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

Subgrantee: **Future Foundation**   **Date: June 15, 2017**

Sites: **Learning Center and Teen Center**

1. Attendance

Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	130	Number:	142	Number:	114	Number:	19	Number:	411

2. Objectives

Total Objectives		Met		Not Met		Other	
Number:	12	Number:	12	Number:	0	Number:	0

3. Standardized Testing

3A. English Language Arts – Regular Attendees Achievement Levels

Beginning		Developing		Proficient		Distinguished	
Number:	21	Number:	23	Number:	13	Number:	2
Regular Attendees without scores who took standardized test						Number:	NA
Regular Attendees who did not take standardized test						Number:	55
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:	27	Number:	21	Number:	7	Number:	0
Regular Attendees without scores who took standardized test						Number:	NA
Regular Attendees who did not take standardized test						Number:	59
Retake Data (If applicable)					Number of Retakes:		NA
Beginning		Developing		Proficient		Distinguished	

Number:	**NA**	Number:	**NA**	Number:	**NA**	Number:	**NA**

4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade increase (1st to 2nd Semester)	Regular Attendees with grade decrease (1st to 2nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
12	**24**	**16**	**30**	**29**	**3**
Identify if subgrantee utilized numeric (preferred) or letter grades			**Numeric**		

4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade increase (1st to 2nd Semester)	Regular Attendees with grade decrease (1st to 2nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
14	**29**	**7**	**16**	**39**	**9**
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	
100	**68**	**16**	**78**	**9**	**80**	**8**

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	
66	**53**	**10**	**54**	**9**	**61**	**3**

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	
52	**15**	**19**	**15**	**15**

6. Partners

Number of Partners	Total Amount of Contributions	
4	**$3,198**	

21st Century Community Learning Centers

FUTURE FOUNDATION
East Point, Georgia

2017
PROGRAM EVALUATION

2014-2015 Grantee
Year 3
Reef House After School Program (RHAP)
Learning Center & Teen Center Sites

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
Accountability Measures, LLC

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"

x(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:
    - o Gains in math and reading across all grade levels
    - o Narrowing the math gap between elementary students from high-income and low-income families
- ✓ STEM immersion:
    - o 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:
    - o After school programs provide daily snacks and opportunities for physical activity
- ✓ Working family support:
    - o In Georgia, 78% of parents confirmed that after school programs helped working families keep their jobs.

Program Progress and Growth over the Past Years of Operation

Future Foundation has documented gains throughout part years of operation and grown in both numbers served and services offered for the "whole child" and adult family members. Reviewing the first grant cycle and the current cycle in its second year, progress and growth are evident. The Evaluator confirmed the following:

Criteria	2013	2014	2015	2016	2017	Change/Explanation
Regular (30+) students	107	127	111	129	114	Consistently 100+
English grades remained A/B all year long (Fall to Spring)	3	12	26	21	30	Increase!
Math grades remained A/B all year long (Fall to Spring)	1	20	26	17	16	Slight Decrease

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

LC:	Target:	53
	Registered:	72
TC:	Target:	77
	Registered:	70

Regularly Participating Student Enrollment Per Site (30+ day)

LC: 59 students

TC: 55 students

Student Demographics Per Site

LC:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	58
Hispanic or Latino:	0
White:	0
Other:	1

Regularly Attending Students: By Gender

Male:	28 (47%)
Female:	31 (53%)

Regularly Attending Students: By Grade Level

6th Grade:	45
7th Grade:	14

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 46

Number of Regularly Attending Students with Special Needs/Disabilities: 2

TC:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	54
Hispanic or Latino:	0
White:	0
Other:	1

Regularly Attending Students: By Gender

Male:	23 (42%)
Female:	32 (58%)

