

**Georgia Department of Education
21st Century Community Learning Centers
FY 17 Common Data Elements Form**

Subgrantee: **Future Foundation**

Date: **June 15, 2017**

Sites: **Banneker High School and McNair Middle School**

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend \geq 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	60	Number:	100	Number:	74	Number:	15	Number:	274
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	12	Number:	11	Number:	1	Number:	NA		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	8	Number:	8	Number:	9	Number:	1		
Regular Attendees without scores who took standardized test						Number:	NA		
Regular Attendees who did not take standardized test						Number:	48		
Retake Data (If applicable)						Number of Retakes:	NA		
Beginning		Developing		Proficient		Distinguished			
Number:	NA	Number:	NA	Number:	NA	Number:	NA		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	10	Number:	7	Number:	5	Number:	0		
Regular Attendees without scores who took standardized test						Number:	NA		
Regular Attendees who did not take standardized test						Number:	52		
Retake Data (If applicable)						Number of Retakes:	NA		
Beginning		Developing		Proficient		Distinguished			

Number:	NA	Number:	NA	Number:	NA	Number:	NA
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4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
1	16	16	25	13	3
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
1	15	10	26	21	1
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

5. Surveys

5A. Student Surveys

Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
63	44	13	61	1	59	4

5B. Parent Surveys

Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
47	40	7	42	4	46	1

5C. Regular School Day Teacher Surveys

Number of Teacher Surveys Completed	Behavior		Homework Completion	
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve
Number	Number		Number	
50	12	19	18	18

6. Partners

Number of Partners	Total Amount of Contributions
11	\$79,431

Future Foundation

prepare to stand out

21st Century Community Learning Centers

FUTURE FOUNDATION
East Point, Georgia

2017
PROGRAM EVALUATION

2014-2015 Grantee
Year 3
Banneker High School
McNair Middle School

Dr. Donna Van Natten
External Evaluator
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Evaluator Certification

This certification confirms that program objectives were independently analyzed as part of 21st CCLC grant requirements for funding and continuation of funding. The External Evaluator's certification of Future Foundation's 21st Century Community Learning Centers (21st CCLC) is a key piece of documentation supporting programming for after school activities.

To the best of my knowledge, all content herein was appropriate and ethically conducted in relationship to work performed for the summative evaluation. When required, corrections were made based on stakeholder feedback and/or data analysis.

This evaluation was done independently and without assistance from Future Foundation (FF) stakeholders. As part of the evaluation, qualitative and quantitative data was collected and confidentiality was maintained on behalf of students, families, teachers, and community partners.

If comments or questions about the contents of this document need attention, please contact me.

Thank you.

Donna Van Natten

Dr. Donna Van Natten

1. OVERVIEW AND HISTORY

General Overview

Out-of-school programs and opportunities are vital to child development in terms of safety, enrichment, academics, and family support. The 21st Century Community Learning Centers (21st CCLC) initiative is the only federally funded source targeting after school and summer opportunities for K-12 children. Reauthorized in 2015 under ESSA Title IV Part B, students with the greatest needs are provided: 1. academic help to boost language arts/reading and math instruction; 2. a broad array of enrichment activities to build the “whole child” and 3. educational opportunities for families whose children are served by afterschool programs.

For students who regularly attend a 21st CCLC program, close to 1 in 3 improved their math and language arts/reading grades and 7 in 10 improved homework completion and class participation. Additionally, 2 in 3 demonstrated improvement in classroom behavior. Nationally, between 2006 and 2010, more than \$1 billion partner contributions supported these critical programs. Most programs (9 of 10) are located in schools with an average of 9 partners. For every \$1 invested, \$9 are saved by increasing students’ earning potential, performance at school, and reducing crime and welfare costs.

In Georgia, 25% of school-age children are alone and unsupervised during after school hours. In 2014, 17% of Georgia students participated in after school programs. Surveyed adults confirmed the need and desire for after school funding; specifically, 87% supported public funding for after school programs and 92% agreed that there should be “some type of organized activity or place for children and teens to go after school every day that provides them opportunities to learn”

(http://afterschoolalliance.org/states_docs/pdfs/2014/Georgia_Fact_Sheet.pdf).

Research continues to confirm that students participating in after school programs are provided rich learning experiences to help narrow the academic gap by providing critical school support via tutoring, small group instruction, and daily reinforcement. Data also confirms that students who attended after school also attended

school (regular school day) more often and showed improvements in behavior. Through quality programs, this work directly impacts:

✓ Academic achievement:

- Gains in math and reading across all grade levels
- Narrowing the math gap between elementary students from high-income and low-income families

✓ STEM immersion:

- 65% of Georgians report that their children have STEM opportunities after school and 63% believe after school activities help their children gain an interest in STEM while learning STEM skills

✓ Health and wellness:

- After school programs provide daily snacks and opportunities for physical activity

✓ Working family support:

- In Georgia, 78% of parents confirmed that after school programs helped working families keep their jobs.

