

FY17 Summative Evaluation Report
Regarding
Dodge County Middle/High Schools
21st Century Community Learning Centers Grant

June 2017

Prepared by:
Norris Consulting Group, Inc.
(External Evaluator)
Post Office Box 8332
Warner Robins, GA 31095
Phone 478.923.2955
Fax 478.923.2956

Table of Contents

I. Overview and History	3
II. Student Attendance and Enrollment.....	4
III. Program Operation.....	6
IV. Quality of Staffing.....	8
V. Objective Assessment	9
VI. Other Observations	15
VII. Progress Towards Sustainability.....	20
VIII. Overall Recommendations	26

Appendices

Appendix A: Data Tables by Site	30
Appendix B: Annual Student Satisfaction Surveys	31
Appendix C: Annual Family Satisfaction Survey.....	37
Appendix D: Annual Staff Satisfaction Survey.....	43
Appendix E: Focus Group Summary.....	48
Appendix F: Classroom Teacher Survey	53
Appendix G: Quarterly Worksheets.....	55

21st Century Community Learning Centers Grant Summative Evaluation Report

I. Overview and History

In July 2014, the Dodge County Board of Education and the joint applicant, the Dodge Connection: A Communities in Schools Approach, Inc. received funding through to support the Dodge County 21st CCLC Initiative. The Dodge Middle/High School 21st CCLC Initiative grant award funded the program at the Dodge County Middle School and the Dodge County High School.

The target population is 100 at-risk students in grades 6 - 12 and their family members. The Initiative will provide services for 12 hours per week, Monday – Thursday, for at least 26 weeks (104 days) per year during the regular school year and 16 hours per week, Monday – Thursday, for four weeks (16 days) per year during the summer. The students are from two Title I schools, Dodge County Middle School and Dodge County High School. Our proposed programming will include tutoring and academic remediation activities (focusing on each student's individualized needs including credit recovery at the high school); recreation activities focusing on physical fitness and nutrition; other enrichment activities such as book club, creative writing, fine arts, arts and crafts, service projects and college and career readiness activities; telecommunications and technology education activities; and character education programs. All activities are aligned with the regular school day curriculum, individualized and are designed to ensure improvement in core academic content areas. It is our expectation that participants will benefit from the Initiative by having improved: academic performance; regular school attendance; homework completion; class participation; behavior; and family involvement.

II. Student Attendance and Enrollment

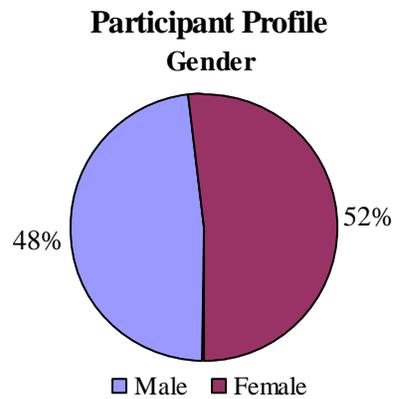
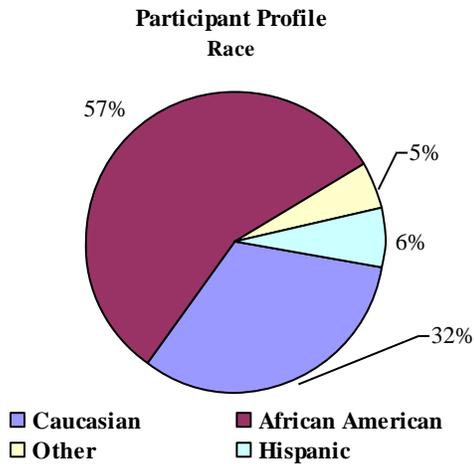
During the 2016 - 2017 school year, the Initiative had an enrollment of 158 at-risk students. These students were served at one of two sites: Dodge County Middle School and Dodge County High School.

Sessions began September 26, 2016 at both sites and ended May 2, 2017. A total of 127 sessions were provided at the middle school site and 125 sessions were provided at the high school site. After school sessions were offered Monday – Friday for 2.5 hours daily. The average number of sessions attended per student was 74, with a total of 11,743 contacts for all students. The average daily attendance was 62 at the middle school site and 31 at the high school site.

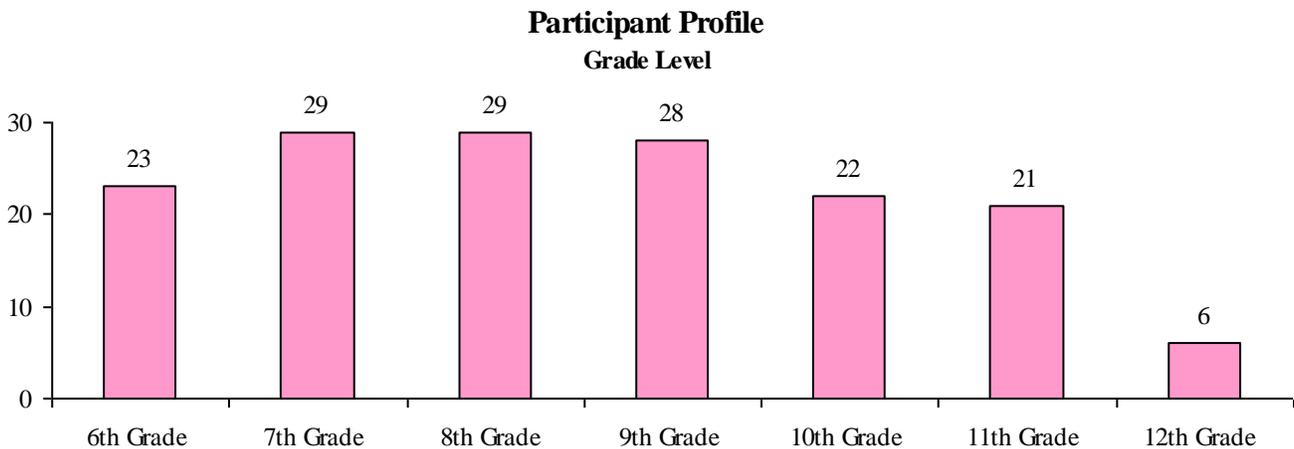
Number of Students Enrolled After School Program Site 2016 - 2017 School Year		
Site	Number Enrolled	Percent of Total
Dodge County Middle	81	51%
Dodge County High	77	49%
Total	158	100%

Number of Sessions Attended by Participating Youth 2016 - 2017 School Year		
Number of Sessions	Number of Students	Percent of Total
1 – 9 sessions	10	6%
10 – 19 sessions	16	10%
20 – 29 sessions	8	5%
30 – 39 sessions	15	9%
40 – 49 sessions	6	4%
50 – 59 sessions	5	3%
60 – 69 sessions	5	3%
70 – 79 sessions	8	5%
80 – 89 sessions	9	6%
90 – 99 sessions	11	7%
100 – 109 sessions	19	12%
110 – 119 sessions	19	12%
120 or more sessions	27	17%
Total	158	100%
Avg. # of sessions/student	74 sessions/student	

Race and Gender: Fifty-seven percent (57%) of participating students are African American, 32% are Caucasian, 6% Hispanic, and 5% are of another ethnicity. This is compared to a school system profile of 35% African American; 58% white; 4% Hispanic, 3% other. Regarding gender, 48% of our students are male and 52% are female.

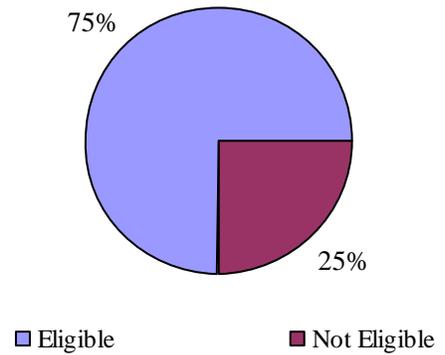


Grade Levels: Our participating students are enrolled in grades 6 – 12.



**Participant Profile
Free or Reduced Lunch Program**

Free and Reduced Lunch: Seventy-five (75%) percent of the students receive free or reduced lunch pricing, while 25% are not eligible.



III. Program Operation

Daily Programming Schedule for After School Programs:

The Dodge County Middle School after school program ran from 3:15 P.M. to 5:45 P.M., Monday thru Friday, and began immediately after school with a healthy snack and discussion of character education. Afterwards, students transitioned into homework help for 45 minutes, and is followed by academic tutoring for science, math, ELA, reading, writing, and science from Monday thru Thursday. Technology instruction, arts/crafts enrichment, gym/track recreation, and dance or drama enrichment were all held on various days, including being the main thing provided on Fridays.

The Dodge County High School after school program ran from 3:15 P.M. to 5:40 P.M., Monday thru Friday, and began immediately after school with a healthy snack and discussion of

character education, followed by tutoring in English, math, and science and homework help.

Credit recovery is provided next, followed by recreation and enrichment activities.

Success Stories

The students participated in Lights On After Dark this quarter. They played games and invited family members into the school to see what kind of activities were happening in the after school program. Both schools had a pumpkin painting contest, as well. (Project Director, Quarter 1)

Students made pillows for a local nursing home with the sewing skills they learned in the 21st CCLC program. The high school students also had the opportunity to plant a full garden. They planted squash, zucchini, tomatoes, cucumbers, and many other vegetables. They continue to take care of the garden, which will last through the summer program, as well. (Project Director, Quarter 2)

Students made pillows for a local nursing home with the sewing skills they learned in the 21st CCLC program. (Project Director, Quarter 3)

Students made Memorial Day cards to send to veterans. High school students also planted a garden and then allowed some of the physically challenged students to harvest the crop. (Project Director, Quarter 4)

There have been several teachers that express that since the beginning of school they have noticed some positive changes in the students that are in the after school program. (DCMS Site Coordinator, Quarter 1)

Many parents are thankful that we are still able to offer the after school program due to the rigor of the school work. The parents are unable to help their children in particular subjects and the after school program provides that assistance for their children. (DCMS Site Coordinator, Quarter 2)

Parents have let us know that they have seen a drastic change in some of their children this school year and they attribute it to higher self-esteem and more self-confidence because their grades have increased. They are extremely happy about the tutoring and homework help they are receiving in the after school program. (DCMS Site Coordinator, Quarter 3)

Parents continued to let us know how much the after school program helped their child succeed in areas where there were usually problems. Some parents also stated that they noticed that their child gained a little more confidence because he or she was doing better academically. We are already getting requests for students to participate in the summer program to work on some math, language, and writing skills to prepare them for next year. (DCMS Site Coordinator, Quarter 4)

The students in the program who attend regularly have been very successful in the 1st nine weeks grading period. These results solidify the idea that the after school program helps students maintain academic success. (DCHS Site Coordinator, Quarter 1)

Success Stories

The program hosted “Talk Turkey” in November for students of the after school program and their parents. Parents and students ate Thanksgiving lunch and were able to talk with school administration and teachers. (DCHS Site Coordinator, Quarter 2)

Mikeal Brown is a second year 9th grader. He has been attending after school program regularly since January. His grades and behavior have improved tremendously. (DCHS Site Coordinator, Quarter 3)

On the last day of the program, we did a “Weiner Roast.” With the guidance of Mr. Williams, all of the male participants cooked and prepared our meal. These boys enjoyed being in this leadership role. (DCHS Site Coordinator, Quarter 4)

Family Literacy and Related Educational Development Activities

A total of seven (7) family literacy activities were held during the school year, totaling 10 hours of programming, with an average of 20 adults and 21 students attending. A total of 83 parents attended at least one activity, resulting in 140 total parent contacts.

Family Literacy Activities 2016 - 2017 School Year					
Site	Event	Date	Time Offered	# of family members	# of students
DCMS	Open house	8/8/16	5:00 to 7:00 P.M.	44	48
	Parent orientation	9/22/16	5:30 to 6:30 P.M.	37	40
	Thriller Thursday parent event	10/20/16	5:30 to 7:30 P.M.	12	13
	“Get Down and Book-ie” parent night	1/31/17	5:30 to 7:30 P.M.	15	15
	Rising 9 th grade parent orientation	2/13/17	6:00 to 7:00 P.M.	14	14
DCHS	Parent meeting	9/26/16	5:00 to 6:00 P.M.	8	8
	Parent/teacher conference	10/20/16	5:00 to 6:00 P.M.	10	10
Total	7 activities	6 days	10 hours	20 parents per event	21 students per event

IV. Quality of Staffing

Our initiative employed a total of 36 staff members. This includes: a Project Director, Middle School Site Coordinator (certified teacher), High School Site Coordinator (certified

teacher), 21 other certified teachers and 12 certified paraprofessionals and other staff members.

The staff demographic profile is as follows: 77% female and 23% male; 87% white and 13% African American. Our student:staff ratio for academic activities is no more than 10:1. Our student:staff ratio for other non-academic activities is no more than 15:1.

Staff and volunteer training continues to be a major focus throughout the program.

A total of twelve (12) opportunities were offered during the year with an average of 44 participants attending.

Staff and/or Volunteer Training 2016 - 2017 School Year			
Site	Date of Training	Description of Training Provided	Number of Participants
DCMS	8/16/16	Monthly staff meeting	55
	9/12/16	21 st CCLC preliminary meeting	21
	9/12/16	21 st CCLC professional development	21
	9/20/16	Monthly staff meeting	50
	10/18/16	Monthly staff meeting	52
	11/15/16	Monthly staff meeting	48
	12/13/16	Monthly staff meeting	45
	1/17/17	Monthly staff meeting	46
	2/21/17	Monthly staff meeting	50
	3/21/17	Monthly staff meeting	48
	4/18/17	Monthly staff meeting	40
	5/9/17	Monthly staff meeting	50
DCHS	N/A	N/A	N/A

V. Objective Assessment

The goals of the project include: (1). Improve academic performance; (2). Improve student attendance, behavior, homework completion and class participation; and (3). Increase family involvement.

Gathering Results Level Indicators:

Short-Term:

Annual surveys were distributed to participating students, their parents and teachers at the end of the 2016 - 2017 school year. The contact information was obtained from the Cayen Afterschool 21 database.

Intermediate:

The initiative obtained the students’ grades, test scores, attendance, behavior, classroom participation, homework completion and year-end status information regarding the 2016 - 2017 school year.

Long-Term:

The drop-out and high school graduation information regarding these students are long-term indicators and will be tracked in upcoming years.