Regularly Attending Students: By Grade Level

8th Grade:	26
9th Grade:	9
10th Grade:	6
11th Grade:	9
12th Grade:	5

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 42

Number of Regularly Attending Students with Special Needs/Disabilities: 14

Average Daily Attendance Per Site

LC:	Target:	38
	ADA:	39
TC	Target:	54
	ADA:	39
Combined	Target:	92
	ADA:	78

3. PROGRAM OPERATION

SITE	School Year			Summer		
	Days Open per Week	Hours Open per Week	Weeks of Operation	Days Open per Week	Hours Open per Week	Weeks of Operation
LC	5	22	35	5	40	8
TC	5	21	35	5	37	8

4. QUALITY OF STAFFING

LC:

Staff:Student Ratio: 1:10 Academic
1:15 Recreation
1:5 Tutoring

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   0

Other Adults	6

<u>Background Checks:</u>

100% Current – 2017 - Confirmed

<u>TC:</u>

<u>Staff:Student Ratio:</u>   1:10 Academic
                                       1:15 Recreation
                                       1:5 Tutoring

<u>Staff Training:</u>

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

<u>Use of Certified Teachers:</u>

Certified Teachers	0
Youth Development Workers	1
Other Adults	4

<u>Background Checks:</u>

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 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	LC
Level 1: Beginning Learner	18
Level 2: Developing Learner	12
Level 3: Proficient Learner	6
Level 4: Distinguished Learner	1
Level 2-4 Total	**19**
Regularly Attending Students	59
No available scores	22
30+ days students with scores	**37**

Analysis:

51% 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	LC
Level 1: Beginning Learner	20
Level 2: Developing Learner	13
Level 3: Proficient Learner	5
Level 4: Distinguished Learner	0
Level 2-4 Total	**18**
Regularly Attending Students	59
No available scores	21
30+ days students with scores	**38**

Analysis:

47% 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 classroom Lang. Arts/Reading classroom grades from fall to spring.

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

READING/LANGUAGE ARTS	LC
Increased Grade	29
No Change in Grade	5

Total Increase/No Change	**34**
Total Students	**54**
No Grades	**5**

Analysis: 34 / 54   =   **63%** LC

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 at the Learning Center to determine if the proposed objective was met. Specific to the objective, the following table denotes classroom grade increases and no changes in order to determine if the objective was met.

MATH	LC
Increased Grade	33
No Change in Grade	3
Total Increase/No Change	**36**
Total Students	**52**
No Grades	**7**

Analysis: 36 / 52   =   **69%** LC

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.

LANGUAGE ARTS	LC
Level 1: Beginning Learner	3
Level 2: Developing Learner	11
Level 3: Proficient Learner	7
Level 4: Distinguished Learner	1
Level 2-4 Total	**19**
Regularly Attending Students	55
No available scores	33
30+ days students with scores	**22**

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.

LANGUAGE ARTS	LC
Level 1: Beginning Learner	7
Level 2: Developing Learner	8
Level 3: Proficient Learner	2
Level 4: Distinguished Learner	0
Level 2-4 Total	**10**
Regularly Attending Students	55
No available scores	38
30+ days students with scores	**17**

Analysis:

59% 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 from the Teen Center to determine if the proposed objective was met. Specific to the objective, the following table denotes classroom grade increases and no changes in order to determine if the objective was met.

| ENGLISH	TC
Increased Grade	26
No Change in Grade	3
Total Increase/No Change	**29**
Total Students	**48**
No Grades	**7**

Analysis: 29 / 48   =   **60%** TC

45% Target

OBJECTIVE 7: **MET**

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 from the Teen Center to determine if the proposed objective was met. Specific to the objective, the following table denotes classroom grade increases and no changes in order to determine if the objective was met.

MATH	TC
Increased Grade	30
No Change in Grade	3
Total Increase/No Change	**33**
Total Students	**48**
No Grades	**7**

Analysis: 33 / 48   =   **69%** TC

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.