History of Previous Operation

Since 2004, Future Foundation has operated after school and summer programs. Currently, this program is one of two awarded to the Foundation through the 21st Community Centers Learning Centers (21st CCLC) and, combined, they operate in four different sites serving middle and high school youth. Board members and stakeholders have developed strong and sustainable strategies to ensure that youth are retained in the program each year. Of note is the fact that Future Foundation leadership has remained strong under the direction of the CEO. As the program continues to grow, Foundation staff have changed, including the replacement of key C-level staff. During this time of change, operations have continued and students have been served.

Program Progress and Growth over the Past Years of Operation

The program completed Year 3 of a five year award. The most notable growth opportunity was the addition of a second site, McNair Middle School, last year to increase opportunities for middle school learners. The additional site enabled the Foundation to build a pipeline of students to matriculate into the existing Banneker High School program in addition to increasing opportunities for middle school learners. As with most programs, retaining high school students can be challenging. Specific to the high school, program progress and growth from Year 1 to Year 3 included:

<u>BHS</u>	<u>Year 1</u>	<u>Year 2 (included MMS site)</u>	<u>Year 3</u>	<u>Rationale/Comments</u>
30+ day students	55	88	74	Solid regular attendee rate
# of Parents attending activities	9	48	192	Targeted efforts
Math grades “A” and “B” maintained throughout school year	7	14	31	Excellent increase!
Student satisfaction with overall program	100%	100%	100%	Consistently strong feedback from students
Student self-assessed improved behavior	100%	95%	94%	Consistent student feedback

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment

<u>BHS:</u>	Target:	30
	Registered:	52
<u>MMS:</u>	Target:	30
	Registered:	48

Regularly Participating Student Enrollment (30+ day)

<u>BHS:</u>	40 students
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MMS: 34 students

Student Demographics

BHS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	40
Hispanic or Latino:	0
White:	0

Regularly Attending Students: By Gender

Male:	15 (38%)
Female:	25 (62%)

Regularly Attending Students: By Grade Level

9 th Grade:	8
10 th Grade:	8
11 th Grade:	16
12 th Grade:	8

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 32

Number of Regularly Attending Students with Special Needs/Disabilities: 3

MMS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	33
Hispanic or Latino:	1
White:	0

Regularly Attending Students: By Gender

Male:	15 (44%)
Female:	19 (56%)

Regularly Attending Students: By Grade Level

6th Grade: 11
7th Grade: 18
8th Grade: 5

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 31

Number of Regularly Attending Students with Special Needs/Disabilities: 5

Average Daily Attendance (ADA)

<u>BHS:</u>	Target:	21
	ADA:	27
<u>MMS:</u>	Target:	21
	ADA:	21
<u>Combined</u>	Target:	42
	ADA:	48

3. PROGRAM OPERATION

<u>SITE</u>	<u>School Year</u>			<u>Summer</u>		
	<u>Days Open per Week</u>	<u>Hours Open per Week</u>	<u>Weeks of Operation</u>	<u>Days Open per Week</u>	<u>Hours Open per Week</u>	<u>Weeks of Operation</u>
BHS	5	17	34	5	37	6
MMS	5	20	34	0	0	0

4. QUALITY OF STAFFING

BHS:

<u>Staff: Student Ratio:</u>	1:10 Academic
	1:15 Recreation

Staff Training:

Classroom Management

Child Welfare Training Collaborative

Student Engagement: Multiple Intelligences

Fulton County Schools Webinar: Child Abuse Reporting Protocols

Guide, Inc.

Fulton County Schools: Restorative Practices

Generation Z

Lions Club International: Lions Quest

Use of Certified Teachers:

Certified Teachers	1
Youth Development Workers	2
Other Adults	3

Background Checks:

100% Current – 2017 - Confirmed

MMS:

Staff: Student Ratio:

1:10 Academic
1:15 Recreation
1:5 Tutoring

Staff Training:

Classroom Management

Child Welfare Training Collaborative

Student Engagement: Multiple Intelligences

Guide, Inc.

Fulton County Schools: Restorative Practices

Generation Z

Lions Club International: Lions Quest

Use of Certified Teachers:

Certified Teachers	0
Youth Development Workers	0
Other Adults	5

Background Checks:

100% Current – 2017 - Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 45% of regularly attending (those attending 30 or more days) eligible middle school students will score Developing, Proficient, or Distinguished Learner as part of the GA Milestones Language Arts assessment (annual).

As of part of the evaluation process, Fulton County Schools was unable to provide scores to Future Foundation until after July 2017. Email documentation verified this timeline. In August 2017, subject specific/site specific scores were entered into AS21 and the Evaluator reviewed data and updated this report. The following analysis is based on scores reported in AS21.

LANGUAGE ARTS

MMS

Level 1: Beginning Learner	6
Level 2: Developing Learner	3
Level 3: Proficient Learner	3
Level 4: Distinguished Learner	0
Level 2-4 Total	6
Regularly Attending Students	34
No available scores	22
30+ days students with scores	12

Analysis:

50% students Met or Exceeded the objective

Target: 45%

OBJECTIVE 1: MET

OBJECTIVE 2: 45% of regularly attending (those attending 30 or more days) eligible middle school students will score Developing, Proficient, or Distinguished Learner as part of GA Milestones math assessment (annual).