Evaluation Element	Result Level		
	Short	Intermediate	Long
Indicators	<p>How many of these students attended the after school program at least 30 days?</p> <p>How were these students’:</p> <ul style="list-style-type: none"> - outlook on life - feelings about relationships <p>affected by participation in this program?</p> <p>To what extent did their adult family members participate in literacy and related education development activities?</p>	<p>To what extent were:</p> <ul style="list-style-type: none"> - academic achievement (grades and test scores) - attendance - discipline - behavior - class participation - homework completion - year-end status <p>affected by participation in this program?</p>	<p>Did participants decide to remain in school (i.e. not drop out)?</p> <p>Did participants graduate from high school on-time?</p>
Instruments	<ul style="list-style-type: none"> - 21st Century Annual Student, Family and Classroom Teacher Surveys - Cayen Afterschool 21 database (student and parent contact information) and worksheets. 	<ul style="list-style-type: none"> - School records - Annual Family Surveys - Annual Classroom Teacher Surveys. 	<ul style="list-style-type: none"> - School records (dropout and graduation).
Administration	<ul style="list-style-type: none"> - Quarterly (contact information) - End of school year (survey) 	<ul style="list-style-type: none"> - End of school year 	<ul style="list-style-type: none"> - End of school year. (<i>future years</i>)

Evaluation Element	Result Level		
	Short	Intermediate	Long
	information)		
Analysis	Descriptive statistical analysis	<ul style="list-style-type: none"> - Comparison of grade information for the first and last grading period - Analysis of the number of students who have missed 15 or less days of school - Analysis of year-end academic status - Analysis of family and teacher surveys regarding their perceptions of improved student behavior, homework completion, and class participation. 	<ul style="list-style-type: none"> - Percentage of participating students who subsequently dropout of school - Percentage of participating students who subsequently graduate on-time.

The evaluation data was collected by the identified staff members. Demographic, contact and grades data and regular classroom teacher surveys relevant for the state’s Cayen Afterschool 21 database was subsequently entered into the Cayen Afterschool 21 database by our Data Collector. Additional data collection tools (e.g. additional worksheets, student surveys, parent surveys, after school program staff surveys and key stakeholder focus group sessions) and key results data (scores, attendance, discipline and year end promotion records) were forwarded directly to our evaluator (Norris Consulting Group). Norris Consulting Group staff subsequently downloaded relevant demographic, student and parent contact and grades information from the Cayen Afterschool 21 database and combined it with the other identified data to establish a county evaluation database. They utilized the information from this customized local database; an analysis of the student, parent, regular classroom teacher and after school program staff surveys; and a compilation of other relevant quantitative and qualitative information to prepare this report.

Status of Achievement of Goals and Objectives:

Goal #1: Improve Academic Performance

Objective #1.1: Each year of the grant, a minimum of 60% of the students actively participating (attending at least 30 sessions) in the program will improve or maintain their reading grades.

Did Not Meet Objective #1.1: *We utilized language arts grades for the purposes of this annual evaluation analysis and will be removing this objective from our plan next year.*

Objective #1.2: Each year of the grant, a minimum of 60% of the students actively participating in the program will improve or maintain their language arts grades.

Did Not Meet Objective #1.2: *45% of the regularly participating students improved or maintained their language arts grade during the 2016 - 2017 school year. Twenty-nine (29) of these students improved by at least one letter grade and seven students raised a failing grade to at least a "C".*

Objective #1.3: Each year of the grant, a minimum of 60% of the students actively participating in the program will improve or maintain their math grades.

Met Objective #1.3: *63% of the regularly participating students improved or maintained their math grade during the 2016 - 2017 school year. Forty-three (43) of these students improved by at least one letter grade and 14 students raised a failing grade to at least a "C".*

Objective #1.5: Each year of the grant, the percentage of the actively participating students will achieve the level of Proficient or higher on the language arts section of the Georgia Milestone will be a minimum of 50%.

Did Not Meet Objective #1.5: *7.9% of the regularly participating students scored at the Proficient level or higher on the ELA section of the Georgia Milestones Assessment.*

Objective #1.6: Each year of the grant, the percentage of the actively participating students will achieve the level of Proficient or higher on the math section of the Georgia Milestone will be a minimum of 50%.

Did Not Meet Objective #1.6: 14.5% of the regularly participating students scored at the Proficient level or higher on the math section of the Georgia Milestones Assessment.

Objective #1.7: Each year of the grant, the percentage of the actively participating students will achieve the level of Proficient or higher on the science section of the Georgia Milestone will be a minimum of 50%.

Did Not Meet Objective #1.7: 8.3% of the regularly participating students scored at the Proficient level or higher on the science section of the Georgia Milestones Assessment.

Objective #1.8: Each year of the grant, the percentage of the actively participating students will achieve the level of Proficient or higher on the social studies section of the Georgia Milestone will be a minimum of 50%.

Did Not Meet Objective #1.8: 25% of the regularly participating students scored at the Proficient level or higher on the social studies section of the Georgia Milestones Assessment.

Goal #2: Improve student attendance, behavior, homework completion and class participation

Objective #2.1: Each year of the grant, a minimum of 80% of the students actively participating in the program will be absent from school for 15 days or less.

Met Objective #2.1: During the 2016 - 2017 school year, 80% of the regularly attending students were absent 15 days or less.

Objective #2.2: Each year of the grant, a minimum of 75% of students actively participating in the program will demonstrate improvement in homework completion.

Met Objective #2.2: *During the 2016 - 2017 school year, of those needing to improve, 100% of students demonstrated improvement in homework completion.*

Objective #2.3: Each year of the grant, a minimum of 75% of students actively participating in the program will demonstrate improvement in class participation.

Met Objective #2.3: *During the 2016 - 2017 school year, of those needing to improve, 99% of students demonstrated improvement in class participation.*

Objective #2.4: Each year of the grant, a minimum of 75% of students actively participating in the program will demonstrate improvement in behavior.

Met Objective #2.4: *During the 2016 - 2017 school year, of those needing to improve, 97% of students demonstrated improvement in behavior.*

Objective #2.5: Each year of the grant, a minimum of 85% of students actively participating in the program will be promoted to the next grade level.

Met Objective #2.5: *During the 2016 - 2017 school year, 97% of the regularly attending students were promoted to the next grade level.*

Goal #3: Increase family involvement

Objective #3.1: Each year of the grant, a minimum of 80% of the parents/guardians who attend at least one family related sessions will state that they have gained increased knowledge regarding encouraging and supporting their child's academic success.

Did Not Meet Objective #3.1: *During the 2016 - 2017 school year, no family programs surveys were distributed. They will be distributed next school year.*

Objective #3.2: Each year of the grant, a minimum of 50% of the 21st Century students will have family participation in at least one literacy and related education development opportunity.

Met Objective #3.2: During the 2016 - 2017 school year, 53% of the 21st CCLC students had family participation in at least one literacy and related education development opportunity.

VI. Other Observations

We have documented considerable **academic progress regarding our regularly participating students**. We compared these individuals' grades from the first and the last grading period of the 2016 - 2017 school year.

Regarding their Math grade:

- **Almost two out of every three students (63%)** improved or maintained their Math grade.
- 43 students improved by at least a letter grade.
- 14 students improved a failing grade to at least a "C".

Regarding their Language Arts grade:

- **Almost one out of every two students (45%)** improved or maintained their Language Arts grade.
- 29 students improved by at least a letter grade.
- 7 students improved a failing grade to at least a "C".

Selected Statistics Regarding Academic Performance 2016 - 2017 School Year		
Subject	Number of students improving by at least <u>one</u> letter grade	Number of students improving by at least <u>two</u> letter grades
Math	43	11
Language Arts	29	7
Total Number of Instances *	72	18

**Some students are included in more than one subject (i.e. it is 72 instances, not 72 students).*

Preventing Academic Failure:

The initiative was able to document 72 instances of a student improving his/her grade by at least a letter grade and 18 instances of a student's grade increasing by at least two letter grades. Furthermore, we have documented 21 instances of participating **students raising a failing grade to an "A", "B" or a "C"**.

Number of Failing Students Improving Their Grades 2016 - 2017 School Year			
Improvement Documented	Math	Language Arts	Total
"F" to a "C"	8	4	12
"F" to a "B"	3	3	6
"F" to a "A"	3	0	3
Total	14	7	21

Absenteeism:

Eighty percent (80%) of the students were absent 15 or less days during the 2016 - 2017 school year. The average participating student was absent nine days during the year.

Year End Academic Status:

We also reviewed the status of the regularly participating students at the end of the 2016 - 2017 school year. **97% of these students were promoted to the next grade level** and 3% were retained.

Satisfaction with the Initiative:

We distributed surveys to participating students and their families. Their responses indicate a high satisfaction level with initiative related activities. For example:

- 91% of middle/high school students reported that they **liked the After School Program.**
- 93% of middle/high school students stated **the program helps them complete and turn in homework on time.**

Opinions Regarding Progress Made Since Attending the After School Program												
Overall Student Response (n=55)												
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
I like the after school program	35	64%	15	27%	3	6%	1	2%	1	2%	0	0%
My behavior has improved	24	44%	15	27%	13	24%	1	2%	1	2%	1	2%
The program helps me complete and turn in my homework on time	38	69%	13	24%	2	4%	1	2%	1	2%	0	0%
My attendance has improved	19	35%	20	36%	9	16%	1	2%	2	4%	4	7%
I'm doing better in school since I started coming here	28	51%	19	35%	7	13%	1	2%	0	0%	0	0%
I feel I have someone I can go to when I need help	28	51%	19	35%	5	9%	1	2%	2	4%	0	0%
I feel better about myself and my abilities	30	55%	14	26%	8	15%	2	4%	0	0%	1	2%
I have made new friends	30	55%	14	26%	10	18%	1	2%	0	0%	0	0%
I want to graduate from high school	49	89%	4	7%	2	4%	0	0%	0	0%	0	0%
I want to continue my education beyond high school	41	75%	9	16%	4	7%	1	2%	0	0%	0	0%

- 100% of parents stated that they were **satisfied with the program.**
- 75% of parents reported that the after school program has **helped improve their child's behavior.** 21% are uncertain and 4% did not respond.

- 83% of parents want their child to **continue to participate in the program next year**. 2% do not want their child to participate in the program next year, 13% are uncertain, and 4% did not respond.

Opinions Regarding the After School Program Overall Family Response (n=47)												
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
The program has helped improve my child's behavior	20	43%	15	32%	10	21%	0	0%	0	0%	2	4%
The program is helping my child to complete and turn in his/her homework in a timely manner	32	68%	12	26%	1	2%	0	0%	0	0%	2	4%
The program is helping to improve my child's reading skills	18	38%	21	45%	6	13%	0	0%	0	0%	2	4%
The program is helping to improve my child's math skills	25	53%	15	32%	5	11%	0	0%	0	0%	2	4%

Classroom Teacher Feedback:

The program staff interacted regularly throughout the school year with the students’ regular classroom teachers. They discussed the students’ strengths and weaknesses in order to be able to help each student. Throughout this interaction, the importance of ongoing communication between the regular classroom teacher and the after school program staff was emphasized.

A total of 119 surveys were completed and returned citing observations made of after school program participants. Feedback was obtained regarding 75% (n=119) of the participating school year students. The following is a summary of the results.

Observations Regarding After School Program Participants Teacher Opinions (n=119)																
Observation	No need to improve		Significant improvement		Moderate improvement		Slight improvement		No change		Slight decline		Moderate decline		Significant decline	
To what extent has the student changed their behavior in terms of :																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Turning in his/her homework in on time	12	10%	64	54%	13	11%	30	25%	0	0%	0	0%	0	0%	0	0%
Completing homework to your satisfaction	11	9%	64	54%	19	16%	25	21%	0	0%	0	0%	0	0%	0	0%
Participate in class	8	7%	31	26%	61	51%	18	15%	1	1%	0	0%	0	0%	0	0%
Volunteering for more responsibilities or extra credit work	6	5%	27	23%	57	48%	22	18%	7	6%	0	0%	0	0%	0	0%
Attend class regularly	31	26%	55	46%	5	4%	19	16%	9	8%	0	0%	0	0%	0	0%
Attentive in class	15	13%	50	42%	27	23%	24	20%	3	3%	0	0%	0	0%	0	0%
Behave well in class	29	24%	45	38%	21	18%	21	18%	2	2%	1	1%	0	0%	0	0%
Do well academically	8	7%	51	43%	27	23%	33	28%	0	0%	0	0%	0	0%	0	0%
Come to school motivated to learn	12	10%	47	39%	32	27%	23	19%	4	3%	1	1%	0	0%	0	0%
Get along well with other students	32	27%	50	42%	21	18%	16	13%	0	0%	0	0%	0	0%	0	0%

VII. Progress Towards Sustainability

Project Management Activities:

The **Project Director** worked diligently during the school year regarding activities such as: staffing the Advisory County meetings; facilitating the monthly 21st CCLC management team meetings; supervising the Site Coordinators and Clerical/Data Collector; managing the grant; coordinating information dissemination activities; insuring quality control in the delivery of services; maintaining compliance with all Initiative related policies and procedures; expanding and managing collaborative relationships; assisting the Site Coordinators in soliciting, training and coordinating staff for all program sites; ensuring that all staff and volunteers have a mandatory background check; assessing staff and volunteer training needs and developing an ongoing professional development plan; coordinating all Initiative related activities; ensuring completion of the evaluation plan; completing all required reports; and working with the Collaborative's Executive Director to coordinate community resources and leverage grant funding.

Project Director Feedback 2016 - 2017 School Year	
Project Related Activities:	Progress Occurring To-Date:
Staffing the quarterly Advisory Council meetings	Advisory council meetings were conducted on 1/10/17 and 5/10/17.
Facilitating the monthly 21st CCLC management team meetings	Two management team meetings were held during first semester where we discussed upcoming monitoring. Two management team meetings were held during 3 rd quarter where we strategized on the upcoming summer program. A management team meeting took place in 4 th quarter, where we strategized on the upcoming summer program and possible field trips.
Supervising the Site Coordinators and Clerical/Data Clerk	We continue to work together to make sure the program is running smoothly and that we are getting the information in Cayen correctly.
Managing the grant	There have been no problems with managing the grant for this quarter.
Coordinating information dissemination related activities (including monthly articles in newspaper, monthly parent newsletter, information posted on school system's website)	We continue to share information with parents and stakeholders about the program. We had a science night in October where middle school students had the opportunity to conduct spooky science experiments. The event was well attended and the kids had fun! We have a literacy night coming up in March where middle school students will have the opportunity to Skype with an author and narrate books they have recently read. We have sent home and used the one call to notify parents of upcoming events and summer field trips. We sent home and used the one call to notify parents of upcoming events and summer field trips.
Insuring quality control in the delivery of services	There have been no issues insuring the delivery of services.

