

**Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers  
FY 23 Common Data Elements Form**



<b>Subgrantee: Reef House Cluster Afterschool Program</b>	<b>Date: June 30, 2023</b>
---	----------------------------

**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:	<b>102</b>	Number:	<b>136</b>	Number:	<b>84</b>	Number:	<b>6</b>	Number:	<b>58</b>

**2. Objectives**

	Total Objectives		Met		Not Met		Other
Number:	<b>9</b>	Number:	<b>6</b>	Number:	<b>1</b>	Number:	<b>2</b>

**3. GTID**

Number of Student GTIDs Reported in Transact/Cayen	<b>136</b>
--	------------

**4. Report Card Grades**

**4A. English Language Arts**

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester ELA Grade					Students without Grades	Registered Students Attending at least 1 day or 1 hour 2 <sup>nd</sup> Semester ELA Grade			
	Number	A	B	C	D or F		Number	A	B	C
<b>23</b>	<b>26</b>	<b>27</b>	<b>33</b>	<b>27</b>	<b>31</b>	<b>31</b>	<b>23</b>	<b>31</b>	<b>31</b>	<b>20</b>
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 <sup>st</sup> Semester Math Grade					Students without Grades	Registered Students Attending at least 1 day or 1 hour 2 <sup>nd</sup> Semester Math Grade			
	Number	A	B	C	D or F		Number	A	B	C
<b>16</b>	<b>19</b>	<b>27</b>	<b>42</b>	<b>32</b>	<b>33</b>	<b>33</b>	<b>13</b>	<b>21</b>	<b>38</b>	<b>31</b>
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	
	%	<b>3</b>	%	<b>17</b>	%	<b>20</b>	%	<b>35</b>	%	<b>25</b>
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	<b>5</b>	%	<b>25</b>	%	<b>14</b>	%	<b>28</b>	%	<b>29</b>
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	<b>5</b>	%	<b>17</b>	%	<b>24</b>	%	<b>23</b>	%	<b>32</b>
	<b>49</b>									

**6. Partners**

Number of Partners	Total Amount of Contributions
<b>20</b>	<b>289,134</b>

JUNE 2023

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

Summative Report for 2022-23

Reef House Teen Center  
Reef House Learning Center

## SUBMITTED TO

Ronnette V. Smith, Chief Executive Officer  
Future Foundation

## SUBMITTED BY

Luciana Viscarra, Research Assistant  
Kai Arenaza, Research Assistant

# Table of Contents

---

Common Data Elements Form	
Overview and History	2
A. FutureFoundationHistory	2
B. Program Overview	3
C. Evaluation Design	4
Student Attendance and Enrollment	5
Program Operations	7
Quality of Staffing	10
A. Staff Organization and Qualifications	10
B. Professional Development	11
Objective Assessment	12
A. Overview	12
B. Goal 1: Increasing Academic Achievement	13
C. Goal2: Youth Development	14
D. Goal3: Improving Parent Engagement	15
Outcomes	17
A. Site Visit and Focus Groups Outcomes	17
B. Survey Outcomes	18
Progress toward Sustainability	20
Conclusions and Recommendations	21

## Overview and History

### A. Future Foundation History

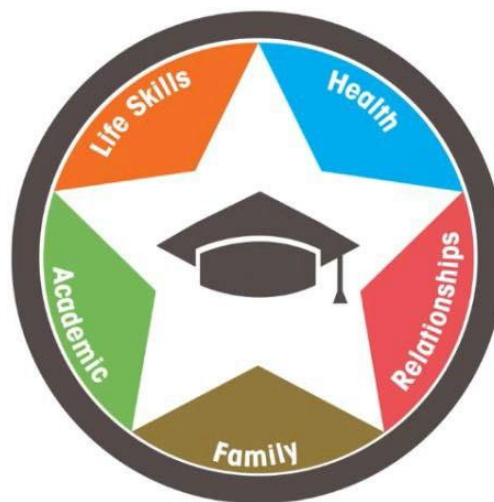
Since opening its doors in 2001, Future Foundation has remained dedicated to providing research-based prevention services to address the multi-faceted needs of the most underserved, at-risk youth residing in their service area of East Point and College Park. Future Foundation is leveling the playing 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



