

Georgia Department of Education
21st Century Community Learning Centers
FY 23 Common Data Elements Form



Subgrantee: Banneker High School Cluster Afterschool Program	Date: June 30, 2023
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1. Attendance										
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour			# of Students Attending ≥ 30 days or 90 hours)		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending	
Number:	98	Number:	161	Number:	107	Number:	12	Number:	108	

2. Objectives									
Total Objectives		Met			Not Met			Other	
Number:	9	Number:	3	Number:	4	Number:	2		

3. GTID									
Number of Student GTIDs Reported in Transact/Cayen					161				

4. Report Card Grades

4A. English Language Arts									
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2 nd Semester ELA Grade			
	Number	A	B	C		D or F	Number	A	B
33	28	42	33	25	30	22	31	43	35
Identify the preferred if it is not letter grades									

4B. Math									
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2 nd Semester Math Grade			
	Number	A	B	C		D or F	Number	A	B
28	15	26	52	40	27	13	31	44	46
Identify the preferred if it is not letter grades									

5. Teacher Reported Engagement in Learning Survey

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	1	%	3	%	5	%	22	%	69
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	1	%	1	%	7	%	17	%	74
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	1	%	3	%	8	%	13	%	74
	60									

6. Partners									
Number of Partners	Total Amount of Contributions								
20	273,193								

JUNE 2023

Future Foundation: 21st Century Community Learning Center Afterschool Program Evaluation

Summative Report for 2022-23

Banneker High School
McNair Middle School

SUBMITTED TO

Ronnette V. Smith, Chief Executive Officer
Future Foundation

SUBMITTED BY

Luciana Viscarra, Research Assistant
Kai Arenaza, Research Assistant

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Overview and History

A. Future Foundation History

Since opening its doors in 2001, Future Foundation has remained dedicated to providing research-based prevention services to address the multi-faceted needs of the most underserved, at-risk youth residing in their service area of East Point and College Park. Future Foundation is leveling the playing field for youth caught in a cycle of generational poverty by serving as a Second Family, providing exposure to new experiences, and reinforcing the skills needed to thrive in adulthood.

Poverty is associated with teen pregnancy rates, relationship difficulties, substance abuse, low self-esteem, violence and gang activity, poor academic outcomes, college non-attendance, and parental stress (see Figure 1). To help mitigate these outcomes, Future Foundation’s programs are guided by a five-point Theory of Change that assumes that loosening the grip of poverty requires society to support children and families by cultivating healthy relationships, promoting healthy living, developing valuable life skills, strengthening academic abilities, and supporting the family (see Figure 2). The colors of the Theory of Change directly correspond with the colors in the poverty wheel to help communicate how Future Foundation’s programs are addressing specific issues triggered by poverty.

Figure 1. Poverty Wheel



www.future-foundation.com

Figure 2. Future Foundation Theory of Change



www.future-foundation.com

Launched in 2004, the Foundation’s flagship program, the *Afterschool Program*, provides high-quality afterschool and summer programming for at-risk youth in the 6th–12th grades. Youth receive a 360-degree focus on academics, health/fitness, life skills and social-emotional development, college and career readiness, financial literacy, enrichment, and recreation in Future Foundation’s community centers and school partner locations. In addition, parents of *Afterschool Program* youth are offered workshops designed to empower parents and other primary caregivers to reinforce academic achievement, inspire future success, and connect with their children in meaningful ways. In addition, Future Foundation provides supportive opportunities for parents and caregivers of participating youth to build secure, stable relationships with their children and significantly improve child-parent communication.

Recognized as a leader in afterschool education and youth development, Future Foundation leadership co-developed the Georgia Afterschool and Youth Development Standards for afterschool programs across the state. Since 2004, Future Foundation has maintained licensing by the state of Georgia to provide out-of-school opportunities for high-risk youth and national accreditation by the Council on Accreditation as an afterschool service provider.

B. Program Overview

Primarily supported by 21st Century Community Learning Center (CCLC) funding, in the 2022–2023 school year, Future Foundation’s *Afterschool Program* was offered at Banneker High School (HS) and McNair Middle School (MS). Banneker HS is a Title I school serving 44% of economically disadvantaged students (Governor’s Office of Student Achievement, 2022). McNair MS is also a Title I school serving 53% of economically disadvantaged students (Governor’s Office of Student Achievement, 2022). The program aims to improve students’ academic performance, foster youth development by reducing risky behaviors, encouraging healthy behavior, and increasing adult family member engagement and involvement. The pillars of the program design are highlighted below:

- **Academic Achievement.** The program offered daily educational support services to students in English language arts (ELA) and math in a small-group (whole groups and breakout rooms) setting, as well as tutoring and individual homework assistance. Academic instruction reinforced ELA and math skills and concepts through collaboration with school day teachers. Rotating enrichment activities included Book Club and STEAM projects, which helped enhance the students’ reasoning and problem-solving skills.
- **Healthy Behaviors.** Multiple activities addressed youth development and prevention of risky behaviors, including wellness activities, journaling, physical education, and art therapy. The program guests discuss making healthy choices and addressing mental health issues.
- **Family Engagement.** The family engagement occurred through the Future Foundation’s Parent Connect Program. Parents, guardians, and other adult family members of *Afterschool Program* students were offered workshops that helped them identify their child’s needs and risky behaviors, support their child’s academic growth, and develop effective parenting strategies.

C. Evaluation Design

The evaluation of the *Afterschool Program* included both formative and summative evaluation components. Formative evaluation activities were designed to provide ongoing assessment of project implementation strategies to identify problems encountered and situations that need immediate attention and generate recommendations for program improvement. Summative evaluation activities were designed to assess the effectiveness of program services. The summative evaluation employed a mixed-methods approach using qualitative and quantitative data sources to evaluate the progress toward achieving the program objectives and successes. (For a list of program objectives, see Section V.)