Project Director Feedback 2016 - 2017 School Year	
Project Related Activities:	Progress Occurring To-Date:
Maintaining compliance with all Initiative related policies and procedures	The site coordinators continue to ensure that programs run smoothly and follow policies and procedures.
Developing and updating, when necessary, local policies and procedures	As a result of monitoring, a new allowability procedure and a conflict of interest policy was added to the program policies and procedures.
Expanding and managing collaborative relationships	Both programs collaborate with community members as much as possible.
Assisting the Site Coordinators in soliciting, training and coordinating staff for all program sites	Both Dodge County Middle School and Dodge County High School had trainings on bullying and cyber safety this quarter.
Ensuring that all staff and volunteers have a mandatory background check	Ongoing.
Assessing staff and volunteer training needs and developing an ongoing professional development plan	Ongoing.
Coordinating all Initiative related activities	The site coordinators and project director meet monthly and ensure that planning is working as seamlessly as possible.
Ensuring completion of evaluation plan including worksheets, Cayen Afterschool 21, Surveys, and contact with evaluator	Ongoing.
Completing all required reports	Ongoing.
Working with the Collaborative's Executive Director to coordinate community resources and leverage grant funding	The executive director and the project director meet regularly to discuss various community resources.

Site Coordinator Activities:

The **Site Coordinators** conducted a variety of program activities including: supervising site staff and volunteers; meeting with teachers at the school to explain the program and request their assistance in encouraging parents to enroll their children; working with the students' regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students; developing and utilizing a homework sharing tool; planning and presenting in-service workshops for the school's regular day teachers (regarding the afterschool program); regularly communicating with the parents of students enrolled at the site; attending and participating in parent conferences; utilizing technology in student programming; and actively participating on the county's 21st CCLC management team.

**Dodge County Middle School
Site/Family Services and Activities Coordinator Feedback
2016 - 2017 School Year**

Project Related Activities:	Progress Occurring To-Date:
Supervising site staff and volunteers	The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers and volunteers are following the daily schedule.
Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children	The site coordinators meet with teachers during faculty meetings, leadership team meetings, grade level meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any concerns.
Working with the family involvement coordinators to serve students enrolled at your site	The family involvement coordinator is given referrals by the teachers when students and their families need access to outside resources.
Working with the student's regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site	The after school teachers and regular day teachers stay in constant communication and discuss student progress. If there are any regular day teacher concerns about a particular student, it is discussed with the after school teacher in a timely fashion.
Developing and utilizing a homework-sharing tool	The after school teachers check student agendas for daily assignments and homework assignments.
Planning and presenting in-service workshops for the school's regular day staff (regarding the after school program)	This is an ongoing process through monthly staff meetings and the regular day teachers know they can talk with the after school teachers during their collaborative planning times.
Regularly communicating with the parents of students enrolled at your site	Regular communication with parents is done through telephone conferences, e-mails, face-to-face visits, student agenda, and personal notes home.
Attending and participating in parent conferences	This is ongoing throughout the school year, as needed.
Utilizing technology in student programming at your site	We have grade level assigned computer labs available for the after school students and we are able to check out kindles and Chromebooks, when needed/required.
Actively participating on your county's 21st CCLC management team	The site coordinators meet with the management team, as required.

**Dodge County High School
Site/Family Services and Activities Coordinator Feedback
2016 - 2017 School Year**

Project Related Activities:	Progress Occurring To-Date:
Supervising site staff and volunteers	The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers adhere to the daily schedule.
Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children	The site coordinators meet with teachers during faculty meetings, leadership team meetings, grade level meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any concerns.

**Dodge County High School
Site/Family Services and Activities Coordinator Feedback
2016 - 2017 School Year**

Project Related Activities:	Progress Occurring To-Date:
Working with the family involvement coordinators to serve students enrolled at your site	The family involvement coordinator comes to Dodge County High School each Thursday to set up parent meetings. She utilizes all resources available (school homepage, newspaper, Facebook, etc.) to communicate meeting dates.
Working with the student's regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site	The after school teachers and regular day teachers maintain communication to discuss student progress. Academic issues that occur with a student during the regular school day are communicated to the after school teacher or site coordinator.
Developing and utilizing a homework-sharing tool	Each after school teacher is given a group of students to tutor/help with homework based on students' needs for the day (math help, science help, etc.).
Planning and presenting in-service workshops for the school's regular day staff (regarding the after school program)	This is an ongoing process through monthly departmental meetings. An after school program staff member attends meetings (upon request) to discuss concerns/issues/suggestions about the after school program.
Regularly communicating with the parents of students enrolled at your site	Regular communication with parents is done through written notices, phone call outs, and parent-teacher conferences.
Attending and participating in parent conferences	This is ongoing throughout the school year, as needed.
Utilizing technology in student programming at your site	Three computer labs are available for use during the after school program. One is used for credit recovery, one is for student projects, and one is for enrichment time.
Actively participating on your county's 21st CCLC management team	The site coordinators meet with the management team, as required.

Management Team:

Five (5) management team meetings were held throughout the year, where we discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.

Management Team 2016 - 2017 School Year		
Date of Meeting	Topics Discussed	Number of Participants
8/30/16	Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.	Not stated
11/29/16	Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.	Not stated
1/10/16	Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.	Not stated
2/22/16	Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.	

Management Team 2016 - 2017 School Year		
Date of Meeting	Topics Discussed	Number of Participants
5/9/16	Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.	Not stated

Advisory Committee

Two (2) advisory committee meetings were held with an average attendance of 12 participants.

Advisory Committee 2016 - 2017 School Year		
Date of Meeting	Topics Discussed	Number of Participants
1/10/17	Discussed the 21 st CCLC start and end dates, current schedules, the objectives of the program, reviewed the evaluations from 2016 any issues or concerns with the program, upcoming planting of the spring garden, and that the students have the opportunity to participate in several enrichment activities	13
5/10/17	Discussed the end of the program in May, the upcoming opportunities in the summer program, and we reviewed the students progress and attendance	11

Community/Volunteer Support:

A total of two (2) community partners have provided \$21,755 in program support this year.

Community Support 2016 - 2017 School Year			
Site	Agency/Organization	Support Provided	Estimated Dollar Value of Contribution
DCMS	Dodge County Board of Education	Provided In-Kind Donations	\$10,000
	School Nutrition Program	Provided In-Kind Donations	\$3,728
DCHS	Dodge County Board of Education	Provided In-Kind Donations	\$3,000
	School Nutrition Program	Provided In-Kind Donations	\$5,027

The Initiative continues to **rely on volunteer assistance and other community support.**

Two (2) community volunteers have supported the program, donating 320 hours of time to the Initiative.

Volunteer Assistance 2016 - 2017 School Year				
Site	Volunteer	Volunteer Activities	Date(s) Service Provided	# of Hours Donated
DCMS	Cania Dawson	Provided homework assistance	At least 2 days weekly in Q1	5
			At least 2 days weekly in Q2	65
			At least 2 days weekly in Q3	65
			At least 2 days weekly in Q4	25
	Zali Dennard	Provided homework assistance	At least 2 days weekly in Q1	5
			At least 2 days weekly in Q2	65
			At least 2 days weekly in Q3	65
			At least 2 days weekly in Q4	25
DCHS	N/A	N/A	N/A	N/A

VIII. Overall Recommendations

The 21st Century Community Learning Center Initiative continues to successfully provide quality after school programming. It continues to meet both the requirements of the state 21st Century Community Learning Center Initiative as well as the expectations of the parents of enrolled children. In addition, the participating students like the program and look forward to attending. For example:

- 91% of middle/high school students reported that they **liked the After School Program.**
- 93% of middle/high school students stated **the program helps them complete and turn in homework on time.**
- 100% of parents stated that they were **satisfied with the program.**
- 75% of parents reported that the after school program has **helped improve their child's behavior.** 21% are uncertain and 4% did not respond.
- 83% of parents want their child to **continue to participate in the program next year.** 2% do not want their child to participate in the program next year, 13% are uncertain, and 4% did not respond.

In preparing the annual evaluation report, the evaluator conducted a series of key local after school program (ASP) stakeholder focus groups with 39 individuals on May 9, 2017. These groups included: superintendent, principals, teachers, and parents of program participants. The purpose of these focus groups was to obtain insight and feedback regarding their perceptions of the after school programs. Feedback from each of these groups is summarized below.

General Comments:

- **They described the program as** a multifaceted after school program with homework, study skills, help, STEM, enrichment, recreation, and other fun activities; a wonderful program for students who need more one-on-one help; out of the box activities; opportunity to re-teach skills; great program for latch key kids; different setting than in the classroom; helps fill a gap between students, parents, and teachers; and we can incorporate school mental health services and other needed family support services.
- **When asked to rate the program on a scale of 1-10, with 10 being the highest, they rated the initiative an 8 - 10.** Reasons include: dedicated teachers; grades and test scores have improved; behavior, attendance and class participation have improved; there is so much to offer for the kids – we provide transportation, snacks, socialization, and one-on-one help; we have so many students and a limited number of staff – we need smaller ratios; we need to see more students; need to focus more on the enrichment programs including sports; the afterschool program teachers at the high school are from all different content areas who can help; and it has provided the students with a social network that they would not have developed elsewhere.
- **Suggested opportunities for overall initiative improvement included:** serve additional students; start earlier in the year; smaller class sizes; provide additional one-on-one assistance; have a computer checkout station; technology; art; enhance connections classes; schedule and do things in the community during the school year; improve the snacks and use food as rewards; and find additional funding.
- **Suggestions to improve parent/family activities to increase their participation included:** have a mandatory orientation meeting; have the children perform; feed them;

offer some kind of prizes, raffle, drawing, or round robin activity with them that we would normally do with the kids; link with other activities like science fair, science night or young authors night; create a more positive environment for the parents; offer a variety of activities - you have to offer differentiated instruction with parents; end of the year celebration with refreshments or dinner; and awards celebration.

Overall, these individuals are pleased with the 21st Century Community Learning Center Initiative. Despite being able to suggest constructive comments to continue to improve this initiative, they sincerely believe that this initiative has been beneficial for students and families, especially those most at-risk.

Commendations and Recommendations

We are pleased with the positive trends documented in this evaluation report and will continue to place great emphasis on collecting evaluation information. We are pleased with obtaining our math grades, school attendance, year-end promotion, homework completion, class participation, behavior and parental knowledge gained objectives. We are disappointed that we did not obtain our Georgia Milestones Assessment objectives and our language arts grades. We need to modify the test score related objectives' percentages and make them more realistic.

We are encouraged by the number of times students raised a failing grade to at least a “C” (21 documented instances) and the number of times students raised their grade by at least one letter grade (72 documented instances).

We realize that the positive trends we have documented cannot be explained entirely by their participation in the 21st Century Community Learning Center. The collaborative's strategic plan contains a variety of other programming designed to work in conjunction with the school system to provide services for the children and families in our identified target groups.

We are pleased with the positive trends documented in this evaluation report and will continue to place great emphasis on collecting evaluation information.

Next Steps (continued from the previous year):

- Research and discuss the underlying reasons for not obtaining the grade and test score related objectives. Subsequently develop an action plan to address these issues. This includes revising the test score related objectives to make them more realistic.
- Continue to encourage parent participation in initiative sponsored family literacy and related educational activities. Continue to seek additional effective mechanisms for effective family engagement. Make certain that we distribute Family Program Surveys at every parent event and activity.
- Continue to aggressively seek additional funding opportunities/resources to strengthen and sustain initiative related programming.
- Continue to work with our community partners (especially the community collaborative – Dodge Connection) to strengthen and sustain initiative related programming.
- Continue to adhere to data collection timelines and associated deadlines. We will accomplish this by continuing to work closely with our External Evaluator, Norris Consulting Group.

Appendix A: Data Tables by Site

Students Eligible for Free and Reduced Lunches 2016 - 2017 School Year			
Eligibility Status	Dodge Middle	Dodge High	Total
Eligible	77%	74%	75%
Not Eligible	23%	26%	25%

Number of Sessions Attended by Participating Youth 2016 - 2017 School Year			
Number of Sessions	Dodge Middle	Dodge High	Total
1 – 9 sessions	0	10	10
10 – 19 sessions	0	16	16
20 – 29 sessions	1	7	8
30 – 39 sessions	8	7	15
40 – 49 sessions	2	4	6
50 – 59 sessions	3	2	5
60 – 69 sessions	1	4	5
70 – 79 sessions	3	5	8
80 – 89 sessions	7	2	9
90 – 99 sessions	9	2	11
100 – 109 sessions	9	10	19
110 – 119 sessions	13	6	19
120 or more sessions	25	2	27
Total	81	77	158
Total Sessions Attended	7,828	3,915	11,743
Avg. Number of Sessions/Student	97 sessions/student	51 sessions/student	74 sessions/student

Family Literacy and Related Educational Development Contacts 2016 - 2017 School Year			
Number of Sessions	Dodge Middle	Dodge High	Total
Number of Contacts	122	18	140
Number of Parents Receiving Services	67	16	83
Percent Receiving Services	83%	21%	53%

Appendix B: Annual Student Satisfaction Surveys

A total of 55 middle and high school students completed and returned After School Program surveys.

