student: Staff Ratio, Staff Training, and Use of Certified Teachers), (4) Objective Assessment (e.g., activities, data collected, timeline, analysis and results), (5) Progress towards Sustainability (e.g., partnership development, partner maintenance, and contributions to the program), and (6) Overall Recommendations to enhance program quality. Qualitative data were gathered through site visits to each of the school sites. During the site visits, classroom observations, informal interviews with Site Coordinator, teachers, parents, and students were conducted when possible. To enhance the quality and effectiveness of the 21st CCLC Program, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions.

21st CCLC Student Attendance & Enrollment

STUDENT ATTENDANCE

Pelham Elementary School is located in Pelham, Georgia and operates within the Pelham City School District. There are a total of 3 schools within the district with a total of 1,467 enrollments. Pelham Elementary School enrollment consists of approximately 732 students in grades PK-5. Student population at Pelham Elementary School is diverse. Racial makeup is: 56.9 % African American, 32.2% White, and 6.4% Hispanic.

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or “enrollment” in the program is categorized by student attendance of at least one day in the 21st CCLC program during the program reporting period. “Regularly participating” is categorized as student attendance of more than 30-days throughout the program period covered by the report. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. A total of 102 students registered for Pelham Elementary between August 2018 and May 2019. Eight-eight (88) of those students attended Pelham Elementary for 30 days or more.

Table 1 provides a breakdown of student and regular attendees by school sites. Enrollment data was retrieved from CAYEN After-School System.

Table 1: Total Student Enrollment and Regularly Student Attendees

<i>School Sites</i>	<i>Total Students Enrolled (Attended 1 Day or more)</i>	<i>Regularly Attending Students (Attended 30 days or more)</i>
<i>Pelham Elementary School</i>	<i>102</i>	<i>88</i>

Source: CAYEN

AVERAGE DAILY ATTENDANCE

For the purposes of this evaluation, in addition to assessing progress towards regular student attendance, it is also important to explore whether the program is making progress toward meeting the proposed average daily attendance of student participants. As shown in Table 2, the program achieved 60.9 average daily attendance. Pelham Elementary School is encouraged to work towards implementing activities to increase student engagement students.

Table 2: Average Daily Student Attendance

<i>School Sites</i>	<i>Average Daily Attendance (Proposed)</i>
<i>Pelham Elementary School</i>	<i>74(75)</i>

Source: CAYEN

STUDENT GRADE LEVELS

To understand which students being served at Pelham Elementary School, data was submitted on the characteristics of all student participants served during the 2018-2019 school year. A total of 88 students were recorded as regular attendees on the “Attendance Summary Report”.

Table 3: Student Grade Level: Regular Participants (30+ Days)

88 Students	K	1	2	3	4	5
Pelham Elementary School	17	12	13	18	18	10

Source: CAYEN

DEMOGRAPHICS OF STUDENT ATTENDEES

A total of 88 students were recorded as regular attendees on the “Demographic Information Report” in CAYEN. Table 4 indicates the demographic characteristics of the 88 students who regularly attended Pelham Elementary School Program. Each Pelham Elementary School students were identified as eligible for free or reduced lunch. The homogeneity of the Pelham Elementary School Program closely reflects that of the community in which majority of students are of African American decent. The Pelham Elementary School Program’s demographic information is listed in Table 4.

Table 4: Demographic characteristics of the students who regularly attended Pelham Elementary School Program.

	Pelham Elementary School		
	# Students	Percent	
Total	88	100%	
Grade			
K	17	20%	
1	12	14.1%	
2	13	15.3%	
3	18	18.8%	
4	18	20%	
5	10	11.8%	
Gender			
Female	54	63.5%	
Male	34	36.4%	
Race/Ethnicity			
Black	86	97.6%	
White	1	1%	
Hispanic	1	1%	
Other			
Not proficient in English	1	1%	
Free/Reduced Lunch	88	100%	
Special Education	13	15.3%	

Providing A Quality 21st CCLC Program Operation

PROGRAM OPERATION

It is required that each 21st CCLC Program center must “begin services within one week of the school start date and continue through at least one week before the end of the school year.” All Pelham Elementary School students, Kindergarten through 5th, were eligible to enroll in program. Recruitment was an on-going process. Promotional flyers and application forms were sent to all families at the Pelham Elementary School Program in collaboration with community partners provided expanded learning opportunities through academic and cultural enrichment program. The focus was on academic remediation/enrichment in the core content area (math, reading/ELA, science, and social studies) aligned to Georgia Standards, homework assistance, cultural enrichment through project based learning activities, and a variety of enrichment activities.