Figure 2. Future Foundation Theory of Change



Launched in 2004, the Foundation’s flagship program, the *Afterschool Program*, provides high-quality afterschool and summer programming for at-risk youth in the 6<sup>th</sup>–12<sup>th</sup> 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 21<sup>st</sup> Century Community Learning Center (CCLC) funding, in the 2022–2023 school year, Future Foundation’s Reef House *Afterschool Program* was offered to middle school students from Paul D. West Middle School and Hapeville Charter Middle School, both Title I schools serving economically disadvantaged students (51% and 38% respectively), and was offered to high school students from Tri-Cities High School and Hapeville Charter Career Academy, also Title I schools serving economically disadvantaged students (38% and 33% respectively) (Governor’s Office of Student Achievement, 2022). The program aims to improve students’ academic performance and 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, math skills, and concepts students focus on 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 component 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 summarizes evaluation activities for the 2022-23 school year.

**Table I. Evaluation Activities for the 2022–23 School Year**

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

## Student Attendance and Enrollment

In the 2022–23 school year, the *Afterschool Program* at Teen Center aimed to serve 34 students, and the program at Learning Center aimed to serve 68 students. During the reporting period, the program served 52 students in grades 9–12 at Teen Center and 71 in grades 6–8 at Learning Center. As shown in Table 2, at Teen Center, ninth-grade students accounted for the greatest percentage of enrolled students (42%), followed by tenth-grade (37%), eleventh-grade (15%), and twelfth-grade students (6%). At Learning Center, sixth and seventh-grade students accounted for the highest percentage of enrolled students (41%), followed by eighth-grade students at 18% of the total number of registered students.

**Table 2. Percentage of Registered Students by Grade Level**

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Teen Center	22	19	8	3
	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	
Learning Center	29	29	13	

Almost all students at Teen Center identified as Black/African American (96%), 2% identified as Hispanic or Latino, and 2% identified as Asian. Most students at Learning Center identified as Black/African American (90%), 4% identified as Hispanic or Latino, 3% identified as white, and 3% of students had no ethnicity data available. Additional analyses on student demographics at Teen Center (Figures 3a and 3b) show that about half of the students were female (44%), over half were male (56%), all students (100%) qualified for free and reduced-price lunch, and 65% did not qualify for special education services. At Learning Center, 42% of students were male while 58% were female, 100% qualified for free and reduced-price lunches, and most students (81%) did not qualify for special education services.

Of the 52 registered students at Teen Center, 21 (40%) *regularly attended* the program, meaning these students attended the program for 30 days or more. Additionally, the *Afterschool Program* at Teen Center had an average daily attendance of 15 students. Similarly, of the 71 registered students at Learning Center, 56 (79%) *regularly attended* the program. In addition, the *Afterschool Program* at Learning Center had an average daily attendance of 34 students.