Total Number of Respondents By Site		
Program Site	# of students	% of total
Dodge Middle	29	53%
Dodge High	26	47%
Total	55	100%

**Surveys were not labeled with a student name nor number of days attended.*

Opinions Regarding Progress Made Since Attending the After School Program Overall Student Response (n=55)												
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
I like the after school program	35	64%	15	27%	3	6%	1	2%	1	2%	0	0%
My behavior has improved	24	44%	15	27%	13	24%	1	2%	1	2%	1	2%
The program helps me complete and turn in my homework on time	38	69%	13	24%	2	4%	1	2%	1	2%	0	0%
My attendance has improved	19	35%	20	36%	9	16%	1	2%	2	4%	4	7%
I'm doing better in school since I started coming here	28	51%	19	35%	7	13%	1	2%	0	0%	0	0%
I feel I have someone I can go to when I need help	28	51%	19	35%	5	9%	1	2%	2	4%	0	0%
I feel better about myself and my abilities	30	55%	14	26%	8	15%	2	4%	0	0%	1	2%
I have made new friends	30	55%	14	26%	10	18%	1	2%	0	0%	0	0%
I want to graduate from high school	49	89%	4	7%	2	4%	0	0%	0	0%	0	0%
I want to continue my education beyond high school	41	75%	9	16%	4	7%	1	2%	0	0%	0	0%

Opinions Regarding Progress Made Since Attending the After School Program DCMS Overall Student Response (n=29)												
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
I like the after school program	24	83%	3	10%	2	7%	0	0%	0	0%	0	0%
My behavior has improved	14	48%	9	31%	6	21%	0	0%	0	0%	0	0%
The program helps me complete and turn in my homework on time	23	79%	6	21%	0	0%	0	0%	0	0%	0	0%
My attendance has improved	10	35%	13	45%	4	14%	0	0%	0	0%	2	7%
I'm doing better in school since I started coming here	18	62%	7	24%	3	10%	1	3%	0	0%	0	0%
I feel I have someone I can go to when I need help	17	59%	12	41%	0	0%	0	0%	0	0%	0	0%
I feel better about myself and my abilities	18	62%	6	21%	4	14%	0	0%	0	0%	1	3%
I have made new friends	20	69%	7	24%	2	7%	0	0%	0	0%	0	0%
I want to graduate from high school	28	97%	1	3%	0	0%	0	0%	0	0%	0	0%
I want to continue my education beyond high school	24	83%	5	17%	0	0%	0	0%	0	0%	0	0%

Opinions Regarding Progress Made Since Attending the After School Program DCHS Overall Student Response (n=26)												
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
I like the after school program	11	42%	12	46%	1	4%	1	4%	1	4%	0	0%
My behavior has improved	10	39%	6	23%	7	27%	1	4%	1	4%	1	4%
The program helps me complete and turn in my homework on time	15	58%	7	27%	2	8%	1	4%	1	4%	0	0%
My attendance has improved	9	35%	7	27%	5	19%	1	4%	2	8%	2	8%
I'm doing better in school since I started coming here	10	39%	12	46%	4	15%	0	0%	0	0%	0	0%
I feel I have someone I can go to when I need help	11	42%	7	27%	5	19%	1	4%	2	8%	0	0%
I feel better about myself	12	46%	8	31%	4	15%	2	8%	0	0%	0	0%

Opinions Regarding Progress Made Since Attending the After School Program												
DCHS Overall Student Response (n=26)												
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
and my abilities												
I have made new friends	10	39%	7	27%	8	31%	1	4%	0	0%	0	0%
I want to graduate from high school	21	81%	3	12%	2	8%	0	0%	0	0%	0	0%
I want to continue my education beyond high school	17	65%	4	15%	4	15%	1	4%	0	0%	0	0%

Annual Student Satisfaction Surveys

Student Comments:

Dodge County Middle School:

Unknown / No Name Specified:

1. What's the best thing about the after school program?

- *Activites.*
- *Activities.*
- *Activities portion.*
- *Activity.*
- *ASP provides help needed to be successful & allows for enrichment that the school day oftentimes does not afford.*
- *Doing homework.*
- *Everthing.*
- *Extra help.*
- *Finish homework.*
- *Finishing my homework.*
- *Friend and doing my homework on time.*
- *Getting help when I don't understand.*
- *Getting help with my home work.*
- *Getting homework help, can play with friend.*
- *Help w/ homework.*
- *Helping with homework.*
- *I get more help with my homework.*
- *N/A. (Repeated 1 time)*
- *That we get more help in the After School Program.*
- *The gym.*
- *The help.*
- *The people. Helped her with her work.*
- *Time to do and get help with homework.*
- *Was able to get help.*
- *We have inrichment time after we do are work and get done with hw on time.*

2. What needs to be improved about the after school program?

- *Better snacks. (Repeated 1 time)*
- *Let us go to the bathroom when we get there.*
- *More food.*
- *More time for carter ed.*
- *No.*
- *None.*

- *Not at this time.*
- *Nothing.* (Repeated 3 times)
- *Nothing program is great.*
- *Noting.*
- *N/A.* (Repeated 1 time)
- *Other behavior.*
- *Possible impementarion of community outreach projects.*
- *Snacks.*
- *The program need to last longer at the end of the year.*
- *The snack.*
- *The snacks.*

3. Any additional comments?

- *All the teachers are nice.*
- *Great program – reaching kids across the county.*
- *I love the After School Program.*
- *It is amazing.*
- *N/A.*
- *On Fridays we should be able to have our phones.*
- *See #3.*
- *Some of the drinks have mold in it or out of date need to improve.*

Dodge County High School:

Unknown / No Name Specified:

1. What's the best thing about the after school program?

- *Being able to keep up with all my school work.*
- *Enrichment.* (Repeated 1 time)
- *Food.*
- *For me to maintain good grades.*
- *Free ride home.*
- *Geting helps with my homework.*
- *Getting help for next year.*
- *Getting work done.*
- *Having fun, making friend, etc.*
- *Help they give us.*
- *Improving my grades.*
- *Is being with friends.*
- *Learning with teachers.*
- *Recreation.*
- *Teachers helping us out with homework.*
- *Th more food.*

- *The free ride home.*
- *The help.*
- *The people.*
- *The recreational time.*
- *The teachers.*
- *The time we get to do our work.*
- *To do homework and have fun with friends and getting good grade in each classes.*

2. What needs to be improved about the after school program?

- *Attitudes.*
- *Better snacks, longer enrichment.*
- *Homework, science, math, ELA, etc.*
- *Hours.*
- *More fun and more work.*
- *More gym time.*
- *My grades a little more.*
- *Nothing. (Repeated 4 times)*
- *The food.*
- *The more gym.*
- *The snacks. (Repeated 4 times)*
- *The snacks they nasty.*
- *The tepature and the food.*
- *The time.*
- *The time we get out.*

3. Any additional comments?

- *Children who don't get along need to separated plz.*
- *I enjoy being here.*
- *It is great and it helps me.*
- *None.*

Appendix C: Annual Family Satisfaction Survey

A total of 47 parents of After School Program participants completed and returned surveys regarding the program.

Total Number of Family Respondents By Site		
Program Site	# of parents	% of total
Dodge Middle	29	62%
Dodge High	18	38%
Total	47	100%

**Surveys were not labeled with a student name nor number of days attended.*

Parent's Satisfaction with the After School Program Family Response												
Program Site	Very Satisfied		Somewhat Satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Very dissatisfied		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
Dodge Middle	22	76%	7	24%	0	0%	0	0%	0	0%	0	0%
Dodge High	12	67%	6	33%	0	0%	0	0%	0	0%	0	0%
Total	34	72%	13	28%	0	0%	0	0%	0	0%	0	0%

Where Your Child Usually Went After School Prior to Participating in the After School Program Family Response												
Program Site	My child stayed at home alone		My child stayed home with a sibling, parent, guardian or sitter		My child went to the home of someone else		My child went someplace else for activities		Other		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
Dodge Middle	3	10%	17	59%	1	3%	5	17%	3	10%	0	0%
Dodge High	2	11%	14	78%	0	0%	1	6%	0	0%	1	6%
Total	5	11%	31	66%	1	2%	6	13%	3	6%	1	2%

How You Found Out About the After School Program												
Family Response												
Program Site	From the school or agency		From another parent		From another community organization or agency		From another student		Other		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
Dodge Middle	23	79%	3	10%	0	0%	3	10%	0	0%	0	0%
Dodge High	16	89%	1	6%	0	0%	1	6%	0	0%	0	0%
Total	39	83%	4	9%	0	0%	4	9%	0	0%	0	0%

Opinions Regarding the After School Program													
Overall Family Response (n=47)													
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated		
	#	%	#	%	#	%	#	%	#	%	#	%	
The program has helped improve my child's behavior	20	43%	15	32%	10	21%	0	0%	0	0%	2	4%	
The program is helping my child to complete and turn in his/her homework in a timely manner	32	68%	12	26%	1	2%	0	0%	0	0%	2	4%	
The program is helping to improve my child's reading skills	18	38%	21	45%	6	13%	0	0%	0	0%	2	4%	
The program is helping to improve my child's math skills	25	53%	15	32%	5	11%	0	0%	0	0%	2	4%	

Opinions Regarding the After School Program													
Dodge Middle School Family Response (n=29)													
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated		
	#	%	#	%	#	%	#	%	#	%	#	%	
The program has helped improve my child's behavior	9	31%	11	38%	7	24%	0	0%	0	0%	2	7%	
The program is helping my child to complete and turn in his/her homework in a timely manner	18	62%	8	28%	1	3%	0	0%	0	0%	2	7%	
The program is helping to improve my child's reading skills	10	35%	13	45%	4	14%	0	0%	0	0%	2	7%	
The program is helping	13	45%	11	38%	3	10%	0	0%	0	0%	2	7%	

Opinions Regarding the After School Program Dodge Middle School Family Response (n=29)												
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
to improve my child's math skills												

Opinions Regarding the After School Program Dodge High School Family Response (n=18)												
Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Not stated	
	#	%	#	%	#	%	#	%	#	%	#	%
The program has helped improve my child's behavior	11	61%	4	22%	3	17%	0	0%	0	0%	0	0%
The program is helping my child to complete and turn in his/her homework in a timely manner	14	78%	4	22%	0	0%	0	0%	0	0%	0	0%
The program is helping to improve my child's reading skills	8	44%	8	44%	2	11%	0	0%	0	0%	0	0%
The program is helping to improve my child's math skills	12	67%	4	22%	2	11%	0	0%	0	0%	0	0%

Would Like for Their Child to Participate in the After School Program Next Year Family Response									
Program Site	Yes		No		Undecided		Not stated		
	#	%	#	%	#	%	#	%	
Dodge Middle	25	86%	1	3%	2	7%	1	3%	
Dodge High	13	72%	0	0%	4	22%	1	6%	
Total	38	81%	1	2%	6	13%	2	4%	

Annual Family Satisfaction Survey

Family Comments:

Dodge County Middle School:

Unknown / No Name Specified:

1. What's the best thing about the After School Program?

- *Around kids her age.*
- *Extra help and practice.*
- *Getting help with homework!*
- *Gives help with math a other hoemwork.*
- *Helps him with his homework.*
- *Help w/ homework.*
- *Keep it going.*
- *Knowing she can get the help she needs.*
- *Opportunities for success & enrichment.*
- *She gets the help she needs with homework.*

2. What needs to be improved about the After School Program?

- *None.*
- *Nothing.*
- *Nothing great program.*
- *N/A. (Repeated 1 time)*
- *Possible integration of community outreach.*
- *The snacks.*
- *To make sure any kid that need the help, is 't left behind.*

3. Additional comments?

- *Extra time help & a little fun, will make the grades better.*
- *Great program – reaching kids across the county!*
- *He has improved alot.*
- *N/A.*
- *Make sure they use they're time wisely, for homework and studying for test.*
- *See #7.*

Dodge County High School:

Unknown / No Name Specified:

1. What's the best thing about the After School Program?

- *Branden seems to really enjoy it. He gets help with all classes.*

- *Child stay more occupied in her education.*
- *Help students that need extra help.*
- *Help with her homework.*
- *Help with homework, keep grade up.*
- *Helping my child to do makeup work.*
- *Helps them complete homework.*
- *It really helps with math.*
- *It's teaching her how to look at homework is not bad at all that it can be fun & you can learn at the same time.*
- *My child has improved on her learning skills.*
- *Students can get help or access to materials needed for assignments.*
- *That my kids are getting help.*
- *The help.*
- *The help for my child.*
- *The program helped my child bring his grade up.*
- *The teachers helping the students.*
- *Yall help him with his work.*

2. What needs to be improved about the After School Program?

- *Contact parents to inform when child not attending & attending after school hours and discuss if improvements need to be made.*
- *I don't have anything at the moment.*
- *More individual help.*
- *No suggestions.*
- *None.*
- *Not a thing. I love what it does for my child.*
- *Nothing.*
- *Nothing – a great program.*
- *Nothing as far as I'm concerned.*
- *Nothing at all.*
- *N/A.*
- *That when a child asks for help from one of the adults, that they help the child, especially when being bullied.*
- *The program seems to be in tack.*
- *?*

3. Additional comments?

- *It really help him with work, keep grade up.*
- *Just continue to keep pushing the kids to always thrive and achieve their goals and never give up on learning.*
- *No comment.*
- *None.*
- *Thank you! Please let him come back!*

- *Thanks for all the time you all have suffered to make this and the past years for my children to learn more and focus more on their education. Very helpful program.*
- *The program has really helped my son through the elementary until now. A great program.*
- *The program works & keep up the good work. My thanks to the one's that work so hard for the children.*

Appendix D: Annual Staff Satisfaction Survey

A total of 23 staff members completed surveys regarding the 2016 - 2017 After School Program. Below is a summary of their responses.