During 2018-2019, Pelham Elementary School began providing services on September 10, 2018 and ended on May 9, 2019. The program was open for 105 program days of after school. The site provided programming during the regular school year and summer months. Due to inclement weather and a system wide meeting, Pelham Elementary School was closed for 11 days during the school year. The closure dates are as follows:

October 10, 2018-October 19, 2019: Hurricane Michael Storm
November 1, 2018: Inclement Weather
January 28, 2019: System Wide Meeting
April 18, 2019: Inclement Weather

The academic courses used a ratio of 12:1 student to teacher ratio. During onsite visits, it was evident that the academic courses as described in the grant were being taught. Table 5 displays Pelham Elementary School Program’s hours of operation during the school year, 4 days per week, for 3 hours per day.

Table 5: The Pelham Elementary School Program Hours of Operation

School Year 2017-2018 Program Operations				
School Sites	Total Number of Weeks Open	Typical Number Days Per Week Open	Typical number of hour per week :	
			After School	Weekend
Pelham Elementary School	26	4	12	0

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21st CCLC Quality of Staffing

STAFFING CHARACTERISTICS

Ms. Markeshia Smith, Site Coordinator relies heavily on well qualified and experienced program staff and service providers. Pelham Elementary School was staffed with 1 fulltime Site Coordinator which was responsible for planning activities and overseeing daily operations. Pelham Elementary School staff are dedicated with a high level of commitment to serving the students within the program. The site is staffed based on the rate of student enrollment.

The academic activities include instruction by 5 certified teachers, small group instruction,

tutorial services, test preparation, and computer based assistance to reinforce and compliment the regular school day academic program. Teachers were staffed in a 11:1 student to teacher ratio.

Table 6 shows the demographics of 21st CCLC staff. A total of 5 certified teachers were employed, 4 high school staff members, and 5 non-teaching school staff members that provided services during the academic year.

Table 6: Regular Staff by Paid and Volunteer Status
Pelham Elementary School

Staff Type	2018-2019 School Year	
	Paid	Volunteer
Administrator	0	0
College Student	0	0
Community Member	0	0
High School Student	4	0
Parents	0	0
School Day Teacher	5	0
Other Non-Teaching School Staff	5	0
Subcontracted Staff	0	0
Other	0	
Total	14	0

STAFF QUALIFICATION AND PROFESSIONAL DEVELOPMENT

A top quality program depends heavily upon qualified and seasoned program employees. The Thomasville Community Resource Center encompasses a clearly outlined structure. The Executive Director, Ms. Lisa Billups worked directly, collaboratively, and provides steerage and oversight with the Program Manager, Ms. LaTonya Williams White on major program choices addressing funding, staffing, resources, and special events. The Executive Director had final decision-making authority on these major parts that have an effect on program structure, however the Program Manager is an energetic participant during this method. The Program Manager created choices concerning daily operations

with steering and reports on to the Executive Director. She served as the main contact for collaborators/stakeholders, program employees, and program participants. The Program Manager was conjointly the primary line of communication with employees at the 21stCCLC Program sites. TCRC with success attracted seasoned employees to supply core educational and enrichment activities to students.

Thomasville Community Resource Center provided an initial orientation staff. This orientation outlined the mission and vision, info regarding the service delivery model and expectations of outcomes. To support services provided through the 21st CCLC program, TCRC conjointly offered Professional Development to staff. Staff were inspired and frequently participated in numerous trainings throughout the year. Professional Development opportunities were offered as full day coaching sessions organized by the Program Manager, Ms. LaTonya Williams White. Professional Development sessions were based on Formative Assessment, teacher request, and TCRC staff observation of need. Professional development session topics included: Challenging Behavior, Staff Orientation, Recognizing and Reporting Child Abuse, First Aid & CPR, Engaging Student Activities, Health & Safety

STAFF PROVIDING PARENT OPPORTUNITIES

Effective leaders require a great deal of persistence to implement a quality 21st CCLC program. The leadership is essential to ensure that stakeholders (e.g., program staff, students, teacher, parents, and community partners) are equipped with the skills they need to ensure the program is successful. The Program Coordinator, Ms. Markeshia Smith has successfully managed to provide parents with several opportunities for involvement. Pelham Elementary School 21st CCLC hosted 7 parent involvement activities. It was important that most family members of students were able to attend the monthly meetings. Therefore, several strategies were implemented by Mrs. Smith to engage parents and inform them of the 21st CCLC program. Informational letters and enrollment

packets were sent to target parents prior to the start of the program to encourage parents to enroll their child in the program and notify them of the Family Involvement Activities that were held.

