



Richard Woods, Georgia's School Superintendent
"Exciting Georgia's Future"

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



Subgrantee: Sandtown Middle School	Date: June 30, 2023
---	----------------------------

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: 50	Number: 93	Number: 62	Number: 7	Number: 64	

2. Objectives					
Total Objectives	Met		Not Met		Other
Number: 9	Number: 5	Number: 2	Number: 2	Number: 2	

3. GTID	
Number of Student GTIDs Reported in Transact/Cayen	93

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			
	A	B	C	D or F		A	B	C	D or F
6	9	18	26	34	9	12	20	20	32
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			
	A	B	C	D or F		A	B	C	D or F
4	6	23	18	42	9	7	25	20	32
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	
	%	0	%	4	%	54	%	36	%	6
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	0	%	2	%	60	%	32	%	6
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	0	%	0	%	58	%	36	%	6

6. Partners

Number of Partners	Total Amount of Contributions
20	184,440

JUNE 2023

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

Summative Report for 2022–23

Sandtown Middle School

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	6
Quality of Staffing	8
A. Staff Organization and Qualifications	8
B. Professional Development	9
Objective Assessment	10
A. Overview	10
B. Goal 1: Increasing Academic Achievement	11
C. Goal2: Youth Development	12
D. Goal3: Improving Parent Engagement	13
Outcomes	15
A. Site Visit and Focus Groups Outcomes	15
B. Survey Outcomes	16
Progress toward Sustainability	17
Conclusions and Recommendations	18

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 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 Sandtown Middle School. Sandtown MS is a Title I school with a 31% economically disadvantaged student population. (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 setting, as well as tutoring and individual homework assistance. Academic instruction reinforced ELA and math skills and concepts through collaboration with regular 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 aims to 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 summarizes 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 Sandtown MS aimed to serve 50 students. During the reporting period, the program served 87 students in grades 6–8. As shown in Table 2, seventh-grade students accounted for the highest percentage of enrolled students (51%), followed by sixth-grade students at 29% and eighth-grade students at 20% of the total registered students.

Table 2. Percentage of Registered Students by Grade Level

	6 th Grade	7 th Grade	8 th Grade
Sandtown MS	26	44	17

While the program at Sandtown MS was available to all students, 100% of the students identified as Black/African American. Additional analyses on student demographics (Figure 3) show that: 53% of students identified as male and 47% as female, 94% of the students qualified for free and reduced-price lunch, and 92% of reported students did not qualify for special education services.

Figure 3. Registered Students' Demographics



Program Operations

Future Foundation’s *Afterschool Program* at Sandtown MS was available to students Mondays through Thursdays from 4:00-7:30 pm for 14 hours weekly. During the 2022–2023 school year, the program was open for 125 days of programming from August 15, 2022, through May 25, 2023, slightly below the goal of providing 135 days. Of the 87 registered students at Sandtown MS, 56 (64%) *regularly attended* the program, meaning these students participated for 30 days or more. The program’s average daily attendance was 38 students.

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. Table 3 displays a sample master schedule of activities at the site.

Table 3. Program Schedule of Activities for Sandtown MS

Overview		Example weekly schedule			
Time	Schedule outline	Monday	Tuesday	Wednesday	Thursday
4:00–5:00	Snacks / Academic Games Homework Help	Snacks / Academic Games Homework Help	Snacks / Academic Games Homework Help	Snacks / Academic Games Homework Help	Snacks / Academic Games Homework Help
5:00–6:00	Academic Activities/Affirmations	CNN10 / FF Affirmations Math (Financial Literacy)	African Drums Fulton County	CNN10 / FF Affirmations ELA	Fulton County Book club
6:00–7:00	Enrichment Activities	PE (Team Building) STEP	Mental Math	Yoga	Art / Nutrition STEP
7:00–7:30	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education

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 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 Program* 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* Sandtown MS delivered several activities that supported students’ social-emotional learning and development:

- **Check-ins.** 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.
- **Community Circles.** Like check-ins, Community Circle was a cross-grade, daily activity where students gathered to express their emotions and engaged in activities supporting social-emotional growth. During this time, students also engaged in activities that promoted introspection and expression, such as affirmations.

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 CNN10, book club, mental math, art, and nutrition.