Students attending the after school program were provided enrichment activities as part of developing the "whole child." The role of additional support activities should complement academics, environment, and individual needs with the expected outcome of improved behavior and increased feelings of self worth. Character, defined in part as "the way an individual thinks, feels, and behaves," was addressed as part of the after school curriculum.

Students completed surveys targeting their feelings, behavior, and self worth as part of attending the after school program. Specifically,

Survey Question		LC	TC
Student	*"I feel better about myself because of the 21st CCLC program."*	80%	98%
	Average by Site	88%	

Results:

Average: **88%** Improved Character

70% Target

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 demonstrated by youth risk behavior surveys (Fall & Spring).

As part of the after school enrichment experience, students at the Learning Center (middle school) and the Teen Center (high school) 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 for each site and the following table captures students' thoughts.

Students consider this is a 'Risky Behavior'
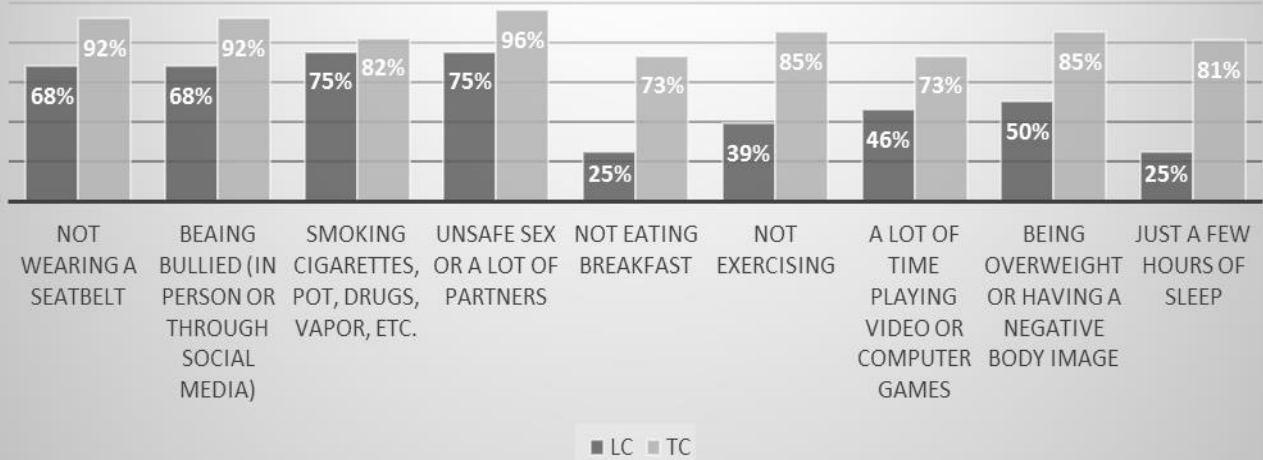
Additional survey questions related to risky behaviors were also analyzed.

"STRONGLY AGREE/AGREE/NEUTRAL" RESPONSES **Students Surveyed** **2016-2017**		
Survey Question	**LC**	**TC**
Since coming to the program, I have learned about risky behaviors.	93%	96%
Staff has helped me understand risky behaviors and their dangers.	89%	96%
The program has helped me with my health through education, exercise, and positive body image discussions.	75%	100%
I see a connection between risky behaviors and my school grades.	71%	100%
I have decreased my level of risky behaviors since coming to the after school program.	**71%**	**96%**

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.

Statement	LC	TC
My overall behavior has improved because of the 21st CCLC program.	76%	93%

Statement	LC	TC
I have decreased my level of risky behaviors since coming to the after school program.	71%	96%

Combined Sites   **84%** Average

60% Target

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.