Future Foundation contracted with Metis Associates, a New York- and Atlanta-based research and evaluation firm, to serve as the external evaluator for the *Afterschool Program*. Metis collected and analyzed data from multiple sources for the summative evaluation report. Table 1 presents a summary of evaluation activities for the 2022-23 school year.

Table 1. Evaluation Activities for the 2022–23 School Year

Timeline	Activities
Fall 2022	<ul style="list-style-type: none"> Proposed an evaluation design and set of evaluation activities Updated and revised evaluation instruments
Winter 2023	<ul style="list-style-type: none"> Collected and analyzed program documentation, student enrollment, and attendance data Completed formative report
Timeline	Activities
Spring 2023	<ul style="list-style-type: none"> Created interview protocols Conducted site visits and interviews with students, staff, program managers, and leadership Conducted virtual focus groups with parents
Summer 2023	<ul style="list-style-type: none"> Collected and analyzed end-of-year data, including student, parent, teacher, and staff survey data, attendance data, and student enrollment data Completed summative report

Student Attendance and Enrollment

In the 2022–23 school year, the *Afterschool Program* at Banneker HS aimed to serve 58 students, and the program at McNair MS aimed to serve 40 students. During the reporting period, the program served 69 students in grades 9–12 at Banneker HS and 75 in grades 6–8 at McNair MS. As shown in Table 2, at Banneker HS, ninth-grade students accounted for the greatest percentage of enrolled students (46%), followed by tenth (32%), eleventh-grade (13%), and twelfth-grade students (9%). At McNair MS, sixth-grade students accounted for the highest percentage of enrolled students (40%), followed by seventh-grade students at 35% and eighth-grade students at 25% of the total number of registered students.

Table 2. Percentage of Registered Students by Grade Level

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Banneker HS	32	22	9	6
	6 th Grade	7 th Grade	8 th Grade	
McNair MS	30	26	19	

Of the 69 registered students at Banneker HS, 51 (74%) *regularly attended* the program, meaning these students attended the program for 30 days or more. Additionally, the *Afterschool Program* at Banneker HS had an average daily attendance of 33 students. Similarly, in McNair MS, of the 75 registered students, 50 (67%) *regularly attended* the program. In addition, the *Afterschool Program* at McNair MS had an average daily attendance of 33 students.

While the program at Banneker HS was available to all students, 97% of the students attending the program identified as Black/African American, 1% as Hispanic, 1% as Asian, and 1% as multiracial. Almost all students at McNair MS identified as Black/African American (96%), while 3% identified as multiracial, and 1% had no ethnicity data available. Student demographic data at Banneker HS (Figures 3a and 3b) show that: slightly more than half (52%) of students were female, and 48% were male. Almost all the students (99%) qualified for free and reduced-price lunches, and most (77%) did not qualify for special education services. At McNair MS, 56% of students were male, 44% were female, 100% qualified for free and reduced-price lunches, and most (92%) did not qualify for special education services.

Figure 3a. Banneker HS Registered Students' Demographics

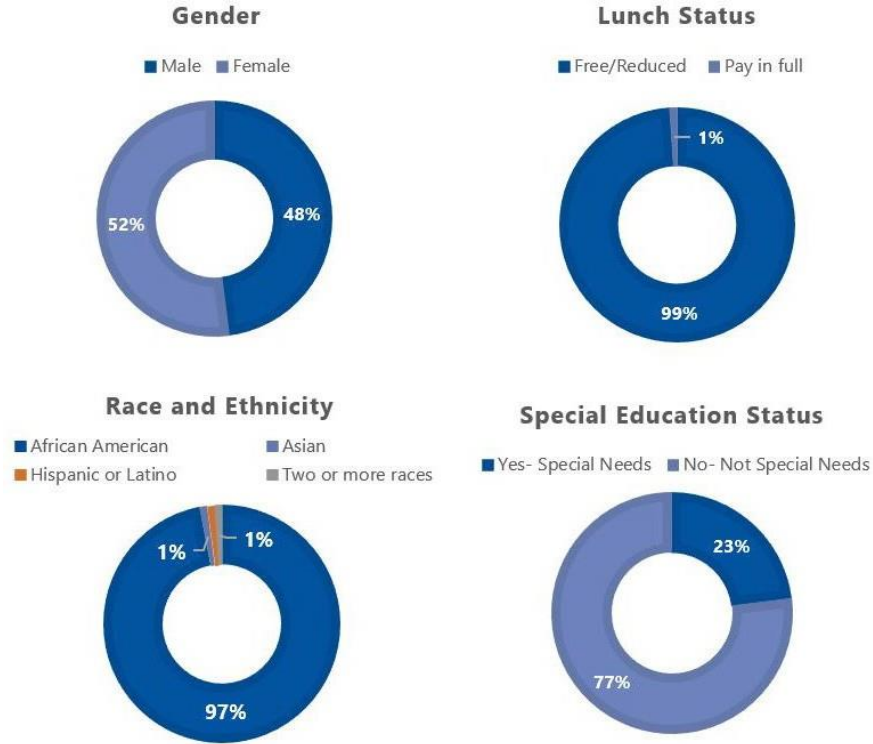
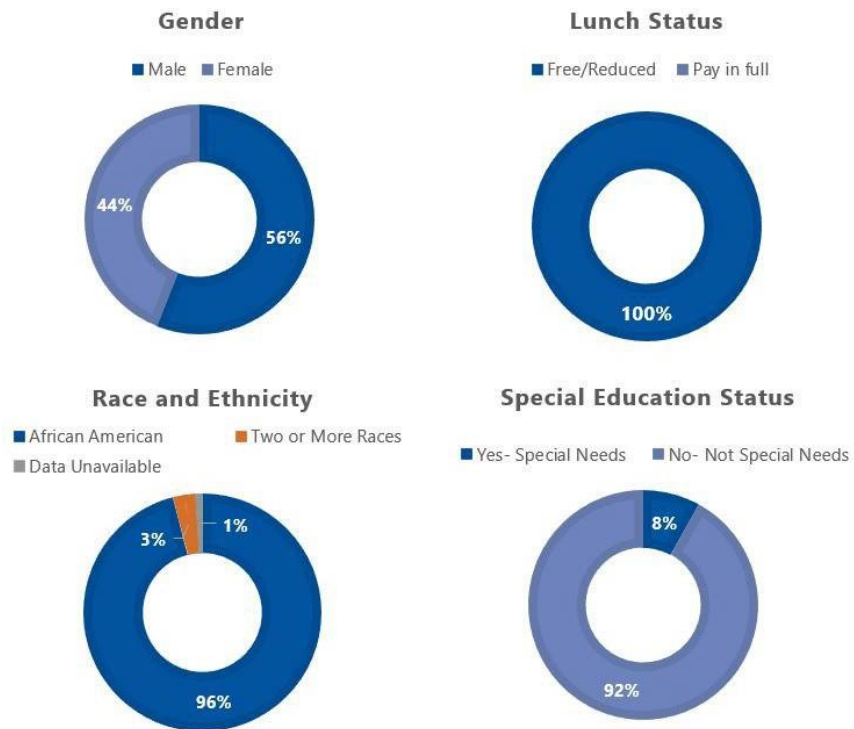