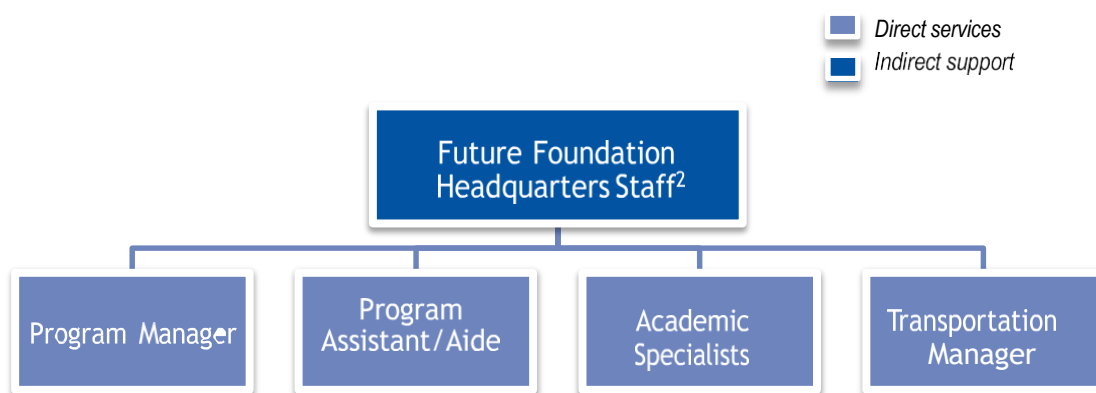
Health and Wellness Enrichment. The *Afterschool Program* taught students about health, wellness, and nutrition. For example, Future Foundation partnered with Fulton County Health Promotions to promote healthy decision-making among students. With the help of the instructor, students worked individually, in small groups, and finally, as a whole class, to develop and apply communication and decision-making skills, enhancing their abilities to make choices that support health. Students are also 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 Sandtown MS. Led by the Future Foundation headquarters staff¹, 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* 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 Manager 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
Sandtown 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, 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 Sandtown MS focus on improving academic achievement, behavior improvement, and increasing parent/family engagement.

Table 5. Future Foundation Goals and Objectives for Sandtown 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.	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 65% 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 65% 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.	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
<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

	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 examines academic outcomes for the program’s regular attending students’ academic outcomes, including 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 to Future Foundation, and progress toward meeting these objectives cannot be determined. A report update will be issued as soon as these data are available.

Objectives 1.3 and 1.4 measure the extent to which at least 65% 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

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
ELA	55	54	53	49%
Math	56	55	55	64%

Of the 56 regularly attending students, ELA report card grades were available for 53 students (94%) at Sandtown MS. Analysis showed that 49% of regularly attending students with available ELA report card grades increased or maintained their numeric grade from fall to spring. This result indicates that Objective 1.3 was **not met** for Sandtown MS and was missed by 16 percentage points.

Similarly, math report card grades were available for 55 of the 56 (98%) regularly attending students. The analysis showed that 64% of regularly attending students with available math scores increased or maintained their numeric grades from fall to spring. Sandtown MS missed meeting Objective 1.4 by one percentage point.

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 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-three out of 56 (59%) regularly attending students completed the post-surveys from Sandtown MS. Overall, 81% reported having healthier behaviors since coming to the program. More specifically, 30% of students *strongly agree*, and 50% *somewhat agree* with this statement (Figure 5). This data indicates that Future Foundation met **Objective 2.1**.

Figure 5. Student Progress toward Objective 2.1

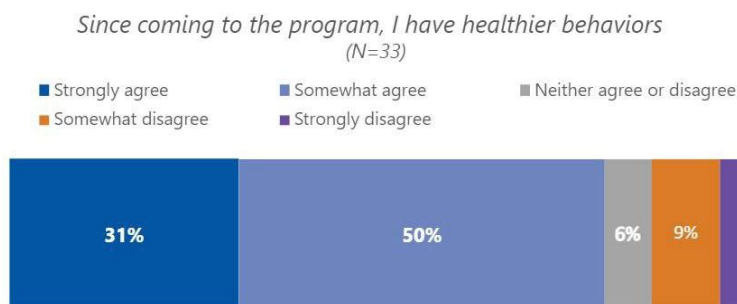
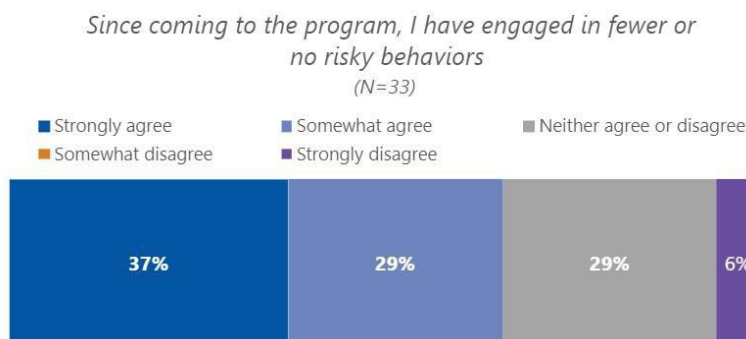