Total Number of Staff Respondents By Site		
Program Site	# of respondents	% of total
Dodge Middle	15	65%
Dodge High	8	35%
Total	23	100%

Satisfaction with the After School Program By Site										
Program Site	Very Satisfied		Somewhat Satisfied		Not Satisfied		Don't Know		Not stated	
	#	%	#	%	#	%	#	%	#	%
Dodge Middle	11	73%	3	20%	0	0%	0	0%	1	7%
Dodge High	6	75%	2	25%	0	0%	0	0%	0	0%
Total	17	74%	5	22%	0	0%	0	0%	1	4%

Opinions of the After School Program Overall Staff Response (n=23)									
Question	Yes		No		Uncertain		Not stated		
	#	%	#	%	#	%	#	%	
Were enough activities planned for the students?	20	87%	1	4%	2	9%	0	0%	
Did you attend at least one of the family events?	14	61%	6	26%	2	9%	1	4%	
Did you think the activities/services were age appropriate for the students?	23	100%	0	0%	0	0%	0	0%	
Do you feel students gained useful knowledge through the program?	22	96%	0	0%	1	4%	0	0%	
Do you feel the after school program benefited your students?	23	100%	0	0%	0	0%	0	0%	
Do you feel discipline problems were handled appropriately?	21	91%	2	9%	0	0%	0	0%	
Do you feel that you received an adequate amount of training to perform your job duties?	23	100%	0	0%	0	0%	0	0%	
Do you feel that you received an adequate amount of supervision and guidance when performing your job duties?	22	96%	0	0%	1	4%	0	0%	
Do you feel that there is an adequate amount of communication between after school program staff members, regular school day staff, parents and students?	20	87%	2	9%	1	4%	0	0%	
Does the existence of volunteers improve the quality of services provided by the after school program?	18	78%	0	0%	5	22%	0	0%	

Opinions of the After School Program Overall Staff Response (n=23)								
Question	Yes		No		Uncertain		Not stated	
	#	%	#	%	#	%	#	%
Would you like to work with the program next year?	21	91%	1	4%	1	4%	0	0%

Opinions of the After School Program DCMS Staff Response (n=15)								
Question	Yes		No		Uncertain		Not stated	
	#	%	#	%	#	%	#	%
Were enough activities planned for the students?	14	93%	0	0%	1	7%	0	0%
Did you attend at least one of the family events?	11	73%	2	13%	1	7%	1	7%
Did you think the activities/services were age appropriate for the students?	15	100%	0	0%	0	0%	0	0%
Do you feel students gained useful knowledge through the program?	15	100%	0	0%	0	0%	0	0%
Do you feel the after school program benefited your students?	15	100%	0	0%	0	0%	0	0%
Do you feel discipline problems were handled appropriately?	13	87%	2	13%	0	0%	0	0%
Do you feel that you received an adequate amount of training to perform your job duties?	15	100%	0	0%	0	0%	0	0%
Do you feel that you received an adequate amount of supervision and guidance when performing your job duties?	14	93%	0	0%	1	7%	0	0%
Do you feel that there is an adequate amount of communication between after school program staff members, regular school day staff, parents and students?	12	80%	2	13%	1	7%	0	0%
Does the existence of volunteers improve the quality of services provided by the after school program?	14	93%	0	0%	1	7%	0	0%
Would you like to work with the program next year?	13	87%	1	7%	1	7%	0	0%

Opinions of the After School Program DCHS Staff Response (n=8)								
Question	Yes		No		Uncertain		Not stated	
	#	%	#	%	#	%	#	%
Were enough activities planned for the students?	6	75%	1	13%	1	13%	0	0%
Did you attend at least one of the family events?	3	38%	4	50%	1	13%	0	0%
Did you think the activities/services were age appropriate for the students?	8	100%	0	0%	0	0%	0	0%
Do you feel students gained useful knowledge through the program?	7	88%	0	0%	1	13%	0	0%
Do you feel the after school program benefited your students?	8	100%	0	0%	0	0%	0	0%

**Opinions of the After School Program
DCHS Staff Response (n=8)**

Question	Yes		No		Uncertain		Not stated	
	#	%	#	%	#	%	#	%
Do you feel discipline problems were handled appropriately?	8	100%	0	0%	0	0%	0	0%
Do you feel that you received an adequate amount of training to perform your job duties?	8	100%	0	0%	0	0%	0	0%
Do you feel that you received an adequate amount of supervision and guidance when performing your job duties?	8	100%	0	0%	0	0%	0	0%
Do you feel that there is an adequate amount of communication between after school program staff members, regular school day staff, parents and students?	8	100%	0	0%	0	0%	0	0%
Does the existence of volunteers improve the quality of services provided by the after school program?	4	50%	0	0%	4	50%	0	0%
Would you like to work with the program next year?	8	100%	0	0%	0	0%	0	0%

Annual Staff Satisfaction Survey

Staff Comments:

Dodge County Middle School:

1. What are the strengths of the After School Program?

- *Allowing students a teacher to help w/ homework.*
- *Helping struggling students.*
- *Homework. Character ed.*
- *More one-on-one & student's hw got done so parents didn't have to help. (Most parents complain about not being able to do math.)*
- *Passionate teachers, students, that need help and are willing to work; student participation.*
- *Student & teacher relationships; teachers willing.*
- *Teacher knowledge of subject area.*
- *The after school program helps student be more successful academically and socially during school.*
- *The excellent teachers and personal that are patient with the kids when assisting them with any work.*
- *The kids can receive extra help to get homework done.*
- *The relationships between the students/teachers. Students get the needed help.*
- *To bring in some one have a special mentor one on one.*
- *Variety of activities.*
-

2. What needs to be improved about the After School Program?

- *Better communication.*
- *Discipline more. Consistant, teachers should be involved in picking the students that want to participate.*
- *Kids to be able to do more things off campus & giving kids more options on sporting activities.*
- *More field trips to engage students interests.*
- *More sots for more students.*
- *More teachers to help w/ math struggling students. (I found myself teaching 2 more hours a day!)*
- *Some teachers need to look at the program as not an extension of the school day; teacher communication.*
- *Students have a paper to complete for teachers about homework due.*
- *Students need more consequences for behaviors. Communication between teachers.*
- *The kids need more variety of extra-curricular activities and let them sign up for activities.*

3. Additional comments?

- *Suggestions for more enrichment activities.*
- *The students & staff.*
- *To have a real talk, atleast one a week, what they won't do in life, become on day.*

Dodge County High School:

1. What are the strengths of the After School Program?

- *Extra time for homework, or to catch up on school work. Provides one on one instruction; structured activities.*
- *Gives students a safe place to be after school. Helps students complete assignments and pass classes.*
- *Homework help, building good relations between staff and students, enrichment activities.*
- *Small groups to enable one-on-one time with students adequate time for tutoring.*
- *This program allows students the opportunity to do hw, study and work on improving grades.*
- *Tutoring; socialization.*

2. What needs to be improved about the After School Program?

- *More funding.*
- *More planned activities (certain teachers did plan activities, would be good to have more of these though).*
- *More structured activities planned by teachers. Suggestion – have teachers submit lesson/activity plans for the days worked. This would hold teachers accountable for activities planned and would ensure that the program is offering students a structured environment.*
- *Nothing at this time.*
- *N/A.*
- *We could certainly use more community volunteers that could teach specific skills.*

3. Additional comments?

- *DCHS is awesome!*
- *Good program.*
- *The afterschool program is great! I think it gives students the opportunity for individual academic attention.*

Appendix E: Focus Group Summary

In preparing the annual evaluation report, the evaluator conducted a series of key local after school program (ASP) stakeholder focus groups with 39 individuals on May 9, 2017. These groups included: students enrolled in the program, management, superintendent, principals, teachers, and parents of program participants.

The purpose of these focus groups was to obtain insight and feedback regarding their perceptions of the after school programs. Feedback from each of these groups is summarized below.

Parents Focus Group General Comments (n=7):

- **They described the program as** a great program, especially with the different subject areas, and being able to assist in areas your kid is struggling in; a great program for latch key kids; being responsible for homework; and making new friends.
- **When asked to rate the program on a scale of 1-10, with 10 being the highest, they rated the initiative an 8 - 9.** Reasons include: because as we look at test scores – the kids academics are improving; we consider it to be a good program; and I have seen his grades improve because he likes the program and interaction with the other kids.
- **Strengths repeatedly identified included:** it gives us a chance to help those kids who are really struggling in a particular area – the teachers are willing to adapt to the student.
- **Suggested opportunities for overall initiative improvement included:** it seems like we have more and more kids who are needing the service with a limited number of spaces – there are a lot of kids who need it, who can't get in; and we need to start earlier in the school year.
- **If funding was not a barrier, the following suggestions were made:** starting earlier in the year.
- **Suggestions for improving communication with parents included:** keep the parents more involved – many parents work.
- **Suggestions to improve parent/family activities to increase their participation included:** have more functions that involve them; and when you first start the program, have a mandatory orientation meeting.
- **Existing barriers identified included:** funding.
- **Additional comments included:** I am very well pleased with the program – it makes you feel good when you see the difference in a child; it is a great program and it is working; I wish we could serve more kids; as a grandparent, I see my grandchild get their homework done at school; parents know where their child is and that they are getting their homework done while the parents are working; and my kids like the after school program atmosphere more than the regular school day.

Management Focus Group General (n=7):

- **They described the program as** a program that is multifaceted and helping with schoolwork, homework, enrichment, recreation, and other fun activities; and we can incorporate South Dodge Elementary School mental health services, and incorporate other services.

- **When asked to rate the program on a scale of 1-10, with 10 being the highest, they rated the initiative a 9.9 - 10.** Reasons include: because of staff – we have dedicated teachers; grades have gone up; and behavior and attendance and class participation here.
- **Strengths repeatedly identified included:** STEM programs; and Science Fair projects – every 4th and 5th grade child could participate.
- **Suggested opportunities for overall initiative improvement included:** we need more money for more stuff to reduce our student to staff ratio so we could provide more one-on-one help.
- **If funding was not a barrier, the following suggestions were made:** more staff; and computers for every child in the after school program so they could take them home.
- **Suggestions for improving communication with parents included:** we use a calling system, Remind 101, Facebook, e-mails and the school web site.
- **Suggestions to improve parent/family activities to increase their participation included:** if the kids do some type of performance, the parents will come; feed them (doesn't necessarily work); link with other activities like science night or young authors night; and as students get older, parents do not participate as much.
- **Existing barriers identified included:** communication between the regular classroom teachers and after school program teachers.
- **Additional comments included:** it is well needed.

Superintendent and Principals Focus Group General Comments (n=4):

- **They described the program as** one-on-one attention to detail for students; they can get assistance, as well as fun activities; out of the box activities; opportunity to re-teach skills; credit recovery; and different setting than in the classroom.
- **When asked to rate the program on a scale of 1-10, with 10 being the highest, they rated the initiative an 8 - 9.** Reasons include: we have so many students and a limited number of staff – we need smaller ratios; and we need to see more students.
- **Strengths repeatedly identified included:** helps the students who are behind; more student participation in Science Fair; relationships; and parent involvement.
- **Suggested opportunities for overall initiative improvement included:** more students; smaller student to staff ratio; at South Dodge Elementary School; and we would like to see a computer station checkout.
- **If funding was not a barrier, the following suggestions were made:** computer checkout; more staff; and more students.
- **Suggestions for improving communication with parents included:** our after school program participation in Science Fair, etc., is great; end of the year celebration with refreshments or dinner; children performing; and awards celebration.
- **Suggestions to improve parent/family activities to increase their participation included:** our after school program participation in Science Fair, etc., is great; end of the year celebration with refreshments or dinner; children performing; and awards celebration.
- **Existing barriers identified included:** not enough student slots; and need additional funding.

- **Additional comments included:** at high school, we have seen positive results from the program; offering breakfast and lunch is very important; and a lot of the kids at the middle school are struggling and need the assistance.

DCMS Teachers Focus Group General Comments (n=7):

- **They described the program as** a very good program that concentrates academically and socially; it helps fill a gap between students, parents, and teachers; and a safety feature because students are not going home alone.
- **When asked to rate the program on a scale of 1-10, with 10 being the highest, they rated the initiative an 8 - 10.** Reasons include: I like to focus, more than academics, on the enrichment program - I taught them how to sew and other hands on things; because if we had more sports, we could serve more kids; and this year we will really work with the after school program and academic teachers to make sure the students could see what they needed to do regarding homework, etc.
- **Strengths repeatedly identified included:** building relationships between students and teachers; and accountability.
- **Suggested opportunities for overall initiative improvement included:** technology; all of our connections classes in general could be better; and art in 21st CCLC.
- **If funding was not a barrier, the following suggestions were made:** cooking classes; more supplies; life skills; and more spots available.
- **Suggestions for improving communication with parents included:** a parent/student night or something they could do with the students; and parent dinners showcasing star students (maybe even an awards ceremony).
- **Suggestions to improve parent/family activities to increase their participation included:** just having a lesson between the schools and the parents; and some way of making a more positive environment with parents.
- **Existing barriers identified included:** finances/funding.
- **Additional comments included:** we have so many parents who do not have transportation to get here for an event; we love it; we are really fortunate to have this program; these parents depend on this program; we have waiting lists; it is very instrumental and it helps a lot in building a relationship with the students; and we need a coach who can organize some competitive events.

DCHS Teachers Focus Group General Comments (n=4):

- **They described the program as** mainly for children to catch up – it is a relief for a lot of parents and it is somewhere safe; and somewhere to get their homework done.
- **When asked to rate the program on a scale of 1-10, with 10 being the highest, they rated the initiative an 8 - 9.** Reasons include: we have a really good program at the high school level – it has been beneficial; there are teachers from all of the different content areas who can help; and it has provided the students with a social network that they would not have developed elsewhere.
- **Strengths repeatedly identified included:** reaching all the kids from 9 – 12; getting those kids who fall through the cracks; and running it year round (including summer).
- **Suggested opportunities for overall initiative improvement included:** scheduling/doing things in the community during the school year; need more funding; and limiting food has been an issue – we would like to use it more often as rewards.

- **If funding was not a barrier, the following suggestions were made:** for all of them to have a tablet or an iPad, even if it was just on a checkout system for a year.
- **Suggestions for improving communication with parents included:** we do a good job of putting it out there for the parents – a lot of times we are filling in that world, but a lot of our parents are not that involved (perhaps due to transportation and work).
- **Suggestions to improve parent/family activities to increase their participation included:** we offer a variety of activities – you have to offer differentiated instruction with parents.
- **Existing barriers identified included:** funding – the budget doesn't allow us to do our ideas.
- **Additional comments included:** it has been very beneficial; and it has offered many more smaller group opportunities and one-on-one opportunities.

DCMS Student Focus Group General Comments (n=7):

- **The best thing about the after school program is:** working on your homework; very fun; and be with your friends.
- **Students gave the following suggestions for additional activities in after school:** more outside activities; art; and field trips.
- **If we had all of the money we wanted, the following suggestions were made:** better food, such as chocolate, pizza, and buns – but not wheat.
- **We can get more parents and other adults to come to family activities by:** putting it on Facebook and social media; and be able to bring electronic devices.
- **Suggestions to make the after school program better:** make it more fun; field trips; more adventures; and library time.
- **How the program has helped students:** grades have improved; homework done; and social skills have improved.
- **Additional comments included:** I like it.

DCHS Student Focus Group General Comments (n=3):

- **The best thing about the after school program is:** it helps our knowledge and grades; and it helps us get better and do homework.
- **Students gave the following suggestions for additional activities in after school:** something for next year; and fun stuff.
- **If we had all of the money we wanted, the following suggestions were made:** field trips, for example, Wild Adventures.
- **We can get more parents and other adults to come to family activities by:** advertise; and social media.
- **Suggestions to make the after school program better:** better snacks, for example, none of the fat-free stuff.
- **How the program has helped students:** helped my grades; my knowledge; my attitude; and be better.