Table 7: Schedule of Family Involvement Activities

Parent Involvement Activity	# of Parents Attending
Family Health & Wellness Night	11
Family Literacy Night	13
Family Math Night	4
Family Paint Night	13
Family STEAM Night	15
Financial Literacy Night	11
Lights On Afterschool	13
Total: 7	80

21st CCLC Objective Assessment

PROGRAM OUTCOMES

Academic Excellence, LLC served as the external evaluator for Pelham Elementary School.

The program aims to achieve eleven objectives. The first six objectives deal with academic performance in reading, math, and science. The three goals of the program are to engage children in enrichment activities to facilitate the following:

Goal 1: Improve academic Achievement.

Goal 2: Increase students' enrichment experiences, cultural enlightenment, and personal growth.

Goal 3: Involve family members of regularly participating students in family engagement and family workshop activities.

This Summative Evaluation Report is designed to highlight the strengths and accomplishments of Pelham Elementary School and suggest recommendation to support ongoing sustainability.

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Table 8: Pelham Elementary School 21st CCLC Grant Goals & Objectives

Goal 1	Measureable Objectives	Activities	Timeframe/Benchmark
Improve Student Academic Achievement	1.1) A minimum of 40% of regularly participating 3rd - 8th grade students will meet or exceed state standards on the state assessments for ELA.	Homework assistance, reading tutorials and Study Island or IStation reading curriculum	Georgia Milestones assessment given in April of each year and retake assessment in May
	1.2) A minimum of 40% of regularly participating 3rd - 8th grade students will meet or exceed state standards on the state assessments for Math.	Homework assistance, Computer based assessments/activities homework assistance, math tutorials and Study Island or IStation math curriculum	Georgia Milestones assessment given in April of each year and retake assessment in May
	1.3) A minimum of 50% of regularly participating 3rd - 8th grade students will maintain or improve their report card grades in Reading as measured from the first 9 weeks to the last 9 weeks.	homework assistance, reading tutorials and Study Island or IStation reading curriculum	1 st and 4 th Nine Week Report Cards grades
	1.4) A minimum of 50% of regularly participating 3rd - 8th grade students will maintain or improve their report card grades in Math as measured from the first 9 weeks to the last 9 weeks.	Homework assistance, math tutorials and Study Island or IStation math curriculum	1 st and 4 th Nine Week Report Cards grades
	1.5) A minimum of 50% of regularly participating K-2nd grade students will show improvement from pre to post testing in Reading using Study Island and/or IStation Reading Program tool as screening.	Homework assistance, Computer based homework assistance, reading tutorials and Study Island or IStation reading curriculum	Study Island Pre and Post-test and IStation Reading Program results
	1.6) 1.6 A minimum of 50% of regularly participating K-2nd grade students will show improvement from pre to prost testing in Math using assessments from the Study Island and/or IStation Math program tool as screening.	Homework assistance, Computer based assessments/activities and enrichment sessions, homework assistance, math	Study Island Pre and Post-test and IStation Reading Program results

		tutorials and Study Island or IStation math curriculum.	
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Goal 2	Measureable Objectives	Activities	Timeframe/Benchmark
Youth Development	2.1) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will be absent 15 days or less during the regular school day.	Mentoring	Attendance Report school's student information system
	2.2) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will demonstrate improvement in class participation.	Homework assistance, math and reading tutorials, and mentoring	Teacher 21 st CCLC survey
	2.3) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will demonstrate improvement in character development and behavior.	Conferencing, mentoring, Academic tutorials, and Character Counts curriculum	Daily agenda review throughout the year, behavior report, teacher 21 st CCLC survey