As of part of the evaluation process, Fulton County Schools was unable to provide scores to Future Foundation until after July 2017. Email documentation verified this timeline. In August 2017, subject specific/site specific scores were entered into AS21 and the Evaluator reviewed data and updated this report. The following analysis is based on scores reported in AS21.

LANGUAGE ARTS	MMS
Level 1: Beginning Learner	5
Level 2: Developing Learner	4
Level 3: Proficient Learner	3
Level 4: Distinguished Learner	0
Level 2-4 Total	7
Regularly Attending Students	34
No available scores	22
30+ days students with scores	12

Analysis:

58% students Met or Exceeded the objective

Target: 45%

OBJECTIVE 2: MET

OBJECTIVE 3: 45% of regularly attending (those attending 30 or more days) middle school students will increase or maintain their numeric Lang. Arts/Reading classroom grades from fall to spring.

The Evaluator reviewed Fall and Spring numeric grades to determine if the proposed objective was met. Specific to the objective, the following table denotes classroom grade increases and no changes and then combined to determine if the objective was met.

<u>LANGUAGE ARTS</u>	<u>MMS</u>
Increased Grade	19
No Change in Grade	3
Total Increase/No Change	22
Total Students	34
No Grades	0

Analysis: 22 / 34 = **65%** MMS

45% Target

OBJECTIVE 3: MET

OBJECTIVE 4: 45% of regularly attending (those attending 30 or more days) middle school students will increase or maintain their numeric math classroom grades from fall to spring.

The Evaluator reviewed fall and Spring numeric grades to determine if the proposed objective was met. Specific to the objective, the following table denotes classroom grade increases and no changes and then combined in order to determine if the objective was met.

<u>MATH</u>	MMS
Increased Grade	18
No Change in Grade	2
Total Increase/No Change	20
Total Students	34
No Grades	0

Analysis: 20 / 34 = **59% MMS**

45% Target

OBJECTIVE 4: **MET**

OBJECTIVE 5: 45% of regularly attending (those attending 30 or more days) high school students will score Developing, Proficient, or Distinguished Learner as part of the GA Milestones Language Arts assessment (only if the students are taking the class that requires the test).

As of part of the evaluation process, Fulton County Schools was unable to provide scores to Future Foundation until after July 2017. Email documentation verified this timeline. In August 2017, subject specific/site specific scores were entered into AS21 and the Evaluator reviewed data and updated this report. The following analysis is based on scores reported in AS21.

<u>LANGUAGE ARTS</u>	MMS
Level 1: Beginning Learner	2
Level 2: Developing Learner	4
Level 3: Proficient Learner	7
Level 4: Distinguished Learner	1
Level 2-4 Total	12
Regularly Attending Students	40
No available scores	26
30+ days students with scores	14

Analysis:

86% students Met or Exceeded the objective

Target: 45%

OBJECTIVE 5: **MET**

OBJECTIVE 6: 45% of regularly attending (those attending 30 or more days) high school students will score Developing, Proficient, or Distinguished Learner as part of the GA Milestones math assessment (only if the students are taking the class that requires the test).

As of part of the evaluation process, Fulton County Schools was unable to provide scores to Future Foundation until after July 2017. Email documentation verified this timeline. In August 2017, subject specific/site specific scores were entered into AS21 and the Evaluator reviewed data and updated this report. The following analysis is based on scores reported in AS21.

<u>LANGUAGE ARTS</u>	MMS
Level 1: Beginning Learner	5
Level 2: Developing Learner	3
Level 3: Proficient Learner	2
Level 4: Distinguished Learner	0
Level 2-4 Total	5
Regularly Attending Students	40
No available scores	30
30+ days students with scores	10

Analysis:

50% students Met or Exceeded the objective

Target: 45%

OBJECTIVE 6: MET

OBJECTIVE 7: 45% of regularly attending (those attending 30 or more days) high school students will increase or maintain their numeric English classroom grades from fall to spring.

The Evaluator reviewed Fall and Spring numeric grades to determine if the proposed objective was met. Specific to the objective, the following table denotes classroom grade increases and no changes and then combined in order to determine if the objective was met.

<u>ENGLISH</u>	BHS
Increased Grade	11
No Change in Grade	2
Total Increase/No Change	13
Total Students	39
No Grades	1

Analysis: 13 / 39 = **33% BHS**
45% Target

OBJECTIVE 7: DID NOT MEET

OBJECTIVE 8: 45% of regularly attending (those attending 30 or more days) high school students will increase or maintain their numeric math classroom grades from fall to spring.

The Evaluator reviewed fall and Spring numeric grades to determine if the proposed objective was met. Specific to the objective, the following table denotes classroom grade increases and no changes and then combined in order to determine if the objective was met.

<u>MATH</u>	BHS
Increased Grade	21
No Change in Grade	3
Total Increase/No Change	24
Total Students	39
No Grades	1

Analysis: 24 / 39 = **62% BHS**
45% Target

OBJECTIVE 8: MET

OBJECTIVE 9: 70% of regularly attending (those attending 30 or more days) middle and high school students will show improvement in character, as demonstrated by self-assessment surveys (Fall & Spring).