Overall, these individuals are pleased with the 21st Century Community Learning Center Initiative. Despite being able to suggest constructive comments to continue to improve this

initiative, they sincerely believe that this initiative has been beneficial for students and families, especially those most at-risk.

Appendix F: Classroom Teacher Survey

A total of 119 surveys were completed and returned citing observations made of after school program participants. Feedback was obtained regarding 75% (n=119) of the participating school year students. The following is a summary of the results.

Observations Regarding After School Program Participants Teacher Opinions (n=119)																
Observation	No need to improve		Significant improvement		Moderate improvement		Slight improvement		No change		Slight decline		Moderate decline		Significant decline	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
To what extent has the student changed their behavior in terms of :																
Turning in his/her homework in on time	12	10%	64	54%	13	11%	30	25%	0	0%	0	0%	0	0%	0	0%
Completing homework to your satisfaction	11	9%	64	54%	19	16%	25	21%	0	0%	0	0%	0	0%	0	0%
Participate in class	8	7%	31	26%	61	51%	18	15%	1	1%	0	0%	0	0%	0	0%
Volunteering for more responsibilities or extra credit work	6	5%	27	23%	57	48%	22	18%	7	6%	0	0%	0	0%	0	0%
Attend class regularly	31	26%	55	46%	5	4%	19	16%	9	8%	0	0%	0	0%	0	0%
Attentive in class	15	13%	50	42%	27	23%	24	20%	3	3%	0	0%	0	0%	0	0%
Behave well in class	29	24%	45	38%	21	18%	21	18%	2	2%	1	1%	0	0%	0	0%
Do well academically	8	7%	51	43%	27	23%	33	28%	0	0%	0	0%	0	0%	0	0%
Come to school motivated to learn	12	10%	47	39%	32	27%	23	19%	4	3%	1	1%	0	0%	0	0%
Get along well with other students	32	27%	50	42%	21	18%	16	13%	0	0%	0	0%	0	0%	0	0%

Dodge County Middle School: Overall Teacher Response

Observations Regarding After School Program Participants Dodge County Middle School Teacher Opinions (n=75)																
Observation	No need to improve		Significant improvement		Moderate improvement		Slight improvement		No change		Slight decline		Moderate decline		Significant decline	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
To what extent has the student changed their behavior in terms of :																
Turning in his/her homework in on time	0	0%	55	73%	4	5%	16	21%	0	0%	0	0%	0	0%	0	0%
Completing homework to your satisfaction	1	1%	55	73%	6	8%	13	17%	0	0%	0	0%	0	0%	0	0%
Participate in class	0	0%	24	32%	44	59%	7	9%	0	0%	0	0%	0	0%	0	0%

Observations Regarding After School Program Participants Dodge County Middle School Teacher Opinions (n=75)																
Observation	No need to improve		Significant improvement		Moderate improvement		Slight improvement		No change		Slight decline		Moderate decline		Significant decline	
To what extent has the student changed their behavior in terms of :																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Volunteering for more responsibilities or extra credit work	0	0%	22	29%	44	59%	9	12%	0	0%	0	0%	0	0%	0	0%
Attend class regularly	7	9%	53	71%	1	1%	13	17%	1	1%	0	0%	0	0%	0	0%
Attentive in class	4	5%	45	60%	16	21%	10	13%	0	0%	0	0%	0	0%	0	0%
Behave well in class	9	12%	43	57%	12	16%	10	13%	0	0%	1	1%	0	0%	0	0%
Do well academically	0	0%	43	57%	12	16%	20	27%	0	0%	0	0%	0	0%	0	0%
Come to school motivated to learn	1	1%	44	59%	18	24%	11	15%	0	0%	1	1%	0	0%	0	0%
Get along well with other students	9	12%	44	59%	12	16%	10	13%	0	0%	0	0%	0	0%	0	0%

** All surveys were for students attending more than 30 days.*

Dodge County High School: Overall Teacher Response

Observations Regarding After School Program Participants Dodge County High School Teacher Opinions (n=44)																
Observation	No need to improve		Significant improvement		Moderate improvement		Slight improvement		No change		Slight decline		Moderate decline		Significant decline	
To what extent has the student changed their behavior in terms of :																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Turning in his/her homework in on time	12	27%	9	20%	9	20%	14	32%	0	0%	0	0%	0	0%	0	0%
Completing homework to your satisfaction	10	23%	9	20%	13	30%	12	27%	0	0%	0	0%	0	0%	0	0%
Participate in class	8	18%	7	16%	17	39%	11	25%	1	2%	0	0%	0	0%	0	0%
Volunteering for more responsibilities or extra credit work	6	14%	5	11%	13	30%	13	30%	7	16%	0	0%	0	0%	0	0%
Attend class regularly	24	55%	2	5%	4	9%	6	14%	8	18%	0	0%	0	0%	0	0%
Attentive in class	11	25%	5	11%	11	25%	14	32%	3	7%	0	0%	0	0%	0	0%
Behave well in class	20	45%	2	5%	9	20%	11	25%	2	5%	0	0%	0	0%	0	0%
Do well academically	8	18%	8	18%	15	34%	13	30%	0	0%	0	0%	0	0%	0	0%
Come to school motivated to learn	11	25%	3	7%	14	32%	12	27%	4	9%	0	0%	0	0%	0	0%
Get along well with other students	23	52%	6	14%	9	20%	6	14%	0	0%	0	0%	0	0%	0	0%