ACTIVITY	LC	TC
Orientation		66
Academic Intervention Meeting	13	
C5 Georgia Foundation	7	
Fall Festival	24	15
Holiday Party/Celebration	10	
Academic Night		6
Lights On Afterschool	24	24
TOTAL BY SITE	**78**	**111**

Analysis**:**

Criteria	LC	TC	Combined
# of Regularly Attending Students	59	55	114
Target #: 55% of 30+ Day Students	32	30	62
Attendance by Site	78	111	189

Attendance: 189

55% Target (63)

OBJECTIVE 12: **55% 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.**

ACTIVITY	LC	TC
Bullying Presentation	30	
Parent Engagement Advisory Council	14	5
Open Houses	141	
High Risk Seminars		21
Pregnancy Prevention		11
TOTAL BY SITE	**185**	**37**

Analysis:

Criteria	LC	TC	Combined
# of Regularly Attending Students	59	55	114
Target #: 55% of 30+ Day Students	32	30	62
Attendance by Site	185	37	222

Attendance: 222

55% Target (62)

OBJECTIVE 12: **MET**

6. OTHER OBSERVATIONS

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 both sites this year.

2016-2017

LC	TC
Drinking & Driving	*Drinking & Driving*
No Seatbelt Use	*Smoking*
Riding With Someone Drinking/Fighting/A Lot of Anger	*Having a Weapon*

Student, Parent, and Teacher Feedback

Additional data from three important stakeholders was also collected via close-ended Likert style confidential surveys. The following charts highlight strong feedback about the after school program and its impact on students, academics, personal development, and regular classroom teacher value in terms of making a positive difference for students.

STUDENT Voice		
Statement	**LC**	**TC**
I like the after school program.	**78%**	**100%**
I am doing better in school since I started coming to the program.	**77%**	**100%**
I have made new friends because of the program.	**85%**	**98%**

PARENT Voice		
Statement	**LC**	**TC**
The program helps my child's reading improve.	**91%**	**97%**
The program helps my child's math improve.	**92%**	**93%**

TEACHER Voice		
Statement	**LC**	**TC**
My students volunteer more after going to the program.	**88%**	**96%**
My students who attend the program are attentive in class.	**65%**	**57%**
My students come to school motivated to learn.	**77%**	**80%**
My students get along well with other students.	**76%**	**92%**

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.

LC

39	respondents participated in the survey.
98%	view *"the after school program as a valuable resource for my school."*
100%	believe *"the after school program helps students with their academics and homework."*
100%	found that *"the after school program works well with the regular school day."*
100%	state that *"students who attend the after school program do better in their regular day classes in part because of the after school program."*
95%	rate the overall quality of the after school program as *"Excellent or Good."*
33%	believe that students would *"go home to an empty house"* without this program.

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

- ✓ It gives students a sense of belonging in a safe and nurturing environment.
- ✓ Helping them with their work
- ✓ Having kids in their age group being able to complete tasks together with proper instruction.
- ✓ It gives the kids extra tutoring and outlet beyond school.
- ✓ The students having a safe place to interact with each other and the summer programs that included tutorial sessions from outside vendors
- ✓ For me is having someone to get my student from school. I get off two hours after school closes and no way I would be able to work and get her from school every day.
- ✓ Knowing my children are in a safe environment after school
- ✓ It benefits parents who' unable to pick their children up when school ends.
- ✓ Picking them up from school, helping with homework
- ✓ Those that are in need of some place to go after school has a place to go.
- ✓ It affords me for my child to attend after school for little or no cost to myself to a "safe" environment to get assistance.
- ✓ It's free, they have a lot of resources and activities to help kids enhance themselves and in areas that they are struggling in.
- ✓ They are not alone and they have interaction with other students.
- ✓ From my perspective, the greatest benefit of the program is that the students become more involved.
- ✓ Self control, dealing with issues maturely
- ✓ Their assistance with homework.
- ✓ Academic resources
- ✓ Home help, tutoring, reinforcement
- ✓ It gives them a place to go to after school and it also helps them with their school work, social skills, and teaches them different arts and crafts.
- ✓ It is a center that the kids learn and come up with great ideas and make different friend.
- ✓ Having somewhere to go