Character can be defined as individual mental and moral qualities as well as the personality, disposition, and temperament of a person. Students were surveyed about their behavior and feelings about themselves. Specific to this objective, the Evaluator reviewed student self-assessment surveys. Specifically, students were asked to rate “feeling better about one’s self” because of the program.

<u>Statement</u>	<u>MMS</u>	<u>BHS</u>
<i>I feel better about myself because of the 21st CCLC program.</i>	93%	97%

Site Average: **95%**

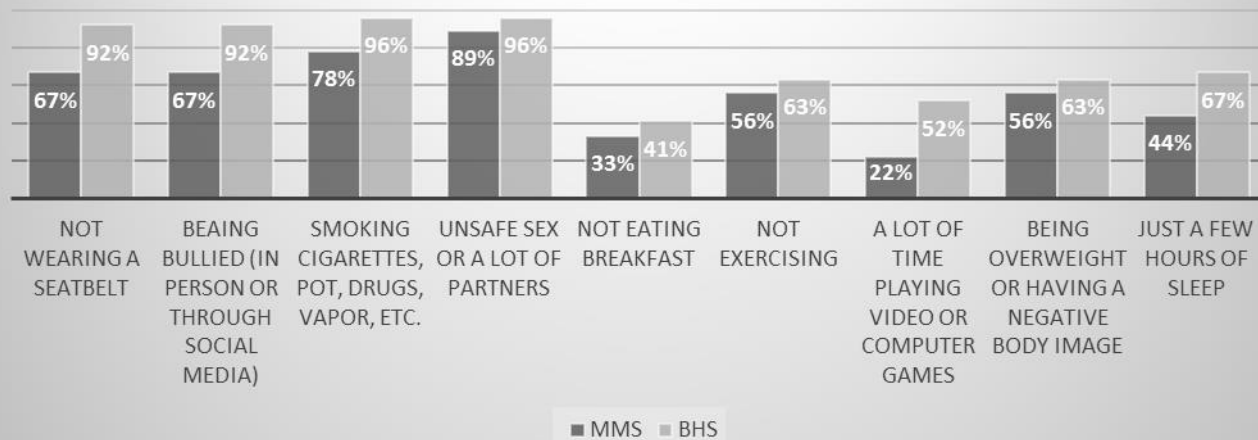
Target: 70%

OBJECTIVE 9: **MET**

OBJECTIVE 10: 60% of regularly attending (those attending 30 or more days) middle and high school students will show a decreased level of risk behavior, as demonstrated by youth risk behavior surveys (Fall & Spring)

As part of the after school enrichment experience, students were educated about risky behaviors and making good decisions. Throughout the school year, students received daily and weekly instruction targeting risk-related topics. Students were also surveyed to better understand their perspectives on risky behaviors. Risky behavior survey data was reviewed and the following tables capture students’ thoughts.

Students consider this is a 'Risky Behavior'



Additional survey questions related to risky behaviors were also analyzed at the high school (BHS) to capture teens' unique perspectives.

<i>"STRONGLY AGREE/AGREE/NEUTRAL" RESPONSES</i>		
Students Surveyed		
2016-2017		
Survey Question	BHS	MMS
<i>Since coming to the program, I have learned about risky behaviors.</i>	100%	100%
<i>Staff has helped me understand risky behaviors and their dangers.</i>	100%	100%
<i>The program has helped me with my health through education, exercise, and positive body image discussions.</i>	100%	89%
<i>I see a connection between risky behaviors and my school grades.</i>	81%	89%
<i>I have decreased my level of risky behaviors since coming to the after school program.</i>	96%	100%

Throughout the year, both middle and high school students discussed risky behaviors and making good choices. Program content targeted whole child development through decision making, social skills, and decreasing risky behaviors. Specific to the objective, students were asked to self-assess their overall behavior as part of the after

school program after receiving year long guidance and instruction on risky behaviors and choices. Teacher survey feedback also paralleled student responses targeting improved behavior and making good choices.

<u>Statement</u>	<u>MMS</u>	<u>BHS</u>
<i>My overall behavior has improved because of the 21st CCLC program.</i>	86%	94%

<u>Statement</u>	<u>MMS</u>	<u>BHS</u>
<i>I have decreased my level of risky behaviors since coming to the after school program</i>	96%	100%

Average: **98%**

Target: 60%

OBJECTIVE 10: **MET**

OBJECTIVE 11: 55% of regularly attending (those attending 30 or more days) students' family members will attend at least one parent involvement activity related to academic performance, as evidenced by sign-in sheets.

The program offered parent/guardian events which focused the importance of having good grades while preparing for college. Other events included conversations focused on teens' needs and academic success. Specifically,

<u>ACTIVITY</u>	<u>MMS</u>	<u>BHS</u>
Parent Orientation/Meeting	20	42
College 4 Careers		46
Advisory Council	10	6
Lights On After School	12	7
Family Feast	9	
Holiday Celebration (Family Focus)	4	10
TOTAL	55	111

Analysis:

Criteria	<u>MMS</u>	<u>BHS</u>	<u>TOTAL</u>
# of Regularly Attending Students	34	40	74
Target #: 55% of 30+ Day Students	19	22	41
Attendance	55	111	166

Attended: 166

Target: 55% (41)

OBJECTIVE 11: **MET**

OBJECTIVE 12: 50% of regularly attending (those attending 30 or more days) students' family members will attend at least one parent involvement activity related to high risk behavior, as evidenced by sign-in sheets.