Figure 3a. Teen Center Registered Students' Demographics

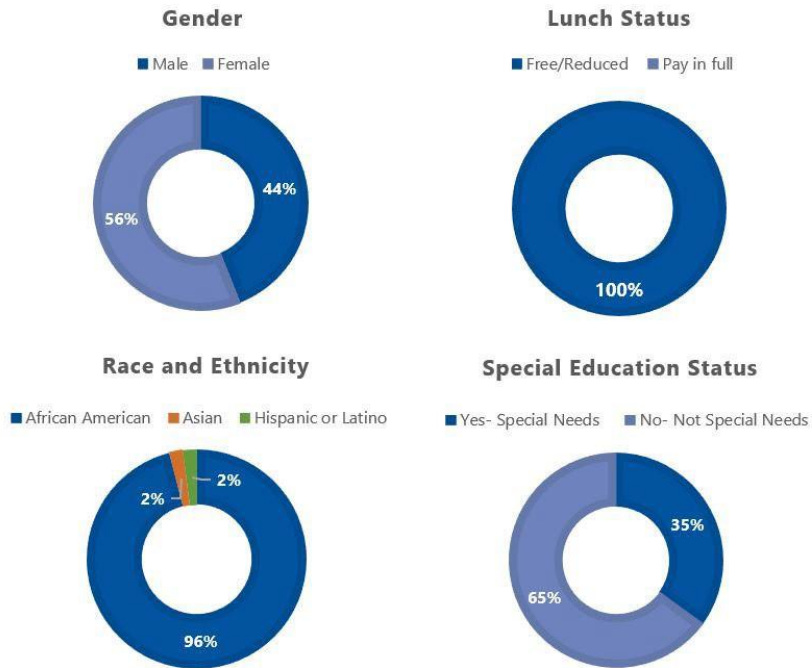
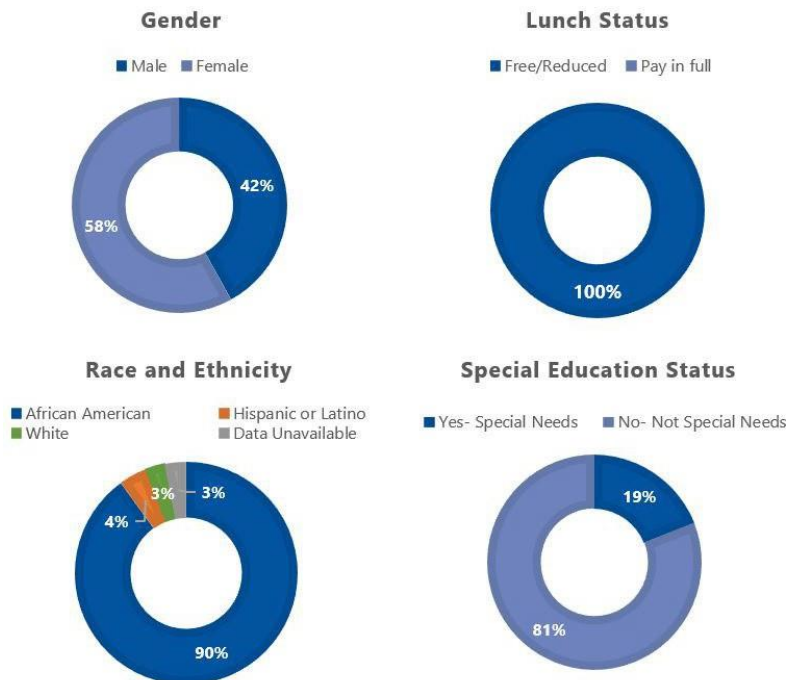


Figure 3b. Learning Center Registered Students' Demographics





## Program Operations

Future Foundation’s *Afterschool Program* at Teen Center was available to students Mondays through Thursdays from 3:30-7 pm for 14 hours weekly. During the 2022–2023 school year, the program was open for 109 days of programming from August 15, 2022, through May 25, 2023, below the goal of providing 135 days. The *Afterschool Program* at Learning Center was also available to students Mondays through Thursdays from 4:00–7:00 pm for 12 hours weekly. During the 2022–2023 school year, the program was open for 119 days of programming from August 15, 2022, through May 25, 2023. The program met 88% 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 display a sample master schedule of activities at both sites.

**Table 3a. Program Schedule of Activities for Teen Center**

Overview		Example weekly schedule			
Time	Schedule outline	Monday	Tuesday	Wednesday	Thursday
3:30–4:30	Check-In/ Snack Study Hall	Check-In/ Snack Study Hall	Check-In/ Snack Study Hall	Check-In/ Snack Study Hall	Check-In/ Snack Study Hall
4:30–4:45	Transition/Break	Transition/ Break	Transition/ Break	Transition/ Break	Transition/ Break
4:45–5:45	Rules Overview/ Academic Activities	Policy/Rules Overview	Policy/Rules Refresher/ Financial Literacy	Policy/Rules Refresher/ Advisory Council	Policy/Rules Refresher/ Career Pathway
5:45–6:00	Transition/Break	Transition/ Break	Transition/ Break	Game Time (Family Feud)	Jeopardy
6:00–7:00	Enrichment Activities	Team Building	Team Building	Wrap-Up/ Debrief	Wrap-Up/ Debrief
7:00–7:30	Discussion/ Dismissal	Discussion/ Dismissal	Discussion/ Dismissal	Discussion/ Dismissal	Discussion/ Dismissal

**Table 3b. Program Schedule of Activities for Learning Center**

Overview		Example weekly schedule			
Time	Schedule outline	Monday	Tuesday	Wednesday	Thursday
4:00–4:45	Snack / Affirmation	Snacks / Affirmation	Snacks / Affirmation	Snacks / Affirmation	Snacks / Affirmation
4:45–5:30	Homework Support	Homework Support, ELA, Math	Homework Support ELA, Math	Homework Support ELA, Math	Homework Support ELA, Math
5:30–6:45	Physical/Enrichment Activities	PE Coach Bailey	PE Coach Bailey	Yoga Coach Bailey	Cooking/Art Activity
6:45–7:00	Journals	Journals	Journals	Journals	Journals

**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 needed help to 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 Teen Center and Learning Center 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 engaged in activities that promoted introspection and expression.
- **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 and homework support.