Goal 3	Measureable Objectives	Activities	Timeframe/Benchmark
Family Engagement	3.1) 40% of parents and/or family members of regularly participating students (attending 30 or more operational days) will participate in at least one program wide event.	21 st Century event based activities	Sign-in sheets collected at each parent session, scheduled events, parent survey at the end of the year
	3.2) 50% of participating students' parents/guardians will report that their child talks to them/discusses the after school program with them as indicated by annual parent surveys (parent-child engagement).	21 st Century event based activities	Parent survey at the end of the year

Status of Program Objectives

Table 9: Pelham Elementary School 21st CCLC Program

Goal 1	Measureable Objectives	Status	Comments
Improve Student Academic Achievement	1.1) A minimum of 40% of regularly participating 3rd - 8th grade students will meet or exceed state standards on the state assessments for ELA.	MET	Of the 46 students who took the Reading GMAS, 36 scored at a level 2 or above (78.2).
	1.2) A minimum of 40% of regularly participating 3rd - 8th grade students will meet or exceed state standards on the state assessments for Math.	MET	Of the 46 students who took the Math GMAS, 22 scored at a level 2 or above (47.8).
	1.3) A minimum of 50% of regularly participating 3rd - 8th grade students will maintain or improve their report card grades in Reading as measured from the first 9 weeks to the last 9 weeks.	MET	Total students meeting objective: 27/46 (58.6%)
	1.4) A minimum of 50% of regularly participating 3rd - 8th grade students will maintain or improve their report card grades in Math as measured from the first 9 weeks to the last 9 weeks.	MET	Total students meeting objective: 29/46 (63%)
	1.5) A minimum of 50% of regularly participating K-2nd grade students will show improvement from pre to post testing in Reading using Study Island and/or IStation Reading Program tool as screening.	MET	Total students meeting the objective: 42/42 (100%)
	1.6) 1.6 A minimum of 50% of regularly participating K-2nd grade students will show improvement from pre to post testing in Math using assessments from the Study Island and/or IStation Math program tool as screening.	MET	Total students meeting the objective: 42/42 (100%)

Goal 2	Measureable Objectives	Status	Comments
Youth Development	2.1) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will be absent 15 days or less during the regular school day.	MET	Total students meeting the objective: 88/88 (100%)
	2.2) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will demonstrate improvement in class participation.	MET	Total students meeting the objective: 71/88 (80.6%)
	2.3) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will demonstrate improvement in character development and behavior.	MET	Total students meeting the objective: 50/88 (56.8%)

Goal 3	Measureable Objectives	Status	Comments
Family Engagement	3.1) 40% of parents and/or family members of regularly participating students (attending 30 or more operational days) will participate in at least one program wide event.	MET	Total meeting the objective: 79/88 (89.7%)
	3.2) 50% of participating students' parents/guardians will report that their child talks to them/discusses the after school program with them as indicated by annual parent surveys (parent-child engagement).	MET	Total meeting the objective: 55/64 (85.9%)

Evaluation Overview

PARENT, TEACHER AND STUDENT SURVEYS

Multiple measures were used to evaluate Pelham Elementary Schools program. The parent, teacher, and student surveys are used to monitor progress and make decisions for Pelham Elementary School's 21st CCLC program activities and projects that are a grant requirement. Stakeholder feedback is intended to guide the continuous improvement process and should enable the identification of successful aspects of the program and areas in need of improvement. Parent surveys received parent opinions on staffing, activities, operations, site administration communication, child's happiness with the program, and behaviors regarding the overall program. As stakeholders, parents are key indicators of whether the program is facilitating basic communication of goals and objectives. Their opinions indicate whether certain criteria are being met such as quality homework completion, student's ability to get along with others, and students' behavior. The teachers' results assist with guiding the curriculum and suggest improvements for the 21st CCLC Program.

SITE VISITS

Also, external evaluators retrieved additional observational data during the 6 sites visits. The purpose of the site visits was to observe activities and lessons during the implementation and collect documentation that would assist in the evaluation of the program. The site was also visited multiple times by the Program Director and the GADOE Evaluation Specialist.