** All surveys were for students attending more than 30 days.*

Appendix G: Quarterly Worksheets

Dodge County 21st Century Community Learning Center Initiative 2016 - 2017 Programming Information Annual Report				
Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
Project Director	<p><u>Dodge County Middle School and Dodge County High School (Marcie Jones)</u> < Staffing the quarterly Advisory Council meetings: The last advisory council meetings were conducted. < Facilitating the monthly 21st CCLC management team meetings: One management team meeting was held where we discussed upcoming monitoring. < Supervising the Site Coordinators and Clerical/Data Clerk: We continue to work together to make sure the program is running smoothly and that we are getting the information in Cayen correctly. < Managing the grant: There have been no problems with managing the grant for this quarter. < Coordinating information dissemination related activities (including monthly articles in newspaper, monthly parent newsletter, information posted on school system's website): We continue to share information with parents and stakeholders about the program. We had a science night in</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < Staffing the quarterly Advisory Council meetings: The last advisory council meetings was conducted on 1/10/17. < Facilitating the monthly 21st CCLC management team meetings: One management team meeting was held where we discussed upcoming monitoring. < Supervising the Site Coordinators and Clerical/Data Clerk: We continue to work together to make sure the program is running smoothly and that we are getting the information in Cayen correctly. < Managing the grant: There have been no problems with managing the grant for this quarter. < Coordinating information dissemination related activities (including monthly articles in newspaper, monthly parent newsletter, information posted on school system's website): We continue to share information with parents and stakeholders about the program.</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < Staffing the quarterly Advisory Council meetings: The last advisory council meetings was conducted on 5/10/17. < Facilitating the monthly 21st CCLC management team meetings: Two management team meetings were held where we strategized on the upcoming summer program. < Supervising the Site Coordinators and Clerical/Data Clerk: We continue to work together to make sure the program is running smoothly and that we are getting the information in Cayen correctly. < Managing the grant: There have been no problems with managing the grant for this quarter. < Coordinating information dissemination related activities (including monthly articles in newspaper, monthly parent newsletter, information posted on school system's website): We continue to share information with parents and stakeholders about the program.</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < Staffing the quarterly Advisory Council meetings: The last advisory council meeting was conducted on 5/10/17. < Facilitating the monthly 21st CCLC management team meetings: One management team meeting was held, where we strategized on the upcoming summer program and possible field trips. < Supervising the Site Coordinators and Clerical/Data Clerk: We continue to work together to make sure the program is running smoothly and that we are getting the information in Cayen correctly. < Managing the grant: There have been no problems with managing the grant for this quarter. < Coordinating information dissemination related activities (including monthly articles in newspaper, monthly parent newsletter, information posted on school system's website): We continue to share information with parents and</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
	<p>October where middle school students had the opportunity to conduct spooky science experiments. The event was well attended and the kids had fun!</p> <p>< Insuring quality control in the delivery of services: There have been no issues insuring the delivery of services.</p> <p>< Maintaining compliance with all Initiative related policies and procedures: The site coordinators continue to ensure that programs run smoothly and follow policies and procedures.</p> <p>< Developing and updating, when necessary, local policies and procedures: None at this time.</p> <p>< Expanding and managing collaborative relationships: Both programs collaborate with community members as much as possible.</p> <p>< Assisting the Site Coordinators in soliciting, training and coordinating staff for all program sites: Both Dodge County Middle School and Dodge County High School had trainings on bullying and cyber safety this quarter.</p> <p>< Ensuring that all staff and volunteers have a mandatory background check: Ongoing.</p> <p>< Assessing staff and volunteer training needs and developing an ongoing professional development plan: Ongoing.</p>	<p>We have a literacy night coming up in March where middle school students will have the opportunity to Skype with an author and narrate books they have recently read.</p> <p>< Insuring quality control in the delivery of services: There have been no issues insuring the delivery of services.</p> <p>< Maintaining compliance with all Initiative related policies and procedures: The site coordinators continue to ensure that programs run smoothly and follow policies and procedures.</p> <p>< Developing and updating, when necessary, local policies and procedures: None at this time.</p> <p>< Expanding and managing collaborative relationships: Both programs collaborate with community members as much as possible.</p> <p>< Assisting the Site Coordinators in soliciting, training and coordinating staff for all program sites: No trainings occurred in the summer program.</p> <p>< Ensuring that all staff and volunteers have a mandatory background check: Ongoing.</p> <p>< Assessing staff and volunteer training needs and developing an ongoing professional development plan: Ongoing.</p> <p>< Coordinating all Initiative</p>	<p>We have sent home and used the one call to notify parents of upcoming events and summer field trips.</p> <p>< Insuring quality control in the delivery of services: There have been no issues insuring the delivery of services.</p> <p>< Maintaining compliance with all Initiative related policies and procedures: The site coordinators continue to ensure that programs run smoothly and follow policies and procedures.</p> <p>< Developing and updating, when necessary, local policies and procedures: As a result of monitoring, a new allowability procedure and a conflict of interest policy was added to the program policies and procedures.</p> <p>< Expanding and managing collaborative relationships: Both programs collaborate with community members as much as possible.</p> <p>< Assisting the Site Coordinators in soliciting, training and coordinating staff for all program sites: Both Dodge County Middle School and Dodge County High School had trainings on bullying and cyber safety this quarter.</p> <p>< Ensuring that all staff and volunteers have a mandatory background check: Ongoing.</p> <p>< Assessing staff and volunteer</p>	<p>stakeholders about the program. We sent home and used the one call to notify parents of upcoming events and summer field trips.</p> <p>< Insuring quality control in the delivery of services: There have been no issues insuring the delivery of services.</p> <p>< Maintaining compliance with all Initiative related policies and procedures: The site coordinators continue to ensure that programs run smoothly and follow policies and procedures.</p> <p>< Expanding and managing collaborative relationships: Both programs collaborate with community members as much as possible.</p> <p>< Assisting the Site Coordinators in soliciting, training and coordinating staff for all program sites: No trainings occurred in the summer program.</p> <p>< Ensuring that all staff and volunteers have a mandatory background check: Ongoing.</p> <p>< Assessing staff and volunteer training needs and developing an ongoing professional development plan: Ongoing.</p> <p>< Coordinating all Initiative related activities: The site coordinators and project director meet monthly and ensure that planning is working as seamlessly as possible.</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
	<p>< Coordinating all Initiative related activities: The site coordinators and project director meet monthly and ensure that planning is working as seamlessly as possible.</p> <p>< Ensuring completion of evaluation plan including worksheets, Cayen Afterschool 21, Surveys, and contact with evaluator: Ongoing.</p> <p>< Completing all required reports: Ongoing.</p> <p>< Working with the Collaborative's Executive Director to coordinate community resources and leverage grant funding: The executive director and the project director meet regularly to discuss various community resources.</p> <p>< # of volunteers: None.</p> <p>< Community partners: Dodge County Board of Education provides facilities for both sites.</p> <p>< Success story vignette: The students participated in Lights On After Dark this quarter. They played games and invited family members into the school to see what kind of activities were happening in the after school program. Both schools had a pumpkin painting contest, as well.</p> <p>< Barriers: None identified.</p>	<p>related activities: The site coordinators and project director meet monthly and ensure that planning is working as seamlessly as possible.</p> <p>< Ensuring completion of evaluation plan including worksheets, Cayen Afterschool 21, Surveys, and contact with evaluator: Ongoing.</p> <p>< Completing all required reports: Ongoing.</p> <p>< Working with the Collaborative's Executive Director to coordinate community resources and leverage grant funding: The executive director and the project director meet regularly to discuss various community resources.</p> <p>< # of volunteers: None.</p> <p>< Community partners: Dodge County Board of Education provides facilities for both sites.</p> <p>< Success story vignette: Students made pillows for a local nursing home with the sewing skills they learned in the 21st CCLC program. The high school students also had the opportunity to plant a full garden. They planted squash, zucchini, tomatoes, cucumbers, and many other vegetables. They continue to take care of the garden, which will last through the summer program, as well.</p> <p>< Barriers: None identified.</p>	<p>training needs and developing an ongoing professional development plan: Ongoing.</p> <p>< Coordinating all Initiative related activities: The site coordinators and project director meet monthly and ensure that planning is working as seamlessly as possible.</p> <p>< Ensuring completion of evaluation plan including worksheets, Cayen Afterschool 21, Surveys, and contact with evaluator: Ongoing.</p> <p>< Completing all required reports: Ongoing.</p> <p>< Working with the Collaborative's Executive Director to coordinate community resources and leverage grant funding: The executive director and the project director meet regularly to discuss various community resources.</p> <p>< # of volunteers: None.</p> <p>< Community partners: Dodge County Board of Education provides facilities for both sites; and Dairy Queen provided ice cream tokens for end of the year celebration, for an estimated value of \$100.</p> <p>< Success story vignette: Students made pillows for a local nursing home with the sewing skills they learned in the 21st CCLC program.</p> <p>< Barriers: None identified.</p>	<p>< Ensuring completion of evaluation plan including worksheets, Cayen Afterschool 21, Surveys, and contact with evaluator: Ongoing.</p> <p>< Completing all required reports: Ongoing.</p> <p>< Working with the Collaborative's Executive Director to coordinate community resources and leverage grant funding: The executive director and the project director meet regularly to discuss various community resources.</p> <p>< # of volunteers: None.</p> <p>< Community partners: Dodge County Board of Education provides facilities for both sites; and Wal-Mart provided hot dogs and ice cream for the end of the year celebration, for an estimated value of \$65.</p> <p>< Success story vignette: Students made Memorial Day cards to send to veterans. High school students also planted a garden and then allowed some of the physically challenged students to harvest the crop.</p> <p>< Barriers: None identified.</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
Management Team	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < # of meetings: 1 < Average # of participants: Not stated. < Issues discussed: 8/30/16: Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < # of meetings: 1 < Average # of participants: Not stated. < Issues discussed: 11/29/16: Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < # of meetings: 2 < Average # of participants: Not stated. < Issues discussed: 1/10/16: Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues. 2/22/16: Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < # of meetings: 1 < Average # of participants: Not stated. < Issues discussed: 5/9/16: Discussed summative evaluations, amendments to the programming staffing, monitoring, and several other ongoing issues.</p>
Advisory Committee	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < # of meetings: No activity.</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < # of meetings: No activity.</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < # of meetings: 1 < Average # of participants: 13 < Issues discussed: 1/10/17: Discussed the 21st CCLC start and end dates, current schedules, the objectives of the program, reviewed the evaluations from 2016 any issues or concerns with the program, upcoming planting of the spring garden, and that the students have the opportunity to participate in several enrichment activities, with 13 participants.</p>	<p><u>Dodge County Middle School and Dodge County High School (Jodi Brewer)</u> < # of meetings: 1 < Average # of participants: 11 Issues discussed: 5/10/17: Discussed the end of the program in May, the upcoming opportunities in the summer program, and we reviewed the students progress and attendance, with 11 participants.</p>
Site Coordinator	<p><u>Dodge County Middle School</u> < Major accomplishments: The program got off to a great start and we have selected a great group of students that I feel will</p>	<p><u>Dodge County Middle School</u> < Major accomplishments: There have been students that have improved in the quality of homework they are turning in</p>	<p><u>Dodge County Middle School</u> < Major accomplishments: Teachers are reporting an improvement in some of our after school participants' student</p>	<p><u>Dodge County Middle School</u> < Major accomplishments: We had a good year with the 21st CCLC summer program with many students improving in</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1 st Quarter Evaluation Information	2 nd Quarter Evaluation Information	3 rd Quarter Evaluation Information	4 th Quarter Evaluation Information
	<p>benefit from the program academically, socially, and culturally. We have a schedule that is set up that will be conducive to learning for the students and meet their educational needs.</p> <p>< Family programs conducted: 8/8/16: Open house from 5:00 P.M. to 7:00 P.M. with 44 adults and 48 students attending. 9/22/16: Parent orientation from 5:30 P.M. to 6:30 P.M. with 37 adults and 40 students attending.</p> <p>< # of volunteers: 2: Cania Dawson provided homework assistance at least 2 days weekly, for a total of 5 hours weekly. Zali Dennard provided homework assistance at least 2 days weekly, for a total of 5 hours weekly.</p> <p>< Supervising site staff and volunteers: The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers and volunteers are following the daily schedule.</p> <p>< Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children: The site coordinators meet with teachers during faculty meetings,</p>	<p>and becoming more vocal in participating in class.</p> <p>< Family programs conducted: 10/20/16: Thriller Thursday parent event from 5:30 P.M. to 7:30 P.M. with 12 adults and 13 students attending.</p> <p>< # of volunteers: 2: Cania Dawson provided homework assistance at least 2 days weekly, for a total of 5 hours weekly. Zali Dennard provided homework assistance at least 2 days weekly, for a total of 5 hours weekly.</p> <p>< Supervising site staff and volunteers: The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers and volunteers are following the daily schedule.</p> <p>< Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children: The site coordinators meet with teachers during faculty meetings, leadership team meetings, grade level meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any</p>	<p>behavior and discipline within the classroom and other areas of the school. Dodge County Middle School had a literacy night where parents attended to receive information about upcoming activities, reading strategies, and they participated in activities.</p> <p>< Family programs conducted: 1/31/17: “Get Down and Book-ie” parent night from 5:30 P.M. to 7:30 P.M. with 15 adults and 15 students attending. 2/13/17: Rising 9th grade parent orientation from 6:00 P.M. to 7:00 P.M. with 14 adults and 14 students attending.</p> <p>< # of volunteers: 2: Cania Dawson provided homework assistance at least 2 days weekly, for a total of 5 hours weekly. Zali Dennard provided homework assistance at least 2 days weekly, for a total of 5 hours weekly.</p> <p>< Supervising site staff and volunteers: The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers and volunteers are following the daily schedule.</p> <p>< Meeting with teachers at your school(s) to explain the program and request their assistance in</p>	<p>homework, being more active in class, a drop in some behavior and attendance problems, and some students that normally struggled through the year were a little more successful this school year. Dodge County Middle School had literacy night where parents attended to receive information about upcoming activities, reading strategies, and they participated in activities.</p> <p>< Family programs conducted: No activity.</p> <p>< # of volunteers: 2: Cania Dawson and Zalin Dennard both provided homework assistance at least 2 days, weekly, for a total of 5 hours donated weekly.</p> <p>< Supervising site staff and volunteers: The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers and volunteers are following the daily schedule.</p> <p>< Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children: The site coordinators meet with teachers during faculty meetings, leadership team meetings, grade level meetings, and</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
	<p>leadership team meetings, grade level meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any concerns.</p> <p>< Working with the family involvement coordinators to serve students enrolled at your site: The family involvement coordinator is given referrals by the teachers when students and their families need access to outside resources.</p> <p>< Working with the student's regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The after school teachers and regular day teachers stay in constant communication and discuss student progress. If there are any regular day teacher concerns about a particular student, it is discussed with the after school teacher in a timely fashion.</p> <p>< Developing and utilizing a homework-sharing tool: The after school teachers check student agendas for daily</p>	<p>concerns.</p> <p>< Working with the family involvement coordinators to serve students enrolled at your site: The family involvement coordinator is given referrals by the teachers when students and their families need access to outside resources.</p> <p>< Working with the student's regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The after school teachers and regular day teachers stay in constant communication and discuss student progress. If there are any regular day teacher concerns about a particular student, it is discussed with the after school teacher in a timely fashion.</p> <p>< Developing and utilizing a homework-sharing tool: The after school teachers check student agendas for daily assignments and homework assignments.</p> <p>< Planning and presenting in-service workshops for the school's regular day staff (regarding the after school program): This is an ongoing</p>	<p>encouraging parents to enroll their children: The site coordinators meet with teachers during faculty meetings, leadership team meetings, grade level meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any concerns.</p> <p>< Working with the family involvement coordinators to serve students enrolled at your site: The family involvement coordinator is given referrals by the teachers when students and their families need access to outside resources.</p> <p>< Working with the student's regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The after school teachers and regular day teachers stay in constant communication and discuss student progress. If there are any regular day teacher concerns about a particular student, it is discussed with the after school teacher in a timely fashion.</p>	<p>departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any concerns.</p> <p>< Working with the family involvement coordinators to serve students enrolled at your site: The family involvement coordinator is given referrals by the teachers when students and their families need access to outside resources.</p> <p>< Working with the student's regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The after school teachers and regular day teachers stay in constant communication and discuss student progress. If there are any regular day teacher concerns about a particular student, it is discussed with the after school teacher in a timely fashion.</p> <p>< Developing and utilizing a homework-sharing tool: The after school teachers check student agendas for daily assignments and homework assignments.</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
	<p>assignments and homework assignments.</p> <p>< Planning and presenting in-service workshops for the school's regular day staff (regarding the after school program): This is an ongoing process through monthly staff meetings and the regular day teachers know they can talk with the after school teachers during their collaborative planning times.</p> <p>< Regularly communicating with the parents of students enrolled at your site: Regular communication with parents is done through telephone conferences, e-mails, face-to-face visits, student agenda, and personal notes home.</p> <p>< Attending and participating in parent conferences: This is ongoing throughout the school year, as needed.</p> <p>< Utilizing technology in student programming at your site: We have grade level assigned computer labs available for the after school students and we are able to check out kindles and Chromebooks, when required.</p> <p>< Actively participating on your county's 21st CCLC management team: The site coordinators meet with the management team, as required.</p> <p>< Community partners: Dairy Queen provides free rewards for students, when asked; Dodge Connection: A Communities in Schools Approach, Inc. provided a family involvement coordinator; Dodge County Board of Education provides facilities for the program; Dodge</p>	<p>process through monthly staff meetings and the regular day teachers know they can talk with the after school teachers during their collaborative planning times.</p> <p>< Regularly communicating with the parents of students enrolled at your site: Regular communication with parents is done through telephone conferences, e-mails, face-to-face visits, student agenda, and personal notes home.</p> <p>< Attending and participating in parent conferences: This is ongoing throughout the school year, as needed.</p> <p>< Utilizing technology in student programming at your site: We have grade level assigned computer labs available for the after school students and we are able to check out kindles and Chromebooks, when required.</p> <p>< Actively participating on your county's 21st CCLC management team: The site coordinators meet with the management team, as required.</p> <p>< Community partners: Dairy Queen provides free rewards for students, when asked; Dodge Connection: A Communities in Schools Approach, Inc. provided a family involvement coordinator; Dodge County Board of Education provides facilities for the program; Dodge</p>	<p>< Developing and utilizing a homework-sharing tool: The after school teachers check student agendas for daily assignments and homework assignments.</p> <p>< Planning and presenting in-service workshops for the school's regular day staff (regarding the after school program): This is an ongoing process through monthly staff meetings and the regular day teachers know they can talk with the after school teachers during their collaborative planning times.</p> <p>< Regularly communicating with the parents of students enrolled at your site: Regular communication with parents is done through telephone conferences, e-mails, face-to-face visits, student agenda, and personal notes home.</p> <p>< Attending and participating in parent conferences: This is ongoing throughout the school year, as needed.</p> <p>< Utilizing technology in student programming at your site: We have grade level assigned computer labs available for the after school students and we are able to check out kindles and Chromebooks, when required.</p> <p>< Actively participating on your county's 21st CCLC management team: The site</p>	<p>< Planning and presenting in-service workshops for the school's regular day staff (regarding the after school program): This is an ongoing process through monthly staff meetings and the regular day teachers know they can talk with the after school teachers during their collaborative planning times.</p> <p>< Regularly communicating with the parents of students enrolled at your site: Regular communication with parents is done through telephone conferences, e-mails, face-to-face visits, student agenda, and personal notes home.</p> <p>< Attending and participating in parent conferences: This is ongoing throughout the school year, as needed.</p> <p>< Utilizing technology in student programming at your site: We have grade level assigned computer labs available for the after school students and we are able to check out kindles and Chromebooks, when required.</p> <p>< Actively participating on your county's 21st CCLC management team: The site coordinators meet with the management team, as required.</p> <p>< Community partners: Dairy Queen provides free rewards for students, when asked; Dodge Connection: A Communities in</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
	<p>students, when asked; Dodge Connection: A Communities in Schools Approach, Inc. provided a family involvement coordinator; Dodge County Board of Education provides facilities for the program; Dodge County Health Department provides educational information for students and parents; Heart of Georgia RESA/Event Start/PIRC provided literature for parents and families; and McDonalds provides free rewards for students, when asked.</p> <p>< Success story vignette: There have been several teachers that express that since the beginning of school they have noticed some positive changes in the students that are in the after school program.</p> <p>< Barriers: We have provided a character education program based on the needs of the students in the program, but I would like to be able to purchase a unified curriculum that can be used for all grades. We provide opportunities for parents, but there is a lack of parent involvement and participation.</p> <p>< Additional comments: Character education taught Mondays thru Thursdays from 3:30 P.M. to 3:45 P.M for 6th thru 8th grade students. Students</p>	<p>County Health Department provides educational information for students and parents; Heart of Georgia RESA/Even Start/PIRC provided literature for parents and families; and McDonalds provides free rewards for students, when asked.</p> <p>< Success story vignette: Many parents are thankful that we are still able to offer the after school program due to the rigor of the school work. The parents are unable to help their children in particular subjects and the after school program provides that assistance for their children.</p> <p>< Barriers: We provided a character education program based on the needs of the students in the program, but I would like to be able to purchase a unified curriculum that can be used for all grades. We try and provide some activities for the parents to participate in and there are some events where the parental support has increased, but we would like to see more parents in the school.</p> <p>< Additional comments: Character education taught Mondays thru Thursdays from 3:30 P.M. to 3:45 P.M for 6th thru 8th grade students. Students are learning the importance of character and maintaining</p>	<p>coordinators meet with the management team, as required.</p> <p>< Community partners: Dairy Queen provides free rewards for students, when asked; Dodge Connection: A Communities in Schools Approach, Inc. provided a family involvement coordinator; Dodge County Board of Education provides facilities for the program; Dodge County Health Department provides educational information for students and parents; Heart of Georgia RESA/Even Start/PIRC provided literature for parents and families; and McDonalds provides free rewards for students, when asked.</p> <p>< Success story vignette: Parents have let us know that they have seen a drastic change in some of their children this school year and they attribute it to higher self-esteem and more self-confidence because their grades have increased. They are extremely happy about the tutoring and homework help they are receiving in the after school program.</p> <p>< Barriers: We would like to be able to serve more students because there are so many students that struggle during the middle school years and form a lasting impression about school. We want all students to have the</p>	<p>Schools Approach, Inc. provided a family involvement coordinator; Dodge County Board of Education provides facilities for the program; Dodge County Health Department provides educational information for students and parents; Heart of Georgia RESA/Even Start/PIRC provided literature for parents and families; and McDonalds provides free rewards for students, as needed, as incentives for students accomplishing their goals.</p> <p>< Success story vignette: Parents continued to let us know how much the after school program helped their child succeed in areas where there were usually problems. Some parents also stated that they noticed that their child gained a little more confidence because he or she was doing better academically. We are already getting requests for students to participate in the summer program to work on some math, language, and writing skills to prepare them for next year.</p> <p>< Barriers: We would love to be able to provide a variety of enrichment activities for the students and the after school staff plans to try and be a little more creative in the projects they choose for the students. We</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1 st Quarter Evaluation Information	2 nd Quarter Evaluation Information	3 rd Quarter Evaluation Information	4 th Quarter Evaluation Information
	<p>are learning the importance of character and maintaining integrity. We look at examples and activities that shows the difference of positive character traits and negative character traits. We have chosen to do character education as a group during snack time each week, instead of by grade level. We are looking for a designated curriculum that would really be beneficial for this age group of students.</p> <p><u>Dodge County High School</u> < Major accomplishments: 1) Due to great interest in participating in the 21st Century after school program, there was a waiting list. The maximum amount of students that can be on roll is 40. The program received 54 applications. 2) The program has implemented a character education session. During this session, students are given the opportunity to discuss life decision making, using good judgment, etc. < Family programs conducted: 9/26/16: Parent meeting from 5:00 P.M. to 6:00 P.M. with 8 adults and 8 students attending. < # of volunteers: None. < Supervising site staff and volunteers: The site coordinators supervise the staff, students, and volunteers during</p>	<p>integrity. We look at examples and activities that shows the difference of positive character traits and negative character traits. We have chosen to do character education as a group during snack time each week, instead of by grade level. We cover some topics, but we would like to see a program that we can use that provides more of a variety.</p> <p><u>Dodge County High School</u> < Major accomplishments: Many credit recovery students completed their coursework and are no longer in retention status. The parent meet and greet in October allowed many of the 21st Century parents to meet the academic teachers of their child/children. < Family programs conducted: 10/20/16: Parent/teacher conference from 5:00 P.M. to 6:00 P.M. with 10 adults and 10 students attending. < # of volunteers: None. < Supervising site staff and volunteers: The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers adhere to the daily schedule.</p>	<p>drive to want to succeed in school and always do their best. We had a literacy night for parents and we did have a better turnout with this event versus some we had had in the past. It was a success and the parents really enjoyed participating in all the activities. < Additional comments: Character education taught Mondays thru Thursdays from 3:30 P.M. to 3:45 P.M for 6th thru 8th grade students. Students are learning the importance of character and maintaining integrity. We look at examples and activities that shows the difference of positive character traits and negative character traits. We have chosen to do character education as a large group during snack time each week, instead of by grade level. We are constantly thinking of ways to improve our character education program. We cover some topics, but we would like to see a program that we can use that provides more of a variety.</p> <p><u>Dodge County High School</u> < Major accomplishments: The program has had 20 students to complete credit recovery. These students will move from retained to on track to graduate as a result of this opportunity. < Family programs conducted:</p>	<p>didn't offer any parent activities during this quarter, but next year we may be able to do one more activity before the school year ends. < Additional comments: Character education taught Mondays thru Thursdays from 3:30 P.M. to 3:45 P.M for 6th thru 8th grade students. We covered several different character education topics this year and we stressed the importance of maintaining these traits at all times, not just when they are around people. A true test of character is how you act, behave, and react when you aren't around others. There were some character traits we spent more times on than others, because we saw a need. We have chosen to do character education as a large group during snack time each week, instead of by grade level. We are constantly thinking of ways to improve our character education program. The staff members have thought about doing it in small groups and see how that concept works instead of doing it in a large group setting. We cover some topics, but we would like to see a program that we can use that provides more of a variety and is age specific. This will allow the after school teachers to be more</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1 st Quarter Evaluation Information	2 nd Quarter Evaluation Information	3 rd Quarter Evaluation Information	4 th Quarter Evaluation Information
	<p>the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers adhere to the daily schedule.</p> <p>< Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children: The site coordinators meet with teachers during faculty meetings, leadership team meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any concerns.</p> <p>< Working with the student's regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The family involvement coordinator comes to Dodge County High School each Thursday to set up parent meetings. She utilizes all resources available (school homepage, newspaper, Facebook, etc.) to communicate meeting dates.</p>	<p>< Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children: The site coordinators meet with teachers during faculty meetings, leadership team meetings, grade level meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any concerns.</p> <p>< Working with the family involvement coordinators to serve students enrolled at your site: The family involvement coordinator comes to Dodge County High School each Thursday to set up parent meetings. She utilizes all resources available (school homepage, newspaper, Facebook, etc.) to communicate meeting dates.</p> <p>< Working with the student's regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The after school teachers and regular day teachers</p>	<p>No activity.</p> <p>< # of volunteers: None.</p> <p>< Supervising site staff and volunteers: The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers adhere to the daily schedule.</p> <p>< Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children: The site coordinators meet with teachers during faculty meetings, leadership team meetings, grade level meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents to update them on student progress and address any concerns.</p> <p>< Working with the family involvement coordinators to serve students enrolled at your site: The family involvement coordinator comes to Dodge County High School each Thursday to set up parent meetings. She utilizes all resources available (school homepage, newspaper, Facebook, etc.) to communicate meeting dates.</p>	<p>involved in doing the character education piece and the students may respond to this method differently.</p> <p><u>Dodge County High School</u></p> <p>< Major accomplishments: Our senior participants (Journee Branch and Keadriyan Jolley) are on track to graduate on 5/26/17. Aliyah Durham was recognized at Honors Night for having all A's each grading period of the school year.</p> <p>< Family programs conducted: No activity.</p> <p>< # of volunteers: None.</p> <p>< Supervising site staff and volunteers: The site coordinators supervise the staff, students, and volunteers during the daily operation of the after school program. The site coordinators also conduct informal walkthroughs to make sure the teachers adhere to the daily schedule.</p> <p>< Meeting with teachers at your school(s) to explain the program and request their assistance in encouraging parents to enroll their children: The site coordinators meet with teachers during faculty meetings, leadership team meetings, grade level meetings, and departmental meetings. The teachers are encouraged to stay in constant contact with parents</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
	<p>< Working with the student’s regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The after school teachers and regular day teachers maintain communication to discuss student progress. Academic issues that occur with a student during the regular school day are communicated to the after school teacher or site coordinator.</p> <p>< Developing and utilizing a homework-sharing tool: Each after school teacher is given a group of students to tutor/help with homework based on students’ needs for the day (math help, science help, etc.).</p> <p>< Planning and presenting in-service workshops for the school’s regular day staff (regarding the after school program): This is an ongoing process through monthly departmental meetings. An after school program staff member attends meetings (upon request) to discuss concerns/issues/suggestions about the after school program.</p> <p>< Regularly communicating with</p>	<p>maintain communication to discuss student progress. Academic issues that occur with a student during the regular school day are communicated to the after school teacher or site coordinator.</p> <p>< Developing and utilizing a homework-sharing tool: Each after school teacher is given a group of students to tutor/help with homework based on students’ needs for the day (math help, science help, etc.).</p> <p>< Planning and presenting in-service workshops for the school’s regular day staff (regarding the after school program): This is an ongoing process through monthly departmental meetings. An after school program staff member attends meetings (upon request) to discuss concerns/issues/suggestions about the after school program.</p> <p>< Regularly communicating with the parents of students enrolled at your site: Regular communication with parents is done through written notices, phone call outs, and parent-teacher conferences.</p> <p>< Attending and participating in parent conferences: This is ongoing throughout the school year, as needed.</p> <p>< Utilizing technology in student programming at your site:</p>	<p>< Working with the student’s regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The after school teachers and regular day teachers maintain communication to discuss student progress. Academic issues that occur with a student during the regular school day are communicated to the after school teacher or site coordinator.</p> <p>< Developing and utilizing a homework-sharing tool: Each after school teacher is given a group of students to tutor/help with homework based on students’ needs for the day (math help, science help, etc.).</p> <p>< Planning and presenting in-service workshops for the school’s regular day staff (regarding the after school program): This is an ongoing process through monthly departmental meetings. An after school program staff member attends meetings (upon request) to discuss concerns/issues/suggestions about the after school program.</p> <p>< Regularly communicating with</p>	<p>to update them on student progress and address any concerns.</p> <p>< Working with the family involvement coordinators to serve students enrolled at your site: The family involvement coordinator comes to Dodge County High School each Thursday to set up parent meetings. She utilizes all resources available (school homepage, newspaper, Facebook, etc.) to communicate meeting dates.</p> <p>< Working with the student’s regular school day and after school program teachers to ensure that specific areas of weakness are being addressed in both settings and there is frequent and ongoing communication among all individuals who are working with students enrolled at your site: The after school teachers and regular day teachers maintain communication to discuss student progress. Academic issues that occur with a student during the regular school day are communicated to the after school teacher.</p> <p>< Developing and utilizing a homework-sharing tool: Each after school teacher is given a group of students to tutor/help with homework based on students’ needs for the day</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
	<p>the parents of students enrolled at your site: Regular communication with parents is done through written notices, phone call outs, and parent-teacher conferences.</p> <p>< Attending and participating in parent conferences: This is ongoing throughout the school year, as needed.</p> <p>< Utilizing technology in student programming at your site: Three computer labs are available for use during the after school program. One is used for credit recovery, one is for student projects, and one is for enrichment time.</p> <p>< Actively participating on your county's 21st CCLC management team: The site coordinators meet with the management team, as required.</p> <p>< Community partners: Dodge Connection: A Communities In Schools Approach, Inc. provided a family involvement coordinator; and Dodge County Board of Education provides facilities for the program.</p> <p>< Success story vignette: The students in the program who attend regularly have been very successful in the 1st nine weeks grading period. These results solidify the idea that the after school program helps students maintain academic success.</p> <p>< Barriers: Student attendance;</p>	<p>Three computer labs are available for use during the after school program. One is used for credit recovery, one is for student projects, and one is for enrichment time.</p> <p>< Actively participating on your county's 21st CCLC management team: The site coordinators meet with the management team, as required.</p> <p>< Community partners: Dodge Connection: A Communities In Schools Approach, Inc. provided a family involvement coordinator; and Dodge County Board of Education provides facilities for the program.</p> <p>< Success story vignette: The program hosted "Talk Turkey" in November for students of the after school program and their parents. Parents and students ate Thanksgiving lunch and were able to talk with school administration and teachers.</p> <p>< Barriers: Better communication between regular day teachers and after school teachers. The students who don't attend regularly are the ones who are failing their classes.</p>	<p>the parents of students enrolled at your site: Regular communication with parents is done through written notices, phone call outs, and parent-teacher conferences.</p> <p>< Attending and participating in parent conferences: This is ongoing throughout the school year, as needed.</p> <p>< Utilizing technology in student programming at your site: Three computer labs are available for use during the after school program. One is used for credit recovery, one is for student projects, and one is for enrichment time.</p> <p>< Actively participating on your county's 21st CCLC management team: The site coordinators meet with the management team, as required.</p> <p>< Community partners: Dodge Connection: A Communities In Schools Approach, Inc. provided a family involvement coordinator; and Dodge County Board of Education provides facilities for the program.</p> <p>< Success story vignette: Mikeal Brown is a second year 9th grader. He has been attending after school program regularly since January. His grades and behavior have improved tremendously.</p> <p>< Barriers: Better communication between regular</p>	<p>(math help, science help, etc.).</p> <p>< Planning and presenting in-service workshops for the school's regular day staff (regarding the after school program): This is an ongoing process through monthly departmental meetings. An after school program staff member attends meetings (upon request) to discuss concerns/issues/suggestions about the after school program.</p> <p>< Regularly communicating with the parents of students enrolled at your site: Regular communication with parents is done through written notices, phone call outs, and parent-teacher conferences.</p> <p>< Attending and participating in parent conferences: This is ongoing throughout the school year, as needed.</p> <p>< Utilizing technology in student programming at your site: Three computer labs are available for use during the after school program. One is used for credit recovery, one is for student projects, and one is for enrichment time.</p> <p>< Actively participating on your county's 21st CCLC management team: The site coordinators meet with the management team, as required.</p> <p>< Community partners: Dodge Connection: A Communities In</p>