The program offered a parent/guardian event which focused the importance of having good grades while preparing for college. Specifically,

<u>ACTIVITY</u>	<u>MMS</u>	<u>BHS</u>
Black and Beautiful	12	
Education Night	3	39
Parent Nights	12	42
TOTAL	27	81

Analysis:

Criteria	<u>MMS</u>	<u>BHS</u>	<u>TOTAL</u>
# of Regularly Attending Students	34	40	74
Target #: 50% of 30+ Day Students	17	20	37
Attendance	27	81	108

Attended: 108

Target: 50% (37)

OBJECTIVE 8: **MET**

6. OTHER OBSERVATIONS

Student, Parent, and Teacher Feedback

Feedback from students, parents/guardians, and teachers provided rich information about the afterschool program from varying perspectives using close-ended Likert style confidential surveys. Positive feedback from critical stakeholders confirmed that impact of the after school program. Specifically,

STUDENT Voice		
Statement	BHS	MMS
<i>I like the after school program.</i>	100%	100%
<i>I am doing better in school since I started coming to the program.</i>	100%	94%
<i>I have made new friends because of the program.</i>	97%	83%

PARENT Voice		
Statement	BHS	MMS
<i>The program helps my child's reading improve.</i>	100%	100%
<i>The program helps my child's math improve.</i>	97%	100%

TEACHER Voice		
Statement	BHS	MMS
<i>My students volunteer more after going to the program.</i>	100%	94%
<i>My students who attend the program are attentive in class.</i>	100%	80%
<i>My students come to school motivated to learn.</i>	100%	90%
<i>My students get along well with other students.</i>	100%	97%

As part of risk behavior analysis, students were asked to identify the riskiest behavior in their lives from a closed-ended set of behaviors. The following captures the *top three* responses from two years ago to this year.

2014-2015	2015-2016
<i>Smoking</i>	<i>Unsafe Sex/A Lot of Partners</i>
<i>A Lot of Anger</i>	<i>Being Bullied</i>
<i>Drinking & Driving/No Seatbelt Use</i>	<i>Being Overweight/Negative Body Image</i>

2016-2017	
BHS	MMS
<i>Not Much Sleep</i>	<i>No Seatbelt Use</i>
<i>Extra Body Weight</i>	<i>Not Much Sleep</i>
<i>Smoking</i>	<i>A Lot of Anger</i>

Perception Survey Feedback

A broad array of Future Foundation stakeholders were asked to complete an online, confident perception survey about the after school program at the end of the school year (Spring). Feedback was solicited from school administrators, school day teachers, tutors, after school staff, parents, volunteers, and community representatives. Both open-ended and close-ended questions were asked of voluntary participants. A comprehensive report was generated and is available upon request.

Data provided in this report includes academic and enrichment feedback, perceptions about after school operations, after school value aligned with regular school day activities, suggestions for program improvement, and the benefits of participating in the after school program. Note that this survey was not mandatory and optional for each site based on time, interest, and desire/need for additional input.

BHS

38	respondents participated in the survey.
100%	view <i>"the after school program as a valuable resource for our students."</i>
97%	believe <i>"the after school program helps students with their academics and homework."</i>
97%	found that <i>"the after school program works well with the regular school day."</i>
95%	state that <i>"students who attend the after school program do better in their regular day classes in part because of the after school program."</i>
90%	rate the overall quality of the after school program as <i>"Excellent or Good."</i>
32%	believe that students would <i>"go home to an empty house"</i> without this program.

From your perspective, what is the greatest benefit of the After School program for students?

- ✓ The greatest benefit is the willingness of the staff to help you with educational material and/or ideas
- ✓ Other students
- ✓ For young people to have a safe space for homework and homework help.
- ✓ It provides students an opportunity to be engaged in something meaningful daily and a level of consistent support.
- ✓ Interacting with others, studying, building trusting relationships
- ✓ Helping my children with homework than I can't help with.
- ✓ Additional time to Focus. Home life can be distracting. Some assignments can be challenging and need considerably time to accomplish.
- ✓ The experience they get.
- ✓ The teens have a safe, productive place to attend after-school and have good values and habits reinforced.

- ✓ I believe that the program has many benefits. Of the many there are home work assistance and tutoring, teen talk, college application and scholarship assistance. Overall the program provides a great environment, it's very diverse, and offers a place where everyone feels safe and home-like.
- ✓ The greatest benefit of the After School Program being able to have that additional help with homework, life learn lessons, educator speaking and the overall involvement.
- ✓ Being able to get academic support and socialize with peers in a supervised /safe environment. All of the teachers and staff are very attentive to the needs of the students and parents.
- ✓ If gives student opportunity for enrichment of academics and mentoring.
- ✓ To keep kids interested in school and curriculum and have something to look forward to in life; also keep them active to where they would want to come to school and the afterschool program...
- ✓ The mentorship
- ✓ It gives the kids some positive to do after school and a great outlet for teenagers to have a place where they are supported.
- ✓ The greatest benefit of the After School program is the free learning tools we get to help us with college and other things we will need for the future.
- ✓ The students social and communication skills have improved. Staff communicate with students and give them advice
- ✓ It serves as place to nurture all their adolescent needs (social and emotional health), not just academic needs.
- ✓ They are open to more opportunities and more experience.
- ✓ The ability to focus and get homework completed with the help of staff is need be. Building social skills as well has been one thing students have spoken highly about.
- ✓ The greatest benefit of the After School Program is that our students are provided a safe environment to complete homework, engage in educational and social activities and express themselves.
- ✓ The consistency of the program & team players.