OTHER TECHNIQUES

1. Collected and analyzed secondary data gathered from CAYEN
2. Collected and analyzed secondary data gathered from Thomasville Community Resource Center

DATA COLLECTION SCHEDULE

Table 10: Data Collection Activities

Activity	Dates
Sites Visits	November 2018, December 2018, January 2019, February 2019, March 2019, April 2019
Parent Survey	Spring 2019
Regular Day Teacher Survey	Spring 2019
Student Survey	Spring 2019
Analysis of GA Milestones Data	Spring 2019
Analysis of CAYEN Data	Ongoing
Other Techniques	Ongoing

Program Implementation

PROGRAM ACTIVITIES

The primary activities of Pelham Elementary School program are listed below:

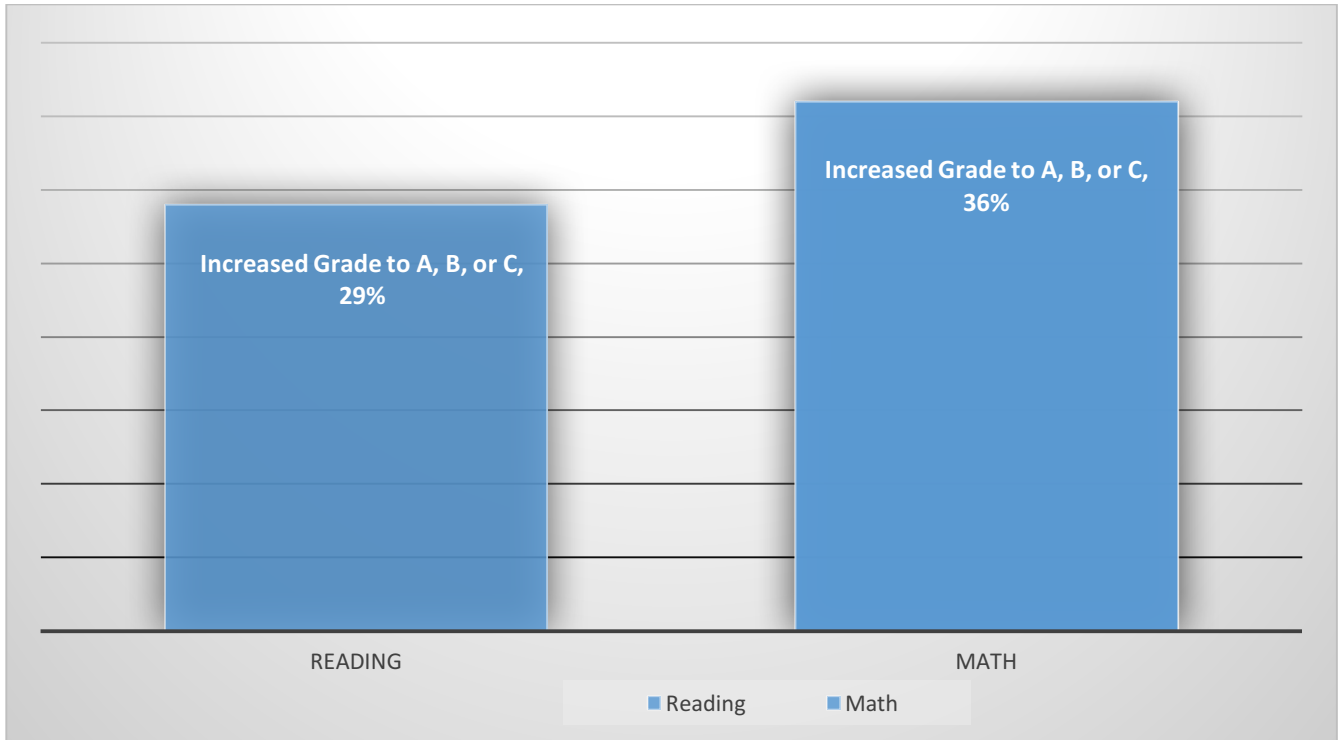
- STEM/STEAM
- Academic Enrichment (Literacy and Math)
- Project Based Learning
- Arts and Crafts
- Puppetry
- Homework Help
- Enrichment Activities (e.g., Character education, cooking, mentoring)
- Physical Activity (Let's Get Fit)
- Counseling (Character Counts)
- Recreation
- Computer Lab

Source: CAYEN and site schedule

Program Outcome Data

ACADEMIC PERFORMANCE-STUDENT REPORT CARD GRADES

Table 11: Pelham Elementary School 21st CCLC Program-Students Earning an A, B or Increasing a Letter Grade from Fall to Spring



As can be seen in the chart above, 29% of students at Pelham increased their reading grade to A, B, or C throughout the year, and 36% of students increased their math grade to A, B, or C throughout the year.