Figure 3b. McNair MS Registered Students' Demographics



Program Operations

Future Foundation’s *Afterschool Program* at Banneker HS was available to students Mondays through Thursdays from 3:30-7:00 pm, for 14 hours weekly, with an additional 30 minutes of buffer time each day. During the 2022–2023 school year, the program was open for 121 days of programming from August 15, 2022, through May 25, 2023, slightly below the goal of providing 135 days. The *Afterschool Program* at McNair MS was also available to students Mondays through Thursdays from 4:00-7:00 pm for 12 hours weekly, with 30 minutes of buffer time each day. During the 2022–2023 school year, the program was open for 125 days of programming from August 15, 2022, through May 25, 2023. The program met 93% of the goal of providing programming for 135 days.

Aligned with the program’s goals and objectives, program staff conducted various activities designed to provide academic support, social-emotional support, and enrichment as the program returned to in-person instruction. Program staff delivered some activities to all students simultaneously and in smaller groups depending on the activity. Enrichment activities occurred during different time blocks throughout the afterschool period and rotated across weeks. Tables 3a and 3b below displays a sample master schedule of activities at both sites.

Table 3a. Program Schedule of Activities for Banneker HS

Overview		Example weekly schedule			
Time	Schedule outline	Monday	Tuesday	Wednesday	Thursday
3:30-5:00	Check-ins and Connect & Colors, Drills, homework help	Check-ins, Connect & Colors, Drills	Check-ins, Connect & Colors, Drills	Check-ins, Connect & Colors, Drills	Check-ins, Connect & Colors, Drills
5:00-6:00	Academic Instruction/Tutoring	Mental math instruction	Reading and Writing 101	Journal	Reading and Writing 101
6:00-7:00	Academic/Enrichment Activities	Musical theater/poetry (6-7)	Fundamentals of math (6-6:30)	Mental math (6-7)	Musical theater/poetry (6-7)
6:30-7:30	Enrichment Activities	Enrichment activity	Health & Physical Education	Health & Physical Education	Poetry

Table 3b. Program Schedule of Activities for McNair MS

Overview		Example weekly schedule			
Time	Schedule outline	Monday	Tuesday	Wednesday	Thursday
4:00–4:30	Snack, Journal Prompts, restroom break	Snack, Journal Prompts, restroom break	Snack, Journal Prompts, restroom break	Snack, Journal Prompts, restroom break	Snack, Journal Prompts, restroom break
4:35–5:00	Affirmations, SEL, Daily Journal, PE	Affirmations, SEL, Daily Journal, PE	Affirmations, SEL, Daily Journal, PE	Affirmations, SEL, Daily Journal, PE	Affirmations, SEL, Daily Journal, PE
5:00–6:00	Academic/ Enrichment activities	Math/ELA	Remedial math	Drumming	Remedial ELA
5:30–7:00	Enrichment activities	Drama (6-7)	Yoga (5:30-6:30)	Remedial ELA (6-7)	PE (5:30-6:30)
6:30–7:30	Wrap-Up/ Dismissal/ Debrief	Wrap-Up/ Dismissal/ Debrief	Student discussion, Wrap Up/ Debrief	Wrap-Up/ Dismissal/ Debrief	Student discussion, Wrap Up/ Debrief

Academic Supports. The program provided daily academic support services to students in ELA, reading, and math through whole-group instruction and one-on-one homework assistance for all students as required. Academic instruction reinforced ELA and math skills and concepts students that students learn during school hours through collaboration with regular school-day teachers. During a regular school day, teachers often could not provide individual attention and adequate time for each student. Through individual instruction, the *Afterschool Programs* in both sites provided sufficient time and attention to each student and strengthened concepts learned during school, especially for students who struggled academically.