From your perspective, does the After School program provide the "right" activities for the "right" students?

- ✓ Yes, enrichment activities that enhance mature young adults.
- ✓ Sometimes some of the kids aren't interested but they still turn out enjoying the activity
- ✓ I believe that they could improve on some of their activities because some of the courses are good - it's just that all the courses don't relate to all students they just need more of a variety. That should help with some of the students not wanting to participate in the activities because it doesn't suit their interest.
- ✓ Yes and no there are some students who my need other needs not provided
- ✓ For the most part yes, but it is a lot of activities that don't benefit certain students
- ✓ I believe it does provide the right activities for the right students. Some of the students involved were really reserved and I have witnessed them "open up and be more confident as a result of the program in my opinion.
- ✓ I think they could use more behavioral challenged students.
- ✓ I believe the After School program does provide the right activities because, they give us the freedom of choosing which activities we want.
- ✓ Yes, the program provides great activities such as Direct Instruction which helps students academically and the staff do a daily check on grades, but I would like more activities such as cooking and jewelry if possible. The staff makes sure students are engaged but students also need an activity that is fun and engaging. The students are teens therefore, they don't want a school atmosphere: desk, no windows, "teacher"... Activities outside and the atmosphere that was at YMCA (FREE) would be the "right" atmosphere. It makes students comfortable and they calm down a little more because it's a chill

(relaxing) setting. The AZ days is the closest to a chill atmosphere because the field trips are fun/educational and students can get fresh air.

- ✓ I believe it does, but improvements can definitely be made to address the variety of learning styles, emotional needs.
- ✓ There is something that I think is needed like some place to use the energy they have stored up from the day like basketball or some other sport

What is the most important thing for the After School program to focus on to help students and their families?

- ✓ The help with test taking strategies and preparing for college.
- ✓ The community
- ✓ Not judging and accepting everyone ♥
- ✓ They should reach out to the parents more
- ✓ They need to focus on academic support, because that's what the parents mostly send their children to get academic support rather than anything else. If parents see that their children aren't doing better in school while they are getting the additional help they will feel the need to just bring their children home at their usual time because they will think that after school is a waste of time when it really isn't. Therefore the students need to pass their classes and understand their work before anything.
- ✓ Real talk, helping install core values into teens. This will help us with the real world.
- ✓ Education, social capital, exposure to new experiences.
- ✓ I feel the most important thing for the After School program is the journaling. It gives everyone a opportunity to write down their thoughts and feelings and then read those thoughts and feelings to everyone. For the students that are shy someone else will read it aloud so it can be anonymous. Everyone listens and gives proper feedback and advice on your situation or predicament.
- ✓ I believe they provide a great variety of knowledge to their students.
- ✓ Acceptance
- ✓ A safe environment homework help and fun activities
- ✓ I believe the most important thing is to help students believe in themselves and what they can achieve.
- ✓ The program needs to continue to focus on keeping the teens interested in the program with different types of teen activities. For the most part, I think this program is an amazing after school program. The staff is wonderful and they show that they care for kids.
- ✓ Focus on the personal wellness of students and their personalities because students go through more situations than a person would think the average teen would experience at such a young age.
- ✓ Students' developmental needs academically and socially. How to remediate their weaknesses, how to behave to different social situations.
- ✓ They should focus on the education of the students to get them past their grade level with flying colors
- ✓ The academic and emotional needs of said families
- ✓ More exposure through educational forums and more family oriented enrichment activities.
- ✓ Parent engagement activities

MMS

19	respondents participated in the survey.
95%	view <i>"the after school program as a valuable resource for my school."</i>
100%	believe <i>"the after school program helps students with their academics and</i>

	<i>homework."</i>
100%	<i>found that "the after school program works well with the regular school day."</i>
95%	<i>state that "students who attend the after school program do better in their regular day classes in part because of the after school program."</i>
90%	<i>rate the overall quality of the after school program as "Excellent or Good."</i>
10%	<i>believe that students would "go home to an empty house" without this program.</i>

From your perspective, what is the greatest benefit of the After School program for students?

- ✓ The greatest benefit of the after school program for students is that it helps students with their homework and it helps them with what's going in the school what the teachers are teaching them.
- ✓ The free time
- ✓ To help us with our academic performance
- ✓ Students get academic support
- ✓ Hanging out with my friends
- ✓ "snack"
- ✓ Future foundation because it helps you a lot.
- ✓ They help you complete your homework.
- ✓ They help with things I don't understand
- ✓ Provides school support and emotional support.
- ✓ Providing a place where students can get further instruction.
- ✓ The resources available for them to complete their homework effectively.