Table 12: Number of Failing Grades

Grading Period	Reading	Math
1 st Nine Weeks	2	2
3 rd Nine Weeks	1	3

As illustrated in Table 11 above, the number of failing grades (*i.e.*, 59 and below) for reading decreased by 1 from fall to spring. The number of failing grades for math also decreased by 1 from fall to spring.

In the spring of 2019, a survey was administered to the adult family members of students who participated in the PES program. The purpose of the survey was to assess the level of engagement of each family member and overall satisfaction with the program. Survey responses are summarized in Table 10.

Table 13: Parent Survey-Percentage Agreeing to Strongly Disagreeing

Parent Survey Items and Response Frequencies				
Number of Parents Responding =64				
1. The program is helping my child's behavior improve.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
34 (54%)	22 (34%)	8 (13%)	0 (0%)	0 (0%)
2. The program is helping my child to complete and turn in his/her homework on time.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
43 (67%)	17 (27%)	4 (6%)	0 (0%)	0 (0%)
3. How satisfied are you with your child's 21st CCLC Program?				
Very Satisfied	Satisfied	Neither Agree/ Disagree	Somewhat Dissatisfied	Very Dissatisfied
55 (86%)	9 (14%)	0 (0%)	0 (0%)	0 (0%)
4. Prior to your child participating in 21st CCLC Program, where did your child usually go after school?				
Home Alone	Home w/ Siblings, Parents, Guardian, Sitter	Home of Someone Else	Someplace Else for Activities	Other
1 (2%)	34 (56%)	10 (16%)	15 (25%)	1(2%)
5. How did you find out about 21st CCLC Program?				
School Agency	Another Parent	Community Organization	Another Student	Other
57 (90%)	6 (10%)	0 (0%)	0 (0%)	0 (0%)
6. The program is helping my child's reading skills improve				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
41 (64%)	21 (33%)	2 (3%)	0 (0%)	0 (0%)
7. The program is helping my child's math skills improve.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	No Answer
41 (64%)	21(33%)	2 (3%)	0 (0%)	0 (0%)

In the spring of 2019, a survey was administered to student who participated in the Pelham Elementary School program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether or not it helped them academically and/or socially. Student survey responses are summarized in Table 13.

Table 14: Student Survey-Percentage Agreeing to Strongly Disagreeing

Student Survey Items and Response Frequencies				
Number of Students Responding =62				
1. I like the 21st CCLC Program				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
53 (85%)	6 (10%)	1 (2%)	0 (0%)	2 (3%)
2. My overall behavior has improved because of the 21st CCLC program.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
55 (89%)	5 (8%)	1 (2%)	0 (0%)	1 (2%)
3. The 21st CCLC program helps me complete and turn in my homework on time.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
54 (87%)	5 (8%)	1 (2%)	1 (2%)	1 (2%)
4. I'm doing better in school since I started coming to the 21st CCLC program.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
51 (82%)	8 (13%)	1 (2%)	1 (2%)	1 (2%)
5. I feel better about myself because of the 21st CCLC program.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
51 (82%)	7 (11%)	2 (3%)	0 (0%)	2 (3%)
6. I have made new friends because of the 21st CCLC program.				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
52 (84%)	4 (6%)	1 (2%)	2 (3%)	3 (5%)

In spring 2019, a survey was administered to the regular day teacher of the students who participated in the program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior related to afterschool programs over the course of the program. Survey responses are summarized in Table 14.