Social-Emotional Supports. Aligned with Future Foundation’s mission to develop students’ health and relationship skills while reducing risky behaviors, the *Afterschool Program* at both Banneker HS and McNair MS delivered a number of activities that supported students’ social-emotional learning and development:

- **Check-ins/Affirmations.** Students gathered at the beginning of each program day to participate in a reflective check-in process. *Afterschool Program* staff began check-ins by asking students to rate their emotional state using a traffic-light rating system, where green indicates a good emotional state and red indicates a need for emotional support from program staff. In addition, during check-ins, students shared news of their achievements and progress toward personal goals, celebrated each other’s success, and provided encouragement. During this time, students also engaged in activities that promoted

introspection and expression, such as journaling, theater, and poetry.

- **Academic Enrichment.** Academic enrichment supported inquiry, dialogue, and critical thinking among students. A variety of enrichment activities were offered daily across a program week. These activities included hands-on math and ELA activities such as mental math, remedial math instruction, and Reading and Writing 101.

Health and Wellness Enrichment. The *Afterschool Program* at both sites taught students about health, wellness, and nutrition, including:

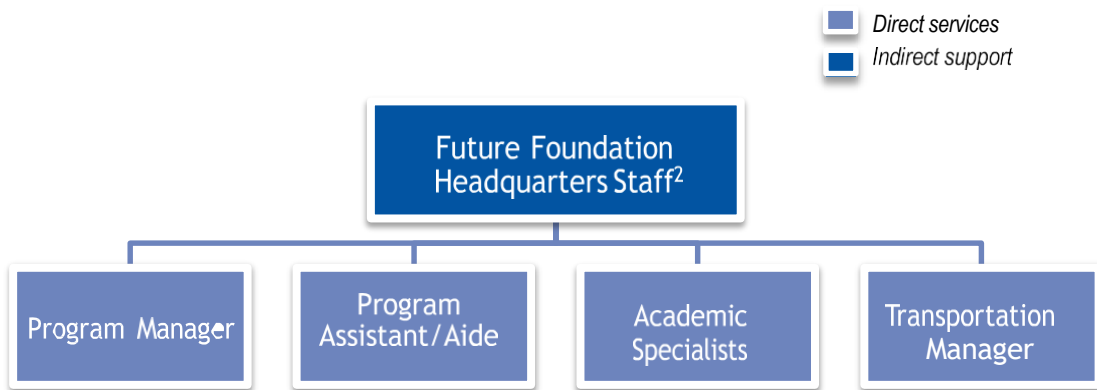
- **Wellness Education.** Future Foundation partnered with Fulton County Health Promotions to promote healthy decision-making among students. With the help of the instructor, students worked individually, in small groups, and finally, as a whole class to develop and apply communication and decision-making skills, enhancing their abilities to make healthy choices.
- **Physical Education (PE).** Students are given daily opportunities to participate in physical education instruction and engaging PE activities in the *Afterschool Program*.

Quality of Staffing

A. Staff Organization and Qualifications

A skilled and highly qualified staff implemented and supported the *Afterschool Program* at Banneker HS and McNair MS. Led by the Future Foundation headquarters staff¹, the *Afterschool* staff was comprised of program managers, academic specialists, one health coach, and transportation staff. Figure 4 shows the staff organization, including those who provided direct student services.

Figure 4. Staff Organizational Chart



The Future Foundation CEO and headquarters staff closely supported the *Afterschool Program* at both sites by providing strong leadership and guidance. The headquarters staff provided the program staff with opportunities for professional development, helped construct organization-wide and program-specific goals for improvement, and supported the program managers in reaching those goals. In addition, the Director of Programs worked to foster relationships with supporting partners of Future Foundation and the *Afterschool Program*.

The Program Managers managed all programmatic events and coordinated services with the health coach, certified teachers, transportation staff (for snack and supply deliveries to participants), and outside providers.

¹ Chief executive officer, chief financial officer, chief operating officer, program director, development consultant, community relations manager, and data and evaluation specialists.

Table 4 shows the demographic information for all staff providing direct services to *Afterschool Program* students.

Table 4. Demographics of Staff Delivering Direct Services to Students

Site	Total Staff	Certified Teacher
Banneker HS	4	2=Certified Teacher 2=Not Certified Teacher
McNair MS	5	2=Certified Teacher 3=Not Certified Teacher

B. Professional Development

Professional development in any program is critical to improving staff quality and service delivery. Future Foundation strongly and intentionally focuses on providing frequent and high-quality professional development to *Afterschool Program* staff. During the 2022-23 school year, the Foundation contracted with a consultant from Accountability Measures, LLC, a certified woman-owned business providing professional development targeted to agencies' needs. During the 2022-23 school year, this consultant continued to deliver yearlong, comprehensive professional development to all *Afterschool Program* staff in August, October, January, and March. Topics of these professional development sessions included:

- Program Evaluation Recommendations and Best Practices (August 2022)
- Goals Objectives and Lesson Standards Discipline (October 2022)
- Communication and Organization Chart (January 2023)
- Spring Surveys and Summer Planning (March 2023)

Objective Assessment

A. Overview

The 21st CCLC grant is designed to support students’ progress toward state and local learning standards, provide enrichment opportunities during non-school hours, and offer educational services to the families of participating students. Future Foundation established program goals and measurable objectives for its *Afterschool Program* that align with the purposes of the Georgia 21st CCLC program and Future Foundation’s vision to improve outcomes for low-income students. As shown in Table 5, the goals and objectives for the *Afterschool Programs* at Banneker HS and McNair MS focus on improving academic achievement, behavior improvement, and increasing parent/family engagement. The table below summarizes each measurable objective and addresses whether the program has met each item.