From your perspective, does the After School program provide the "right" activities for the "right" students?

- ✓ I think that sometimes the after schools sometimes provide the right activities for some of the right students because its educated and sometimes it helps in certain students.
- ✓ Yes it does it has math reading and other teaching learning activities.
- ✓ Maybe sometimes.
- ✓ Yes and no only because we do not target our audience correctly.

What is the most important thing for the After School program to focus on to help students and their families?

- ✓ The most important thing for the afterschool program to focus on to help students and families is that you have to make sure their studying, practicing, and getting a better learning, proactive education.
- ✓ Getting better grades
- ✓ Community involvement and progression
- ✓ Their love
- ✓ Homework.
- ✓ They should focus on our education and our families.
- ✓ Schoolwork.
- ✓ Fun time

- ✓ Help people with their personal hobbies
- ✓ Homework and family bonding
- ✓ Enrichments and Emotional Support along with tutoring.
- ✓ Making sure that parents and students are both actively taking ownership of their educations

Additional Stakeholder Survey Feedback

BHS

Photographs





Quotes

"I like it. I get to be around people I wouldn't normally be around. Sometimes they help with homework and they track our grades. I like "Feelings Check." Maybe the snack could have a greater variety. It's better here than home watching TV." – 11th grade girl

"The program has worked for me to do my work. I get to do this thing called Ingenuity. It helps me take quizzes and is added to the graded work. I got a 99% one day on my homework. I have a teacher to help me every day. The schedule is clear and they (me) follow it. I also ride the bus home." – 10th grade boy

"I like it and this is my first year coming here. It helps me understand my homework. I like the education, and Future Foundation teachers. My favorite part is when we have Chick-Fil-A. I do get my class assignments done and I'll come next year. I'd give it an A." – 9th grade girl

"It teaches me new stuff and encourages me to do my homework. I have to babysit my little sister sometimes, but I'd rather come here! I'd even like more homework time." – 11th grade girl

"Some of come here frequently for the great people. The staff is friendly. We do get academic and personal assistance. I plan to return in the fall and might come this summer. We do tell our friends about it. My mom really likes it. She likes Parent Nights with certain topics. She encourages me to come and I've been here for about 4 years. Parent support is big. My parent recommends that I stay here all the way through 12th grade. We would like to volunteer more. We'd like also basketball. We'd rate Future Foundation highly." – Whole after school group

MMS

Photographs





Quotes

“It’s fun. Awesome. We need warm food though like we used to have. We get homework help. My mom made me come, but a like the staff, food, and friends ... and help. If we don’t have homework, I want to read – I like choosing what I want to do.” – 7th grade group of girls and boys

“While I’d rather go home, I need to get my homework done and need more time. I do like dancing and cooking. And, dabbing. We’d like more cooking – like every day. ” – 7th and 8th grade group of boys and girls.

“I am tired after school, but do want to have reading time and like chemistry and STEM. We really like when we have hands-on STEM. We get do to cooking, painting, socializing, talk to our friends, and ride a bus home. We would like board games so we don’t do the same thing and get bored.” – Whole after school group

7. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Maintenance

Over the last several years, Future Foundation has made a concerted effort to diversify revenue and cultivate private donors, especially foundations, to support after school programs. Major private investors, federal and local grants, fundraising, and individual contributions are in place as part of sustainability efforts. In 2016, Future Foundation's CEO participated in Leadership Atlanta which enabled her to gain access to many of Atlanta's most influential corporate executives, past and present. Simultaneously, Future Foundation's Board of Directors approved the hire of a part-time developmental consultant to build a major gifts program, further diversity, and increase revenue. Significant strides have been made, including an awareness of Future Foundation among the metro Atlanta philanthropic community. Systems continue to be put in place to cultivate and steward donors, increase and diversify contributed revenue, and build the organization's long-term sustainability.

Contributions in 2016 included support from government grants, foundations, corporations, individual giving, United Way, and earned income from Fulton County Schools. Almost 1,000,000 was contributed to serve youth and their families. A Giving Campaign in 2016 included support from the Board of Directors, grants, unsolicited dollars, and anonymous donations.

Specific to sustainability efforts, Future Foundation has a development plan in place including projections for meeting goals. Efforts include a major gifts campaign, Georgia Giving Day, applications for additional grants, and other individual and corporate gifts.

Fundraising efforts also involve the Foundation's Board of Directors with targeted goals to help with organizational health and success. Specifically, member growth, 100% participation in fundraising activities, implementation of the Salesforce development database, advocacy for the hiring of a full-time development person, and stewardship of major donors.

Strong, multi-year partnerships include Microsoft, The Home Depot, Porter Novelli, UPS, and Federal Home Loan Bank of Atlanta. Fulton County Schools remain a committed partner. Additionally, specific plans with timelines are in place for maintenance and growth of after school programs. Efforts include, but are not limited

to, raising pledge and gift amounts annually, securing new grant funds, hosting a fundraising luncheon with lofty campaign goals, contacting a broad base of potential support, increased use of social media for marketing, education, and support, and hosting events to celebrate successes, inform the community, and secure new partnerships.