**Dodge County 21st Century Community Learning Center Initiative
2016 - 2017 Programming Information
Annual Report**

Individual Completing Worksheet	1st Quarter Evaluation Information	2nd Quarter Evaluation Information	3rd Quarter Evaluation Information	4th Quarter Evaluation Information
	and better communication between regular day teachers and after school teachers.		day teachers and after school teachers. The students who don't attend regularly are the ones who are failing their classes.	Schools Approach, Inc. provided a family involvement coordinator; and Dodge County Board of Education provides facilities for the program. < Success story vignette: On the last day of the program, we did a "Weiner Roast." With the guidance of Mr. Williams, all of the male participants cooked and prepared our meal. These boys enjoyed being in this leadership role. < Barriers: None.
Staff/Volunteer Development	<p><u>Dodge County Middle School</u> < # of training activities: 4 < Average # of participants: 37 < Session topics: 8/16/16: Monthly staff meeting with 55 participants. 9/12/16: 21st CCLC preliminary meeting with 21 participants. 9/12/16: 21st CCLC professional development with 21 participants. 9/20/16: Monthly staff meeting with 50 participants. < Barriers: We were able to provide a few professional development opportunities, but it would be great to have more opportunities to offer the staff members, which in turn will benefit the students.</p> <p><u>Dodge County High School</u> < # of training activities: No activity.</p>	<p><u>Dodge County Middle School</u> < # of training activities: 3 < Average # of participants: 48 < Session topics: 10/18/16: Monthly staff meeting with 52 participants. 11/15/16: Monthly staff meeting with 48 participants. 12/13/16: Monthly staff meeting with 45 participants. < Barriers: We used some of our board of education staff to come in and do some professional development for the teachers to incorporate some technology and other fun activities for enrichment.</p> <p><u>Dodge County High School</u> < # of training activities: No activity.</p>	<p><u>Dodge County Middle School</u> < # of training activities: 3 < Average # of participants: 35 < Session topics: 1/17/17: Monthly staff meeting with 46 participants. 2/21/17: Monthly staff meeting with 50 participants. 3/21/17: Monthly staff meeting with 8 participants. < Barriers: The after school staff looked at different resources and shared with one another the information needed to use with the after school students to maintain our student participation.</p> <p><u>Dodge County High School</u> < # of training activities: No activity.</p>	<p><u>Dodge County Middle School</u> < # of training activities: 2 < Average # of participants: 45 < Session topics: 4/18/17: Monthly staff meeting with 40 participants. 5/9/17: Monthly staff meeting with 50 participants. < Barriers: The after school staff looked at different resources and shared with one another the information needed to use with the after school students to maintain our student participation. We continued to use in-house people to share their ideas with the teachers so we could offer a variety and used those that were strong in certain areas.</p> <p><u>Dodge County High School</u> < # of training activities: No activity.</p>