Table 5. Future Foundation Goals and Objectives for Banneker and McNair 21st CCLC *Afterschool Program*

Goals	Measurable Objective	Met
<i>Goal 1: To improve academic performance with an emphasis on English and Mathematics.</i>	1.1 40% of regularly attending (30 or more days) students will demonstrate English/Language Arts improvement from fall to spring, as measured by countywide assessments.	Unable to measure
	1.2 40% of regularly attending (30 or more days) students will demonstrate Math improvement from fall to spring, as measured by countywide assessments.	Unable to measure
	1.3 60% of regularly attending (30 or more days) students will increase or maintain (maintain specific to 70 or better) their numeric English classroom grades from fall to spring, as measured by report card grades.	No
	1.4 60% of regularly attending (30 or more days) students will increase or maintain (maintain specific to 70 or better) their numeric Math classroom grades from fall to spring, as measured by report card grades.	No
<i>Goal 2: To foster “Whole child” development.</i>	2.1 65% of regularly attending (30 or more days) students will report engaging in healthy behaviors more frequently, as measured by the pre- (fall) and post-test (spring) administration of a locally developed Youth Outcome Survey.	No
	2.2 65% of regularly attending (30 or more days) students will report engaging in fewer risky behaviors, as measured by the pre- (fall) and post-test (spring) administration of a locally developed Youth Outcome Survey.	No
<i>Goal 3: To increase adult family member involvement.</i>	3.1 60% of regularly attending (30 or more days) students’ family members will report increased communication with their child about his or her schoolwork/academics, as measured by the pre- (fall) and posttest (spring) administration of a locally developed. Parent/Guardian Outcome Survey.	Yes
	3.2 60% of regularly attending (30 or more days) students’ family members will report understanding the importance of talking to his or her child about the dangers associated with risky behaviors, as measured by the posttest (spring) administration of the Parent/Guardian Outcome Survey.	Yes

Goals	Measurable Objective	Met
	3.3 75% of regularly attending (30 or more days) students will attend at least one parent education workshop designed to help them support their child’s education and/or adolescent growth and development, as measured by a post-program analysis of workshop sign-in sheets.	Yes

B. Goal 1: Increasing Academic Achievement

Goal 1 regularly examines attending students’ academic outcomes, meeting grade-level expectations, and increasing academic achievement. Under Goal 1, Objectives 1.1 and 1.2 measure the percentage of *Afterschool* students identified as having improved from fall to spring on countywide assessments in ELA and mathematics. Student scores for countywide assessments are not yet available, and progress toward meeting these objectives cannot be determined.

Objectives 1.3 and 1.4 measure the extent to which at least 60% of regularly attending students either increased or maintained their grades in ELA and math. Metis conducted a comparative analysis of student report card grades from fall and spring (Table 6) to assess these objectives.

Table 6. Student Progress Toward Objectives 1.3 and 1.4

Site	Subject	Number of regularly attending students with fall grades	Number of RAS with spring grades	Matched N	% of regularly attending students who increased or maintained grades
Banneker HS	ELA	48	47	47	40%
	Math	49	49	49	55%
McNair MS	ELA	41	46	39	28%
	Math	43	45	42	38%

Of the 51 (Banneker) and 50 (McNair) regularly attending students, ELA report card grades were available for 47 students (92%) at Banneker HS and 39 (78%) at McNair MS. Analysis showed that 40% (Banneker) and 28% (McNair) of regularly attending students with available ELA report card grades increased or maintained their numeric grade from fall to spring. Altogether, 30 out of 86 students (34%) increased or maintained their ELA grade. This result indicates that Objective 1.3 **did not meet** and was missed by Banneker HS and McNair MS by 20 and 32 percentage points, respectively.

Similarly, math report card grades were available for 42 of the 50 (82%) regularly attending students at McNair and 49 out of 51 students at Banneker (96%). The analysis showed that 55% of regularly attending students with available math scores increased or maintained their numeric grades from fall to spring at Banneker HS. At McNair, only 38% of regularly attending students with available report cards increased or maintained their grades from fall to spring. Altogether, 43 out of 91 students (47%)

increased or maintained their math grades. These results indicate that Objective 1.4 was **not met** and was missed by Banneker HS and McNair MS by 5 and 22 percentage points, respectively.

C. Goal 2: Youth Development

Goal 2 examines improvements in regularly attending students’ social-emotional well-being and health. Under Goal 2, Objectives 2.1 and 2.2 measure if at least 65% of regularly attending *Afterschool Program* students reported engaging in healthy behaviors more frequently. Metis analyzed the results of a locally-developed Youth Outcome Survey (YOS) administered at the end of the program to respond to this objective. The survey asked students to rate the extent to which they agree with two statements about their behavior. These questions were measured using a five-point Likert scale, ranging from *strongly agree* to *strongly disagree*, and read:

- Since coming to the program, I have healthier behaviors.
- Since coming to the program, I have engaged in fewer or no risky behaviors.

Of 101 regularly attending students, 51 completed the post-surveys from both sites for a 50% response rate. Due to the low response rate, results should be interpreted with caution. Overall, 62% of the students at Banneker HS and McNair MS reported having healthier behaviors since attending the program, as measured by *strongly agree* or *somewhat agree*. More specifically, 40% of students *strongly agree*, and 22% *somewhat agree* with this statement (Figure 5). These data indicate that Future Foundation **did not meet** Objective 2.1.