- **College and Career Readiness Enrichment.** Future Foundation’s *Afterschool Program* strives to make every student college and career-ready, with a strong emphasis on ensuring that 100% of their graduates attend post-secondary education.
- **Financial Literacy** instruction focused on helping students build and adhere to a budget. These sessions also emphasized the importance of health insurance for healthy young adults and preparing for early retirement through monthly contributions. The purpose and significance of basic financial tools/concepts were also taught and discussed, such as credit cards, savings accounts, checking accounts, debt, and credit scores.

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

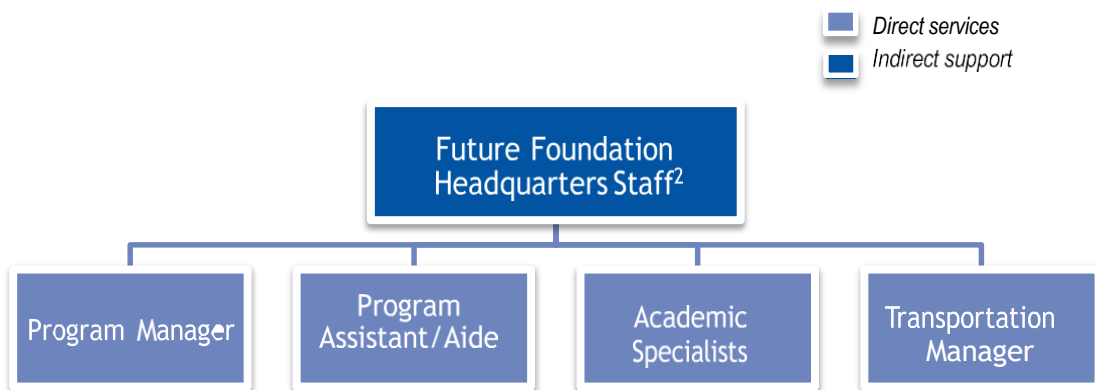
- **Wellness Education.** Future Foundation partnered with Fulton County Health Promotions to promote healthy decision-making among students. With the help of the instructor, students worked individually, in small groups, and finally, as a whole class to develop and apply communication and decision-making 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 Teen Center and Learning Center. Led by the Future Foundation headquarters staff<sup>1</sup>, the *Afterschool* staff was composed 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.

<sup>1</sup> 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
Teen Center	3	1=Certified Teacher 2=Not Certified Teacher
Learning Center	4	2=Certified Teacher 2=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' specific needs. During the 2022-23 school year, this consultant delivered yearlong, comprehensive professional development to all *Afterschool Program* staff based on a professional development needs assessment survey conducted at the start of the program year. The consultant designed and delivered a customized professional development program based on the survey results. Topics that were a recurring focus during monthly professional development sessions, as well as during biweekly meetings for Program Managers, included:

- Utilizing Chromebooks
- Navigating SharePoint
- Understanding grant requirements, objectives, and staff responsibilities
- KDRAP Reading App training
- Developing lesson plans, including detailed ideas for student engagement as well as discussing programming expectations
- Recruitment strategies and best practices
- Planning for Summer activities

# Objective Assessment

## A. Overview

The 21<sup>st</sup> 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 21<sup>st</sup> 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 Teen Center and Learning Center focus on improving academic achievement, behavior improvement, and increasing parent/family engagement.