Figure 6. Student Progress toward Objective 2.2



More than half of the 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. This data suggests that 66% of regularly attending students demonstrated improvement on this item. **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 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 about the importance of talking to their children about the dangers of risky behaviors. Seventeen 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. (N=20)

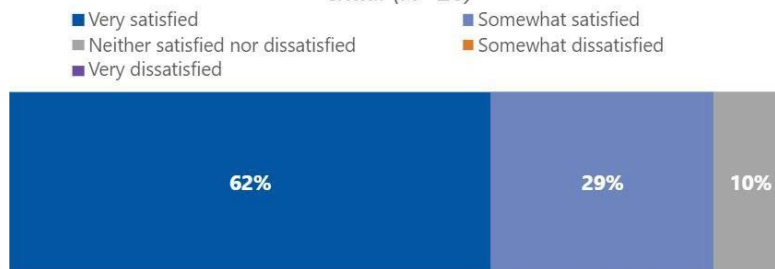
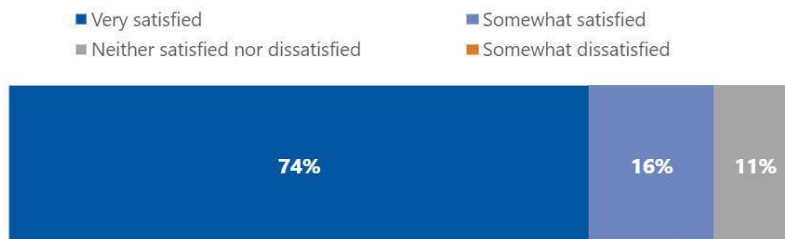


Figure 8. Parent Progress toward Objective 3.2

Since my child has come to the program, I understand the importance of talking about risky behaviors. (N=20)



Figures 7 and 8 show that 20 parent surveys were analyzed for a 36% response rate. Due to this low response rate, results should be interpreted with caution. Since the percentage of parents who report increasing their communication with their child is greater than 60% (91% 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 sign-in sheets from parent events held at Sandtown MS. As displayed in Table 11, the *Afterschool Program* at Sandtown MS offered seven total events to parents and families. The program also offered advisory board meetings during the fall to discuss the programmatic goals, offerings, and stakeholder recommendations. Not counting the advisory council meeting, 64 parents attended the events offered.

Table 11. Parent Engagement Opportunities and Attendance

Date	Event name/description	Number of attendees
8/6/22	Back 2 School Block Party	16
9/1/22	Parent Meeting: Academic/Orientation	15
9/1/22	Parent Meeting: Behavior	15
10/20/22	Lights on Afterschool	10
10/20/22	Advisory Council Meeting	10
10/29/22	Fall Festival	1
11/4/22	Virtual Parent Meeting	7

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 Sandtown, 64 total parents attended the parent engagement opportunities offered. This indicates that **Objective 3.3 was met.** Note that this excludes parent attendance at the fall advisory council meeting.

Outcomes

A. Site Visit and Focus Groups Outcomes

On March 28, 2023, Metis Associates visited the *Afterschool* program at **Sandtown MS** to conduct staff focus groups and later conducted a focus group virtually with parents.

Findings. During the interviews, staff emphasized a substantial impact on students' social-emotional learning and improvement with behavioral issues. An example of this was shared through a student success story where one child demonstrated a significant improvement in emotional self-control over the two years in the program. This same student also took the initiative with their academics as they only wanted to sit by the teachers to focus on their homework better. Staff highlighted this student's achievement by giving a positive phone call to their parents and offering them an award for their recognized behavioral and self-control progress. Additionally, staff reported high student satisfaction with this year's enrichment activities, including field trips, dance classes, nutritional, and physical activity classes. Staff noted that kids are the most engaged in these activities and are "eating it up." Additionally, staff reported parent engagement as another success of the *Afterschool Program* this year. It was mentioned that Sandtown hosted various in-person and virtual family events to increase parent engagement, such as family game nights, a fall festival, community service, and holiday events. Based on staff observations, STEM nights and the Lights on Afterschool event had the most successful parent turnout. Staff also reported using strategies to increase parent participation, including providing nutritional classes, technology guidance, and child social-emotional classes to parents by SE counselors. One parent noted that family events offer various activities for parents to attend. Additionally, parents and staff emphasized the importance of the Afterschool Program in providing a safe environment for students to engage in academic enrichment that benefits them socially and academically.