- ✓ Students are not at home alone and get homework help.
- ✓ This outstanding program that I look forward to my kids going to everyday
- ✓ Safe environment for them to continue expanding their minds.
- ✓ To allow students a place to go that is safe and has tools to help them academically.
- ✓ It's a place where students can go to be supervised and receive help with school work.
- ✓ Exposure to things outside the classroom setting.
- ✓ Learning to work and interact with other children in a positive structured environmental setting.
- ✓ That the child has something to do
- ✓ Small groups for discussion along with dependable and safe transportation home
- ✓ The transportation to and from the school.
- ✓ Doing homework   interact with other students learn new skills
- ✓ Academic support
- ✓ Engagement and mentorship and learning a different skill not available otherwise.
- ✓ Helping the kids and parents stay on top of the kids' grades
- ✓ Homework help, tutoring
- ✓ Continued Daily Activity of course
- ✓ It provides them a refuge from environments not conducive to adolescent children

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

students?

- ✓ Yes and no because it really depends on the student to go along with the activities so there are a lot of moving parts here
- ✓ Yes. My son is in love with the coding and computer programs that are offered.
- ✓ I have no idea
- ✓ Reef house does. My baby has learned to sew and make things appropriate for a 13yr old.
- ✓ Somewhat....they could open it up a little more for elementary school children
- ✓ Students receive the right activities some of the time. There are times when the students have to do computer work I've seen in the past that is not age appropriate.
- ✓ "Sometimes.
- ✓ I feel the program can do better with placement & finding out exactly what the children want to do.
- ✓ Yes, each child carries their own talent. The children are exposed to various activities with no pressure. My son enjoys karate there and that is his only interested area of activity.
- ✓ Yes, it fosters creativity through art, dance, martial arts, and more.
- ✓ Work in progress. Students need to be held accountable and be taught about consistency as well as having fun through activities.
- ✓ Not quite sure of the activities
- ✓ In most cases

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

families?

- ✓ Support students academically, continue progress monitoring, and summer engagement.
- ✓ Education and life
- ✓ In my opinion, it would be helping kids learn how to focus on the things that are recognized as areas needing Improvement

- ✓ Tutoring and a safe environment
- ✓ Study habits and hat drives them... Embrace it
- ✓ Keeping us up to date on things happening at the center. The reef house does a good job with this.
- ✓ Homework
- ✓ The most important thing for the After School program to focus on is making sure the children work on any homework they may have.
- ✓ Letting the children have someone else to watch over them
- ✓ Getting started when they get in and not waiting until 6pm to start the activities or homework
- ✓ Finding resources that fit individual needs.
- ✓ Preparing them with coping skills and mechanisms to prepare for the world.
- ✓ Getting the parents and other family members involved in what the students are doing on a daily basis. Parents many times view this as babysitter program and don't engage in the benefits it provides to your students.
- ✓ To be better and do better
- ✓ Focusing on enrichment programs that motivate them creatively.
- ✓ Teaching good study habits and good parenting skills.
- ✓ I think it is important that it engages the parents as much as possible so parents don't just see the program as a babysitting service, but a place where they can receive help with schooling and socially.
- ✓ So much not sure where to begin. Healthy eating healthy lifestyles healthy relationships just health across the board.
- ✓ To help mentor children who need extra support from an outside source.
- ✓ Keeping an eye out for anything that is going on
- ✓ Learn professional etiquette for coping in the real world
- ✓ Psycho-social-emotional support
- ✓ Engagement, allow for students to relate to their world through a different lens and allow students to feel confident and competent on skills taken on.
- ✓ Further interest in choosing alternative careers for their future.
- ✓ Counseling

<u>TC</u>

4	respondents participated in the survey.
100%	view *"the after school program as a valuable resource for my school."*
100%	believe *"the after school program helps students with their academics and homework."*
100%	found that *"the after school program works well with the regular school day."*
100%	state that *"students who attend the after school program do better in their regular day classes in part because of the after school program."*
100%	rate the overall quality of the after school program as *"Excellent or Good."*
75%	believe that students would *"go home to an empty house"* without this program.