**Table 5. Future Foundation Goals and Objectives for Teen Center and Learning Center 21<sup>st</sup> CCLC Afterschool Program**

Goals	Measurable Objective	Met
Goal 1: To improve academic performance with an emphasis on English and Mathematics.	1.1 40% of regularly attending (30 or more days) students will demonstrate English/Language Arts <i>improvement from fall to spring, as measured by countywide assessments.</i>	N/A
	1.2 40% of regularly attending (30 or more days) students will demonstrate Math improvement from fall to spring, as measured by countywide assessments.	N/A
	1.3 50% 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.	Yes
	1.4 50% 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.	Yes
Goal 2: To foster “Whole child” development.	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.	Yes
	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.	Yes
Goal 3: To increase adult family member involvement.	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 <i>Parent/Guardian Outcome Survey.</i>	Yes

	3.2 60% of regularly attending (30 or more days) students’ family members will report understanding the importance of talking to their child about the dangers associated with risky behaviors, as measured by the post-test (spring) administration of the Parent/Guardian Outcome Survey.	Yes
	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.	No

## B. Goal 1: Increasing Academic Achievement

Goal 1 examines regularly 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 were not available to Future Foundation at the time of this report. As such, progress toward meeting these objectives cannot be determined.

Objectives 1.3 and 1.4 measure the extent to which at least 50% of regularly attending *Afterschool* 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 regularly attending students with spring grades	Matched N	% of regularly attending students who increased or maintained grades
Teen Center	ELA	20	17	17	59%
	Math	18	15	15	67%
Learning Center	ELA	47	47	43	63%
	Math	51	47	46	50%

Of the 21 regularly attending students at Teen Center and 56 regularly attending students at Learning Center, ELA report card grades were available for 17 students (81%) at Teen Center and 43 (77%) at Learning Center. Analysis showed that 59% (Teen Center) and 67% (Learning Center) of regularly attending students with available ELA report card grades increased or maintained their numeric grades from fall to spring. Altogether, 37 out of 60 students (62%) increased or maintained their ELA grades. This result indicates that **Objective 1.3 was met**.

Similarly, math report card grades were available for 46 of the 56 (82%) regularly attending students at Learning Center and 15 out of 21 students at Teen Center (71%). The analysis showed that only 67% of regularly attending students with available math scores increased or maintained their numeric grades from fall to spring at Teen Center. At Learning Center, 50% of regularly attending students with available report cards increased or maintained their grades from fall to spring. Altogether, 33 out of 61 students (54%) increased or maintained their ELA grades. These results indicate that **the program met Objective 1.4.**

## C. Goal 2: Youth Development

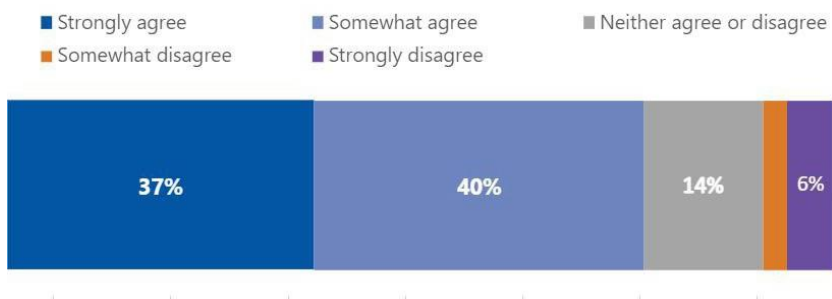
Goal 2 examines improvements in regularly attending students’ social-emotional well-being and health. Under Goal 2, Objectives 2.1 and 2.2 measure if at least 65% of regularly attending *Afterschool Program* students reported engaging in healthy behaviors more frequently. Metis analyzed the results of 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 how much they agreed 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.

Thirty-five out of 77 regularly attending students completed the post-surveys from both sites. Due to the low response rate (45%), results should be interpreted with caution. Seventy-seven percent of the Teen Center and Learning Center students reported having healthier behaviors since attending the program. More specifically, 37% of students *strongly agree*, and 40% *somewhat agree* with this statement (Figure 5). These data indicate that **Future Foundation met Objective 2.1 for both sites.**

**Figure 5. Student Progress toward Objective 2.1**

*Since coming to the program, I have healthier behaviors*  
 (RHLC N=24, RHTC N=11)