Table 15: Teacher Survey-Percentage of Need to Improver to Significant Decline

Survey Items and Response Frequencies							
Total Number of Students Rated = 90							
To What Extent has the Student changed:							
1. Turning in his/her homework on time.							
No Need to Improve 9 (10%)	Significant Improvement 12 (13%)	Moderate Improvement 26 (29%)	Slight Improvement 31 (34%)	No Change 11 (12%)	Slight Decline 1 (1%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
2. Completing homework to your satisfaction?							
No Need to Improve 7 (8%)	Significant Improvement 13 (14%)	Moderate Improvement 30 (33%)	Slight Improvement 28 (31%)	No Change 12 (13%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
3. Participating in class?							
No Need to Improve 7 (8%)	Significant Improvement 13 (14%)	Moderate Improvement 25 (28%)	Slight Improvement 33 (37%)	No Change 11 (12%)	Slight Decline 1 (1%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
4. Volunteering?							
No Need to Improve 7 (8%)	Significant Improvement 8 (9%)	Moderate Improvement 30 (33%)	Slight Improvement 23 (26%)	No Change 22 (24%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
5. Attending Class?							
No Need to Improve 25 (28%)	Significant Improvement 10 (11%)	Moderate Improvement 18 (20%)	Slight Improvement 23 (26%)	No Change 14 (16%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)

(Continued)

Table 15: Teacher Survey-Percentage of Need to Improver to Significant Decline

Survey Items and Response Frequencies							
Total Number of Students Rated = 90							
To What Extent has the Student changed:							
6. Being attentive in class?							
No Need to Improv	Significant Improvement 13 (14%)	Moderate Improvement 23 (26%)	Slight Improvement 27 (30%)	No Change 14 (16%)	Slight Decline 2 (2%)	Moderate Decline 0 (0%)	Significant Decline 0 (0%)
7. Behaving well in class?							
No Need to Improv	Significant Improvement 10 (11%)	Moderate Improvement 16 (18%)	Slight Improvement 24 (27%)	No Change 13 (14%)	Slight Decline 2 (2%)	Moderate Decline 3 (3%)	Significant Decline 2 (2%)
8. Academic Performance?							
No Need to Improv	Significant Improvement 9 (10%)	Moderate Improvement 33 (37%)	Slight Improvement 30 (33%)	No Change 12 (13%)	Slight Decline 0 (0%)	Moderate Decline 1 (1%)	Significant Decline 1 (1%)
9. Coming to school ready to learn?							
No Need to Improv	Significant Improvement 9 (10%)	Moderate Improvement 27 (30%)	Slight Improvement 27 (30%)	No Change 17 (19%)	Slight Decline 1 (1%)	Moderate Decline 1 (1%)	Significant Decline 0 (0%)
10. Getting along well with other students?							
No Need to Improv	Significant Improvement 8 (9%)	Moderate Improvement 17 (19%)	Slight Improvement 6 (7%)	No Change 13 (14%)	Slight Decline 2 (2%)	Moderate Decline 1 (1%)	Significant Decline 1 (1%)

Progress Towards Sustainability

PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY PLAN

Pelham Elementary School program continues to work diligently toward sustaining and gaining new partnerships that will support the programs activities long term. Table 15 indicates the partners, their organization type, and the estimated values of their contribution made to enhance the activities offered to regularly participating students.

Table 16: Pelham Elementary School - Partners

Community Partners		
Organization Name	Partners Contribution	Estimated Value
Pelham Elementary School	Provided Goods/Material	\$7,500
Pelham Elementary School	In-Kind	\$63,000
Pelham Elementary School	Provided Goods/Material	\$27,000
Grand Total Contributions		97,500.00

Overall Recommendations

RECOMMENDATIONS:

The evaluator's overall recommendation for continued success include each of the following:

1. Pelham Elementary School is encouraged to work towards implementing activities to increase student engagement. Implement staffing measures that focus on student engagement.
2. Pelham Elementary School 21st CCLC program receives support from the Pelham Elementary School that assisted with developing, implementing, and sustaining the 21st CCLC program; however, I recommend the program continues to seek out additional business partners and other stakeholders from the community.
3. Brainstorm ideas with staff and seek out resources on coordinating after-school with the regular school day. One example might be http://afterschoolalliance.org/documents/issue_briefs/issue_schoolDay_50.pdf
4. Two strategies for improving student reading that have been shown to be effective in after schools are one-to-one tutoring and providing books to students. Providing books to students is particularly effective in tandem with tutoring. Consider additional resources for more ideas, such as the Expanded Learning and Afterschool Project. (<https://www.expandinglearning.org/expandingminds/article/using-afterschool-and-summer-learning-improve-literacy-skills>)

Site visits and conversation with members of the staff confirmed the program continues to operate in the best interest of students. OVERALL, it appears that the 21st CCLC program at Pelham Elementary School has met a critical need for their students. The district should commend everyone involved with the program for a job well done.