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

- ✓ My sons father is not in his life and going to this after school programs helps him with his social skills. He also gets a chance to be around positive male role models. I'm so thankful for the whole staff at Future Foundation and The Teen Center for their professionalism with all of these kids. If my kid didn't attend this program, I don't know where he would be.

- ✓ It allows the students to interact with staff who are invested in their academic and personal success. Our children get much needed additional support from outside their home.
- ✓ Tutoring & socialization.
- ✓ Positive role models and great resources

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

- ✓ Yes, this program is the best. My son has ADHD and they brought this program call Brain Balance to their center and it helped my son so much
- ✓ Yes, youth may not have supervision of parents available after school are given a safe, positive place to go for the guidance and mentoring they all need.
- ✓ Not sure.
- ✓ Absolutely

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

- ✓ I think they are doing a great job now.
- ✓ Academic excellence. Providing the additional support to students so they realize the true importance of education. Showing by example that putting forth their best effort now will aid in their success throughout high school and into college.
- ✓ Tutoring.
- ✓ Homework and college prep

Additional Stakeholder Survey Feedback

LC

Photographs

Quotes

"I like going on the computers and we do get snacks daily, but it's not a hot meal. We really like the hot meals and want more computer time." – Group of boys
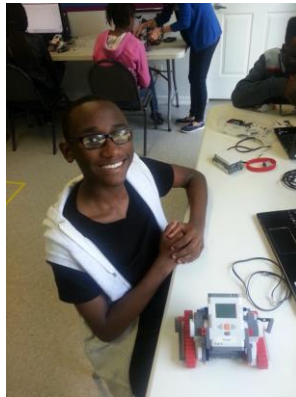
"I like this program better than school!" – 7th grade boy

"Gardening is good. We're doing our thing. We also do homework daily." – Group of girls

TC

Photographs

Quotes

"I like it a lot better here at the church. We get snacks and have transportation. We do homework, College 4 Careers, and exercise. This place has a good vibe – like the church! There's a park nearby and we get to use a lot of rooms." – Group of students

"We are able to use our ThinkPads and iPads since we have wi-fi and that's been great for the students. We're continuing to reach out to schools and add new students. On a daily basis, attendance is entered into AS21. Students enjoy the park in the area we can walk to and it's going well." – Staff

7. PROGRESS TOWARDS SUSTAINABILITY

Over the last several years, Future Foundation has made a concerted effort to diversity 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 diversity 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 (SOSSI)

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 Wellness Program
Street Smarts
Community Counseling Solutions
Tutor

8. OVERAL RECOMMENDATIONS

Highlights:

- 12 of the 12 program objectives were Met. Fantastic!! The team should be commended.

- The program met the target number of students to be served. Excellent.

- Two objectives targeting improved character and decreased risky behavior had more than 80% percentage agreement rates.

- Both sites had strong student, parent/guardian, and teacher survey response rates.

- 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.

- Student feedback about the after school program, feelings of self worth, and making new friends was impressive at both sites.

- 100% of students at TC reported program satisfaction. Excellent!

- Parent/Guardian feedback was consistently strong and positive (90%+) specific to assistance with their child's reading and math needs specific to both sites.

- The program has done a consistently excellent job of maintaining partners with commitment levels to help students and family members throughout the school year and summer.

- Both sites' Perception survey results yielded 100% agreement for various topics and should be commended.

- 95% of LC and 10% of TC Perception survey respondents found the after school program to be "Good and/or Excellent!" Well done.

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. 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.

3. 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.

4. 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.

5. 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.

6. **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.

7. 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.

8. 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.

9. **Teacher surveys** – Confirm teacher-student survey match and ensure high response rate for all 30+ students.