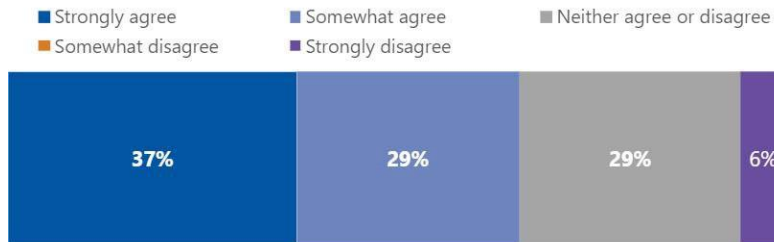




**Figure 6. Student Progress toward Objective 2.2**

*Since coming to the program, I have engaged in fewer or no risky behaviors*

(RHLC N=24, RHTC N=11)



Two-thirds of regularly attending students who answered the survey (66%) reported engaging in fewer or no risky behaviors since starting the *Afterschool Program*, with 37% *strongly agreeing* and 29% *somewhat agreeing*. Taken together, these data suggest that because 66% of regularly attending students reported engaging in fewer risky behaviors, Objective 2.2 was **met**.

### D. Goal 3: Improving Parent Engagement

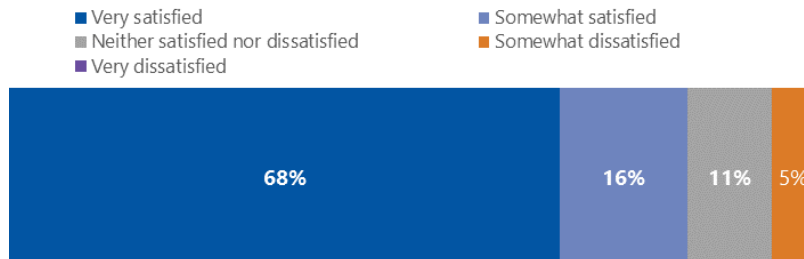
Goal 3 encourages parent/family involvement in their child’s education and awareness of their needs. To assess Goal 3, objectives measure the percentage of parents of regularly attending students who reported increased communication related to their children’s academics (3.1) and reported understanding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

Metis planned to analyze 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. Responses were analyzed using a five-point Likert scale from *very satisfied* to *very dissatisfied*. Due to the substantially low response rate of the Parent Outcome Survey (25%), results should be interpreted with caution.

**Figure 7. Parent Progress toward Objective 3.1**

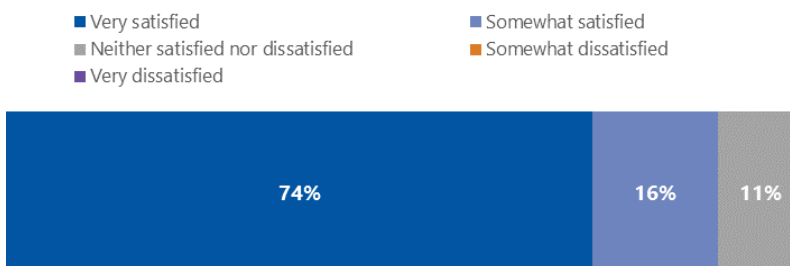
*Since my child has come to the program, I have increased my communication about schoolwork/academics with my child.*

(RHLC N=11, RHTC N=8)



**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.*  
 (RHLC N=11, RHTC N=8)



As seen in Figures 7 and 8, 19 surveys were analyzed. Since the percentage of parents who report increasing their communication with their child is greater than 60% (84% specifically), **Objective 3.1 was met**. Additionally, after these surveys were analyzed to assess progress toward Objective 3.2, it was found that 90% 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 the available sign-in sheets from parent events held at both sites. As displayed in Table 11, the *Afterschool Program* at Teen Center and Learning Center offered two total parent/family engagement opportunities. Teen Center also offered an advisory board meeting during the fall to discuss the programmatic goals, offerings, and stakeholder recommendations. Overall, 57 parents attended all the events except the advisory council.

**Table 11. Parent Engagement Opportunities and Attendance**

Site	Date	Event name/description	Number of attendees
Teen Center	10/31/22	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	3
Learning Center	8/6/22	Back 2 School Block Party	30
	10/29/22	Lights on Afterschool/Fall Fest	13

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 Teen Center, 14 parents attended the parent engagement opportunities offered. At Learning Center, 43 total parents attended parent and family engagement activities. In total, 57 out of 77 (74%) total parents attended a parent/family engagement session. This data indicates that **Objective 3.3 was not met by one percentage point** for both sites combined. Note: this excludes parent attendance at the fall advisory council.