Partnerships include:

- ✓ VOX Teen Communications
- ✓ Fulton County Workforce Development
- ✓ Oak Hill Child and Adolescent Center (Freeman College Park Regional Health Center)
- ✓ United Way
- ✓ Families First
- ✓ Fulton County Schools
- ✓ Fulton County Schools – Climate Culture & Disproportionality
- ✓ Communities in Schools of Atlanta
- ✓ Atlanta Metropolitan College
- ✓ Youth Enhancement Services
- ✓ Wisdom To Believe
- ✓ Saving Our Sons & Sisters International (SOSI)

Future Foundation was also awarded a 4.3 million five year grant from the Family and Youth Services Bureau. Funding will support a strategy that uses after school programming as a hub to coordinate multi-sector services in failing middle and high schools in the same school feeder pattern. This major investment is a part of continued fundraising efforts to target collective impact for area youth, their families, and community stakeholders. Rooted in research, sustainability efforts include evidence-based practices and the benefits of school reform

(https://ssir.org/articles/entry/how_boosting_education_research_could_revolutionize_us_schooling) for which the Foundation utilizes to drive efforts.

Contributions to the Program

Fulton County Schools
Canvas Color Art Studio
Tutors
Speaker Series
Case Management
Kaiser Permanente
Food Characters

8. OVERALL RECOMMENDATIONS

Highlights & Celebrations

- 11 of the 12 program objectives were Met – Notable!
- The program met the target number of students to be served. Excellent.
- Four objectives had high percentage pass rates exceeding 90% and should be commended.
- Both sites had strong student, parent/guardian, and teacher survey response rates.
- The program strengthened its operations by adding an additional site to the program mid-year with a strong attendance/participation rate.
- Both sites had a wide variety of professional development for staff throughout the school year.
- Both sites maintained 100% clear and current background checks.
- Both sites maintained low staff to student ratios per grant requirements for academic and enrichment programming.
- Survey feedback specific to improved behavior yielded strong results for both sites.
- BHS students reported impressive 100% satisfaction with the program specific to decreased risky behaviors!
- Student feedback about the after school program, feelings of self worth, and making new friends was impressive at both sites.

- 100% of students at BHS and MMS reported program satisfaction. Excellent!
- Parent/Guardian feedback was consistently strong and positive specific to assistance with their child's reading and math needs.
- Both sites' teacher feedback was notable with strong response rates for student volunteerism, attentiveness, motivation, and working well with other students.
- The program has done a consistently excellent job of maintaining partners with deep commitment levels to help students and family members throughout the school year and summer.

Recommendations

1. Ensure that protocols for **securing math and ELA/English numeric classroom grades** specific to measuring objectives in the Spring term are in place at participating school sites and feeder schools in that the Foundation has quick access to grades for report analysis.
2. BHS: The program did not meet the target goal specific to **classroom English/ELA grades**. An in-depth review of content and school day classroom/teacher recommendations should be scheduled in that content specific to each grade level be considered with after school activities. Maintain documentation and lesson plan connections to verify school day/after school links.
3. Specific to **curriculum development targeting risky behaviors**, review the related objective and student feedback to ensure that targeted student feedback needs are addressed as respective sites.
4. Both sites: Ensure that the **utilization of certified teachers** is considered when hiring after school staff in that their experience and academic expertise can complement reading and math needs. The Evaluator reports the percentage of certified teachers working in the after school program.
5. Both sites: Specific to **professional development planning/staff training**, ensure that FF and school specific training opportunities align with the Fall Professional Needs survey report annually administered by the Evaluator. Programs may also wish to share resources for professional development across sites. Continue to document all professional development.

6. Both sites: Continue to maintain adult family member activities and opportunities for **parental involvement** throughout the school year. Ensure that each opportunity has an agenda, 21st CCLC-logoed sign in sheet, and aligns with Goal 3 for addressing family needs. Site Coordinators may also wish to speak with respective school administrators to include additional opportunities for parent activities at school events. Maintain sign-in rosters and agendas as part of after school requirements. The Evaluator will report on adult family member activities as part of annual evaluation activities. Ensure that activities are target education and/or risky behavior topics to align with approved program objectives.
7. **Perception Survey** results: Both sites should devote time to review respondent feedback specific to the open-ended questions targeting program benefits, appropriate activities, and opportunities to support students and their families.
8. Both sites: Continue to document new **partnerships** to specific programs and contributions made to the program. These partnerships and contributions are reported annually. The Evaluator recommends that each Site Coordinator or designee maintain a spreadsheet throughout the year to capture new partnerships, report on maintenance of existing partnerships, and contributions (field trips, speakers, materials, etc.) made to the program.
9. Both sites: With annual staff changes, each Site Coordinator (with Program Director guidance) should review the 21st CCLC law as it pertains to staff activities and operating an effective after school program. The team should also **review approved program objectives** to ensure that they understand how activities align with program goals and objectives. This can be accomplished through a staff meeting/training session.
10. **Teacher surveys** – Confirm teacher-student survey match and ensure high response rate for all 30+ students.