Figure 5. Student Progress toward Objective 2.1

Since coming to the program, I have healthier behaviors
 (Banneker N= 29, McNair N=22)

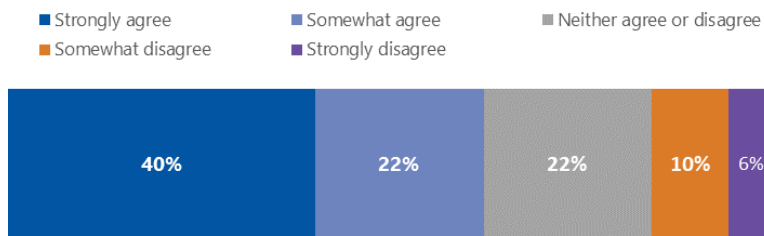
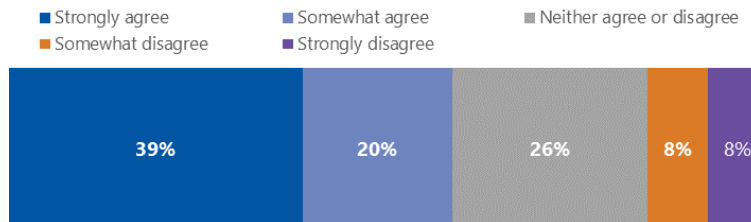


Figure 6. Student Progress toward Objective 2.2

Since coming to the program, I have engaged in fewer or no risky behaviors
 (Banneker N= 29, McNair N=22)



A majority of surveyed students at Banneker and McNair (59%) reported engaging in fewer or no risky behaviors since starting the *Afterschool Program*, with 39% *strongly agreeing* and 20% *somewhat agreeing*. However, because Objective 2.2 states that 65% of students will report engaging in fewer or no risky behaviors, this measure was **not met**.

D. Goal 3: Improving Parent Engagement

Goal 3 encourages parent/family involvement in their child’s education and awareness of their needs. To assess Goal 3, objectives measure the percentage of parents of regularly attending students who reported increased communication related to their children’s academics (3.1) and reported understanding the importance of talking to their child about the dangers of risky behavior (3.2).

Metis analyzed the results of a locally developed Parent/Guardian Outcome Survey to assess progress toward these objectives, administered at the end of the program. The survey asked the parents how often they talk with their children about the dangers of risky behaviors. Twenty parents’ responses were analyzed using a five-point Likert scale from *very satisfied* to *very dissatisfied* (Figures 7 and 8).

Figure 7. Parent Progress toward Objective 3.1

Since my child has come to the program, I have increased my communication about schoolwork/academics with my child.

(Banneker N= 6, McNair N=14)

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

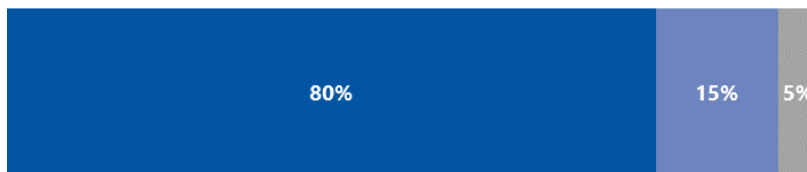


Figure 8. Parent Progress toward Objective 3.2

Since my child has come to the program, I understand the importance of talking about risky behaviors with my child.

(Banneker N= 6, McNair N=14)

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied



Since the percentage of parents who report increasing their communication with their child is greater than 60%, Objective 3.1 was **met**. Additionally, after these surveys were analyzed to assess progress toward Objective 3.2, it was found that 95% of parents reported understanding the importance of talking to their children about the dangers associated with risky behaviors. Objective 3.2 was also **met** and exceeded.

To assess progress towards Objective 3.3, Metis used data from sign-in sheets from parent events held at both sites. The events with recorded attendance are listed below. As displayed in Table 11, the *Afterschool Program* at Banneker HS offered four total parent/family engagement opportunities. At McNair MS, eight total events were offered to parents and families. Both schools also offered advisory board meetings during fall and spring to discuss the programmatic goals, offerings, and stakeholder recommendations. Overall, 81 parents attended all the events except advisory councils.

Table 11. Parent Engagement Opportunities and Attendance

Site	Date	Event name/description	Number of attendees
Banneker HS	10/27/22	Advisory Council	1
	11/19/22	Hosea Feed the Hungry	1
	4/15/23	Family Fun Day	10
	5/6/23	Mother's Day Brunch	2
McNair MS	8/18/22	Parent Orientation	21
	10/20/22	Lights on Afterschool	18
	10/20/22	Advisory Council Meeting	18
	12/15/22	Parent Night Year-End Meeting	10
	5/6/23	Mother's Day Brunch	6
	5/11/23	Future Foundation Interest Meeting	5
	5/22/23	Parent Advisory Council Meeting	8
	5/22/23	Future Foundation Interest Meeting	8

Objective 3.3 is considered met when at least 75% of regularly attending students' parents attend at least one parent education workshop designed to help them support their child's education and/or behavioral development. At Banneker, 13 students out of 51 (25%) had at least one parent attend a parent/family engagement session. These data indicate that Objective 3.3 was not met for Banneker HS. At McNair, 68 total parents attended the parent engagement opportunities offered. These data indicate that Objective 3.3 was met for McNair MS. Altogether, 81 out of 101 (80%) regularly attending students had at least one parent attend a parent/family engagement event. These data indicate that **Objective 3.3 was met** for both sites combined. Note that this analysis excludes fall and spring advisory meetings.

Outcomes

A. Site Visit and Focus Groups Outcomes

On March 27, 2023, Metis Associates visited the *Afterschool Program* at **Banneker High School**. Metis observed the academic enrichment portion of the *Afterschool Program* and later conducted a staff and student focus group.

Findings. During the visit, Metis interviewed the Program Manager and facilitated a student focus group. Due to the loss of Banneker’s former Program Manager, Eddrena Clark, this site transitioned to a new Project Manager. Because of this change in staffing, Banneker had a difficult start to the year. During the interviews, staff mentioned using different strategies to increase parent participation, including hosting virtual or weekend events and distributing a parent interest survey to guide planning activities. However, staff reported that these strategies aren’t always successful, and parent engagement is challenging. Still, notable successes reported by staff included students’ readiness to graduate from high school. Students’ achievements are commendable, especially after being interrupted from their typical year due to COVID. Parents agreed that the program helps students stay focused and progress towards graduation and attend college.