# Outcomes

---

## A. Site Visit and Focus Groups Outcomes

On March 28, 2023, Metis Associates visited the *Afterschool Program* at **Teen Center**. Metis conducted a focus group with all Program Managers, a student focus group, and a virtual parent focus group.

**Findings.** During the interviews, staff highlighted parent events, particularly those designed to provide resources to families, or those students and parents can attend together. Additionally, when thinking about student impact, staff explained that this could look many different ways for students. For example, staff shared the success story of a student who excitedly reported receiving high grades on their math test due to extra support and study time during the program. Additionally, the staff shared an example of another student who blossomed in their social skills and overall self-esteem throughout the program year. Other impacts observed by staff include students consistently showing up to the program and demonstrating that they want to be there.

One challenge mentioned by staff includes the lack of therapy and counseling provided by the program, sharing that they often must refer students back to their school for them to receive this support. However, the staff continue to manage by implementing social-emotional learning and encouraging student team-building discussions. Other challenges shared included the financial limitations of the program. Staff explained that they often must think outside the box to continue providing enriching experiences like field trips.

Students raised a few recommendations for the program, including providing a hot meal every day, adding a variety of activities to choose from, and having more field trips to colleges. On the other hand, students commended the program for creating a space to be productive and stay busy. Students appreciate staff and vendors that are interactive with their programming, seeking students' feedback and integrating it into their teaching. Other significant impacts reported by students included meeting people and building relationships through the program.

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

- Students consistently showed up to the program despite raised challenges and barriers.
- Staff reported positive impacts of the program on students' academic achievement as well as social-emotional health.
- Staff and students agreed that the program provides a safe and productive environment to build relationships, meet new people, and feel supported.
- Several challenges were reported this year, including limited funding, activities, and field trips.

Metis Associates also visited the *Afterschool Program* at **Reef House Learning Center** on March 27, 2023. At the visit, Metis conducted a focus group with students, Program Managers, and later a virtual parent focus group.

**Findings.** During the site visit, staff applauded the program for building relationships with students and parents and providing students with a safe and healthy environment during after-school hours. Interviewed parents agreed with this, commending the program for communicating with students and finding ways to encourage their interests and continue to build their skill sets. Parents also shared that the program taught them helpful tools to communicate with their children. Staff and parents reported seeing significant improvements in students’ social-emotional skills, describing how much students have blossomed since the beginning of the year.



*"It really helped me with my work because at this certain point in the beginning of the school year, I started failing a lot of my classes. And so I came here and it really helped me a lot."*

Similarly, several students described how the program provides an opportunity to socialize and meet people. Moreover, attending the program helped them feel comfortable opening up and being more social as the year went on. For example, one student shared that the program creates a non-judgmental and safe environment that allows students to come out of their shells and develop their social skills.



*"For me, it made me more social. And I got out of my shell a little bit and got more comfortable around different people. And the environment was really helpful too because I didn't feel like I was going to be judged here. So it was nice to come."*

Students also reported significant impacts on their academics, sharing that the program helps them better understand different concepts in math and that they appreciate the patience staff have. Students also mentioned the informal conversations staff have with them during the program explaining that this is helpful for them to understand real-world issues and receive personal advice. Other impacts reported by students included staying motivated, taking school more seriously, and learning tools for emotional regulation.