Some challenges reported by staff include struggling with student attendance, as it was mentioned that eighteen students had dropped out of the program this year. Another challenge mentioned by staff was the need for special needs training. This was pointed out as a high-priority challenge as special needs students are enrolled in the program, and staff need to be adequately trained to work with them in an academic setting. Additionally, staff needed help with financial limitations, mentioning their inability to host some STEM activities, such as an iFLY field trip, because of the program's financial limitations.

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

- Sandtown's program manager reported success with parent engagement during family events partly due to engaging and relevant classes they provided to parents during the events.

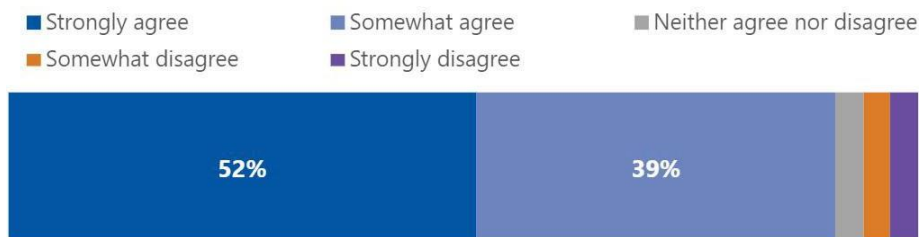
- Staff noticed a significant improvement in social-emotional behavior in students due to consistent attendance to the program.
- Some challenges reported by staff and parents were student retention, lack of special needs training, and dealing with limited program funds.

B. Survey Outcomes

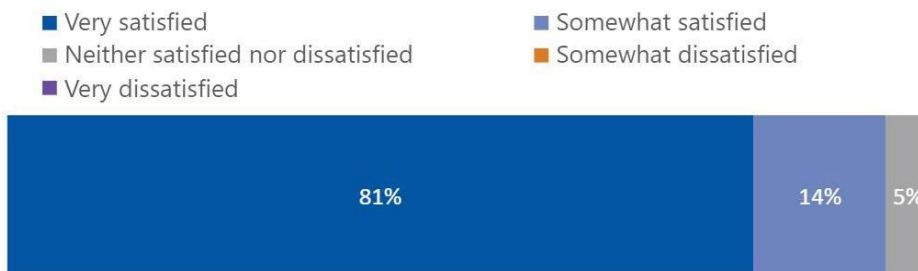
The Georgia Department of Education (GaDOE) requires that all subgrantees survey students attending a 21st CCLC program and the adults in their lives. This section draws from data collected from the GaDOE end-of-year surveys of students and parents related to program satisfaction.

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

I like the 21st CCLC program.
(N=33)



How satisfied are you with your child's 21st CCLC program?
(N=42)



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 satisfied with the *Afterschool Program* at Sandtown MS. Among the 33 regularly attending students who completed the survey, 91 % of students somewhat or strongly agreed that they were satisfied with the program. Similarly, among the 42 responding parents, 95% were somewhat or strongly 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 Sandtown MS.

Partnership Development. During the 2022–23 school year, Future Foundation worked with over 20 total program partners who contributed resources such as facility space (Fulton County Schools), school supplies (United Way), snacks, and food (USDA, Bold Ministries), weekly group sessions and snacks (Reunited Counseling) and other donations (such as through UPS, Delta, Atlanta Braves Foundation and AIDS Healthcare Foundation). These funds were used for all programs operated by Future Foundation. The specific amount contributed for the *Afterschool Program* at Sandtown MS totaled to \$184,440.

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 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 grant dollars 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 Sandtown MS. The most significant accomplishments are listed below.

- Sandtown MS offered 3.5 hours of afterschool programming four days per week for 125 days from August 2022 through May 2023, slightly below the goal of providing programming for 135 days to their students.
- Sandtown MS provided programming to 87 registered students, 56 (64%) regularly attending.
- Successfully met five of the seven program objectives for which data were available.
- Provided students with high-quality academic support closely linked with the school day.
- Offered students high-quality enrichment opportunities.
- Yielded high program satisfaction among surveyed students and parents.
- Engaged parents in seven reported high-quality workshops and other events to identify their child’s needs and/or 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 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.
- **Improve the CCLC evaluation parent 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 accurately measured.
- **Continue providing academic support and homework help to students to ensure every student’s needs are met.** Parents suggested that the program offer more individualized academic support by having more staff dedicated to helping students in these areas.
- **Continue marketing and outreach to the community to ensure greater awareness and buy-in on the program.** Parents recommended more outreach to help increase student attendance in the program.

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.