“So they take [students] on a lot of different college trips and field trips and speaking with [them] about counseling and what classes are important to attend once [they] start school. And I really appreciate it. I think that’s good.”

When discussing challenges, upper-level student engagement was considered a continuous struggle. Incentivizing students to attend the program and maintaining consistent attendance was difficult for staff because of discrepancies between day and after-school rules and protocols. Students are often fatigued from the regular day and struggle to stay motivated during after-school hours. The staff mentioned food as a leading cause of difficulties with engagement, especially since the program runs during the evening.

During the focus groups, students reported enjoying enrichment activities such as theater, recreational and outdoor time. Additionally, students and parents expressed social-emotional growth after attending the program, sharing that both their peers and staff have helped students develop more healthy behaviors and habits. For example, one student shared that it’s been helpful to have someone to talk to when dealing with their emotions and that the program has provided them with tips to manage frustrating emotions such as anger. Additionally, another student shared that the program provides a conducive environment to stay motivated and do homework. Similarly, several students expressed that the program has helped them stay on track academically and provided a productive and safe place to be during after-school hours.

Overall, the visit to the Banneker *Afterschool Program* yielded the following findings:

- Students reported positive impacts of the program on their social-emotional health and behaviors, such as learning to efficiently handle their emotions, having a safe space to open up, and developing self-esteem and confidence.
- Students also expressed appreciation for the safe and supportive environment to receive academic support, get their homework done, and stay away from risky situations outside of the program.
- Staff built a repertoire of skills and strategies to address several difficulties the program faces, demonstrating resilience and commitment to running a well-rounded and effective program.

On the same day, Metis Associates also visited the *Afterschool Program* at **McNair Middle School**. Metis briefly observed program activities and conducted a staff and student focus group.

Findings. During the interviews, staff highlighted parent engagement as an aspect that is going well for the program. More specifically, staff mentioned that the Black History event was successful with parent engagement and allowed students to showcase their talents and work. Similarly, staff also reported building strong relationships with parents and consistently communicating with them about their children and their own interests. Furthermore, staff reported a holistic impact on students, describing that the program positively affects students’ academic achievement and helps students’ social-emotional development. For example, staff shared that students work on their social skills throughout the year and are more confident and self-assured by the end of the year.

“Another thing that Future Foundation has done for me is to make me feel better about myself. When I first came to Future Foundation, I was scared and shy, but [staff] welcomed me in. They showed me comfort. Ever since then, me and all of them have been really close.”

At McNair, students can meet with a staff member to receive one-on-one counseling. The program manager at this site reported that most students wanted this support, and those meeting with the

“The talks we have, or sometimes we write, it helps me become more of a leader. [Staff] always says I have the potential. In the time I’ve been with [staff], I feel like I’ve become a leader or a role model to my peers that go [to the program]”

vendor liked the experience. Students agreed with this, sharing that confiding in program staff helps build confidence and improves mental health. For example, one student shared that “Future Foundation creates a bond between you and that person,” encapsulating the “second family” backbone of the program. Other students also reported that attending the program has had many positive impacts, including academic support, building relationships with peers and staff, enhancing their social-emotional well-being, and providing engaging enrichment activities.

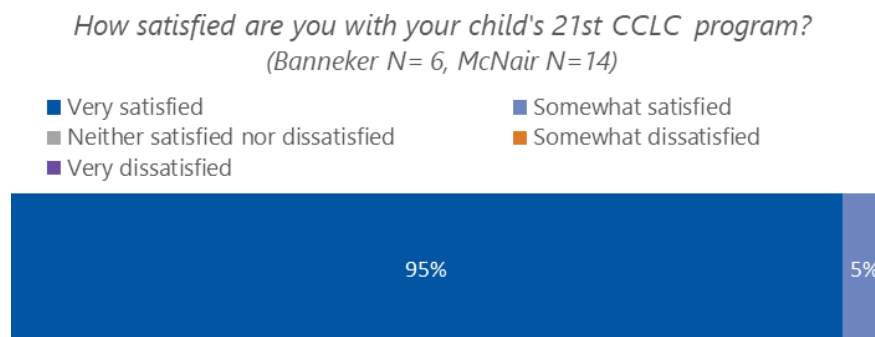
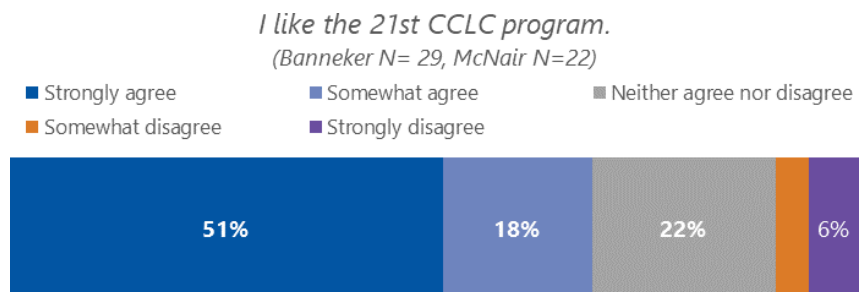
Overall, the visit to the McNair *Afterschool Program* yielded the following findings:

- Due to consistent communication and developed relationships with staff, parent engagement is going well, particularly with events centered around showcasing students’ work and talents.
- Staff reported positive impacts on students’ academic achievement and social-emotional development.
- Staff and students agreed that the program greatly aids students in developing their social skills, confidence, and self-esteem. Similarly, both staff and students appreciate having a dedicated staff member to counsel students and shared that it is helpful to get this individualized support.
- Students appreciated the program’s various impacts, including academic support and building relationships, and expressed enjoying activities like sports, recreation, and cooking instruction.