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

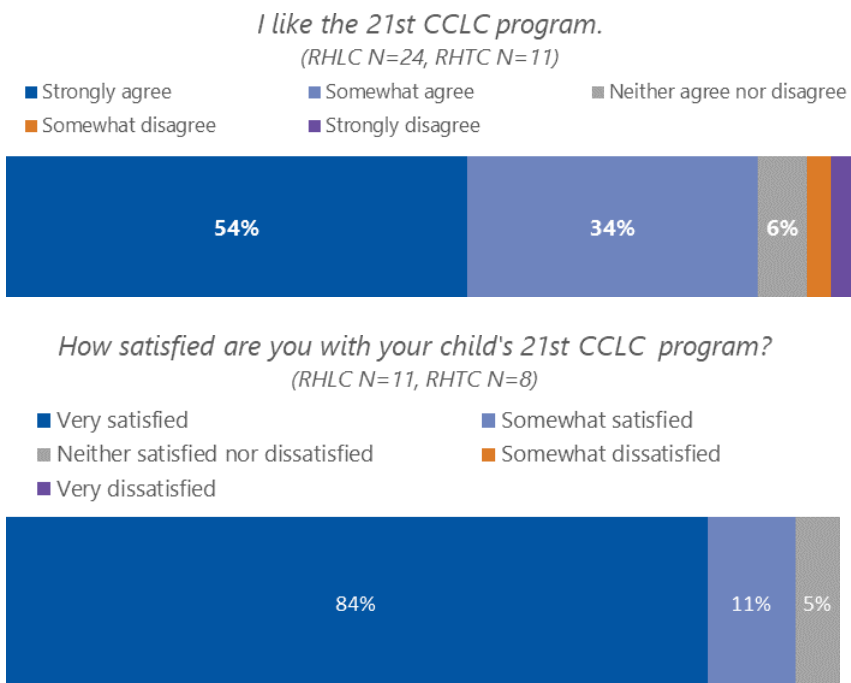
- Many different student success stories were shared by staff members and echoed by students, including students raising their grades as well as developing many of their social-emotional skills.
- The program successfully creates a “second family” environment where students feel comfortable opening up and building relationships among themselves and with staff.

## C. Survey Outcomes

The Georgia Department of Education (GADOE) requires that all subgrantees survey students attending a 21<sup>st</sup> CCLC program and the adults in their lives. This section draws from data collected from end-of-year surveys of students and parents required by the GADOE. The surveys

triangulated data related to program satisfaction, students’ academic performance, and student behavioral outcomes.

**Figure 7a. and 7b. Student and Parent Satisfaction Ratings**



**Program Satisfaction.** The student and parent surveys included a question related to program satisfaction (Figures 7a. and 7b.). Overall, students and parents reported being satisfied with the *Afterschool* program offered at Teen Center and Learning Center. Among the 35 regularly attending students who completed the survey, 88% somewhat or strongly agreed that they were satisfied with the program. Similarly, among the 20 responding parents, 95% were somewhat or strongly satisfied with the program.

Below are a couple of notable quotes from parents speaking about the program’s impact on their children.

“It became a safe haven for us just because of our family dynamic and things that we’re going through. It really gave us that safe comfort and feel like, okay, we got them. We’re going to make sure that they succeed.”

“My son been there for three years. He’s very confident. He loves going to Future Foundation all the time. He loves it so much.”

## 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 Teen Center and Learning Center.

**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 Teen Center and Learning Center, the contribution amounted to \$289,134 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 an agency-wide sustainability plan, which will benefit the entire organization and 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.
- Conducting 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 Teen Center and Learning Center. A summary of the significant accomplishments—based on analyses of program documentation, surveys, and report card data—is listed below.

- Teen Center offered 3.5 hours of afterschool programming four days per week for 109 days from August 2022 through May 2023. Learning Center also provided 3.5 hours of afterschool programming four days per week for 119 days from August 2022 through May 2023.
- Teen Center provided programming to 52 registered students, 30 or 58% regularly attending. Reef House Learning Center provided programming to 71 registered students, 56 or 79% regularly attended.
- Met and exceeded six out of 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 student and parent respondents of their respective surveys.
- Engaged parents in six 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 enhance the program's impact:

- **Continue hosting events where students and parents can attend and celebrate program impacts** (Case, 2020). As staff and sign-in sheets suggested, the most well-attended events allowed 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.

- **Build more consistency between the middle and high school level programming.** Consider allowing students at Teen Center and Learning Center to meet and design programming together and allow high school students to support middle schoolers through mentorship opportunities.
- **Continue to provide college and career-related programming for students.** Several students mentioned enjoying the field trip to Georgia Tech and would like more opportunities to visit other colleges. In addition to college visits, students recommended providing more career exposure activities during programming.
- **Improve the CCLC evaluation survey participation rates.** Higher survey response rates are important to ensure that the program evaluation results represent the participating students and their families and that all program outcomes can be measured.



## 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>

Peterson, T.K. and Vandell, D.L. (2021) *The Evidence Base for Summer Enrichment and Comprehensive Afterschool Opportunities*. Washington, DC: Collaborative Communications.