B. Survey Outcomes

The Georgia Department of Education (GaDOE) requires that all subgrantees survey students attending a 21st CCLC program and the adults in their lives. This section draws from data collected from the GaDOE end-of-year surveys of students and parents related to program satisfaction.

Figures 9a and 9b. Student and Parent Satisfaction Ratings



Program Satisfaction. The student and parent surveys each included a question related to program satisfaction (Figures 9a and 9b). Overall, students and parents reported being highly satisfied with the *Afterschool Program* offered at Banneker HS and McNair MS. Among the 51 regularly attending students who completed the survey, 69% *somewhat* or *strongly agreed* that they were satisfied with the program. Similarly, among the 20 responding parents, 100% were *somewhat* or *very satisfied* with the program.

Progress toward Sustainability

Strong partnership development, intensive capacity building (e.g., staff development), program assessment and adaptation, and deliberate long-term planning have contributed to the success and sustainability of Future Foundation’s *Afterschool Program* at Banneker HS and McNair MS.

Partnership Development. During the 2022–23 school year, Future Foundation worked with over 20 total program partners who contributed resources such as face masks (Atlanta Tool Bank), facility space (Fulton County Schools), school supplies (United Way), snacks, and food (USDA, Bold Ministries), weekly group sessions and snacks (Real Talk) and other donations (such as through Bando Project, Project HBCU). These funds were used for all programs operated by Future Foundation. Specifically, for the *Afterschool Program* sites of Banneker HS and McNair MS, the contribution amounted to \$273,193 for the school year.

Capacity Building. The Accountability Measures consultant provided monthly professional development to program staff across the school year, building staff knowledge and skills in critical areas to long-term program success, such as understanding our brains, stress, work, and life; assertive discipline, conflict resolution, and problem-solving; classroom management techniques; lesson plan development; and data literacy. By partnering with Accountability Measures, Future Foundation invested in building staff capacity, which will benefit students served by the *Afterschool Program* in future years.

Sustainability Planning. At the beginning of the 2019–20 fiscal year, Future Foundation developed a three-year, agency-wide sustainability plan, which will benefit the entire organization as well as support progress toward sustainability in the *Afterschool Program*. The overarching goal of the sustainability plan is to establish a sustainable and diversified financial base. The Future Foundation’s current funding comprises state, local, and federal grants and contributions from individuals and corporations. Key strategies under the plan include:

- Cultivating new partnerships and securing more funders to reach programmatic and financial targets.
- Continue providing regular support and resources to staff and programs to ensure effective functioning and management of the organization.
- Enhancing communications with partners, including hosting in-person partner meetings and developing a strategic communication plan to increase awareness among the stakeholders and general public about the Foundation.
- Conduct regular needs assessments and evaluations to understand the needs of the program and the target population to provide relevant services, refine program design, and ultimately maintain high-quality programming.

Conclusions and Recommendations

This report summarized the outcomes of Future Foundation’s *Afterschool Program* at Banneker HS and McNair MS. The *Afterschool Programs* at both sites had several accomplishments this past year and are listed below.

- Banneker HS offered 3.5 hours of afterschool programming four days per week for 121 days from August 2022 through May 2023. McNair MS also provided 3.5 hours of afterschool programming four days per week for 125 days from August 2022 through May 2023. Both schools were slightly below the goal of providing programming for 135 days to their students.
- Banneker HS provided programming to 69 registered students, 51 or 74% regularly attending. McNair provided programming to 75 registered students; 50 or 67% regularly attended.
- Successfully met and exceeded three of the seven program objectives for which data were available.
- Program staff provided students with high-quality academic support and instruction closely linked with the school day and offered students high-quality enrichment opportunities. Moreover, the program improved students’ academic standing and academic behaviors.
- Yielded high program satisfaction among both students and parents.
- Engaged parents in 12 high-quality workshops and other events to identify their child’s needs and risky behaviors and support their child’s academic growth.

Below are several recommendations to consider to enhance the program’s impact:

- **Provide more varied parent engagement opportunities to ensure greater attendance at the high school level.** In addition to offering parent workshops on youth high-risk behaviors, consider offering various engagement options, such as events that support parents and their needs (e.g., GED preparation, community resources) and services that parents can provide to the program (e.g., serving as guest speakers, volunteers, or activity assistants).
- **Continue hosting events where students and parents can attend and celebrate program impacts** (Case, 2020). As reported by staff and sign-in sheets, the most well-attended events allow parents to celebrate student achievements and enjoy time together. Therefore, it is recommended to continue hosting and adequately advertising these events to increase parent engagement.
- **Continue to cater to varying student needs by developing targeted training and professional development for staff.** Studies from the science of learning and development have shown that student’s social and emotional competencies are equally important as mastering academics to reach their full potential (Peterson & Vandell, 2021). Several staff members suggested providing targeted PD and certifications in topics such as program

management and tending to students with varying learning needs. Students appreciated the social-emotional support received by program staff, so it is recommended to continue to provide this support and consider offering counseling at the high school level.

- **Continue to gather key stakeholder feedback and make changes to programming accordingly.** Allow students and parents to play a more significant role in the program planning process by inviting them to plan meetings, activities, and field trips to ensure their opinions are heard. Additionally, consider conducting interest surveys for high school students to develop more exciting and engaging programming for these students. For example, several students mentioned interest in art, physical education, and other enrichment activities.

References

Case, A. (2020). “Doing Our Part”: What Motivates Black Family Engagement in an After-School Program. *Journal of Youth Development*, 15(6), 44-69. doi:<https://doi.org/10.5195/jyd.2020.887>

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