

# CPACS YOUTH LEP 1



**21st Century Community Learning Center  
Summative Report**

**2021-2022**

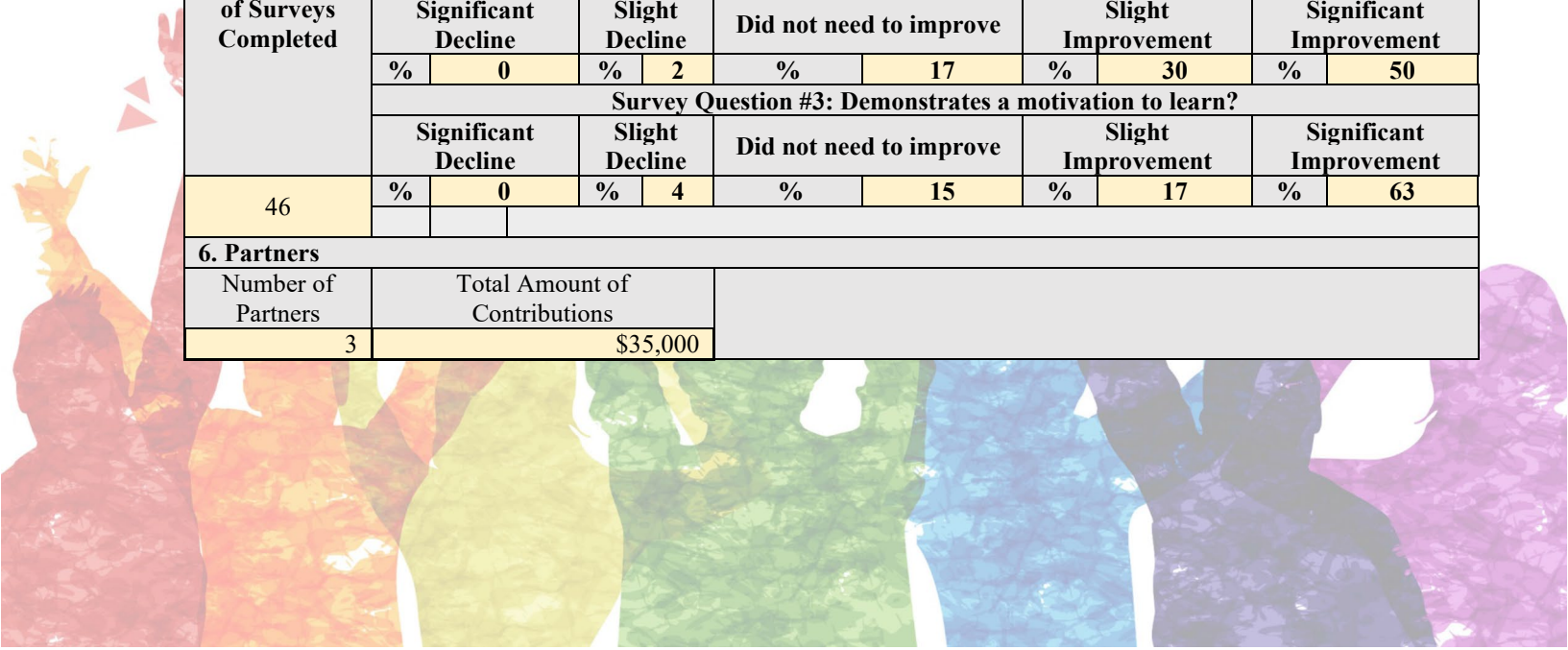


**Center for Pan Asian  
Community Services, Inc.**

Justin Swartzwelder, Program Director  
J. Yvette Gardner, Ph.D., External Evaluator

# Common Data Elements

<b>Subgrantee:</b> CPACS					<b>Date:</b> June 29, 2022						
<b>1. Attendance</b>											
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour			# of Students Attending ≥ 30 days or 90 hours)		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending		
Number:	120	Number:	172	Number:	94	Number:	6	Number:	205		
<b>2. Objectives</b>											
Total Objectives			Met			Not Met			Other		
Number:	7	Number:	6	Number:	1	Number:	0				
<b>3. GTID</b>											
Number of Student GTIDs Reported in Cayen				172							
<b>4. Report Card Grades</b>											
<b>4A. English Language Arts</b>											
Students <u>without</u> Grades	Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester ELA Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade						
Number	A	B	C	D or F	A	B	C	D or F			
58	48	31	24	11	44	35	27	8			
Identify the preferred if it is not letter grades											
<b>4B. Math</b>											
Students <u>without</u> Grades	Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester Math Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade						
Number	A	B	C	D or F	A	B	C	D or F			
52	46	34	29	11	42	48	20	10			
Identify the preferred if it is not letter grades											
<b>5. Teacher Reported Engagement in Learning Survey</b>											
Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	7	%	0	%	20	%	22	%	52	
	Survey Question #2: Participates in class and is attentive?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	0	%	2	%	17	%	30	%	50	
	Survey Question #3: Demonstrates a motivation to learn?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	0	%	4	%	15	%	17	%	63	
46											
<b>6. Partners</b>											
Number of Partners		Total Amount of Contributions									
3		\$35,000									



# I. PROGRAM EXECUTIVE SUMMARY

CPACS Youth LEP 1 is a 21st CCLC afterschool program serving kids in Metro Atlanta. The results outlined in this Summative Evaluation provide a descriptive picture of how well CPACS staff performed in providing academic enrichment programs and other youth-development activities consistent with the approved goals, objectives, and performance measures. *Table 1* presents a snapshot of the program’s performance data that indicates 6 of the 7 objectives are met and 1 did not meet at the time of this report.

**Table 1: SNAPSHOT OF CPACS YOUTH LEP 1 2021-22 EVALUATION RESULTS**

OBJECTIVES FOR STUDENTS AND PARENTS	DATA COLLECTED	STATUS
<b>Objective 1.1:</b> 60% of regularly attending students will improve Reading and Language Arts grades or maintain high scores (80 and above) as measured by report cards.	READING REPORT CARD GRADES	<b>MET</b>
<b>Objective 1.2:</b> 60% of regularly participating students will show improvement in mathematics grades or maintain high scores (80 and above) as measured by report cards.	MATH REPORT CARD GRADES	<b>MET</b>
<b>Objective 1.3:</b> 60% of students will report either increased enjoyment in school or maintain a high level of enjoyment (7 or above on a 10-point scale) in school as measured by pre and post surveys.	SURVEY RESULTS	<b>MET</b>
<b>Objective 2.1:</b> At least 60% of regularly participating students will demonstrate an improvement in classroom behavior or maintain high level classroom behavior.	DISCIPLINE RECORDS	<b>MET</b>
<b>Objective 2.2:</b> At least 60% of regularly participating students will demonstrate a good understanding of healthy lifestyle choices by scoring at least 80% on the Too Good For Drugs (TGFD) post assessment.	TGFD SCORES	<b>MET</b>
<b>Objective 3.1:</b> At least 50% of families of regularly participating students will participate in at least 3 family engagement opportunities during the year.	SIGN-IN SHEETS OF PARENT ENGAGEMENT ACTIVITIES	<b>DID NOT MEET</b>
<b>Objective 3.2:</b> At least 65% of regularly attending families who participate in the family engagement opportunities will report an increase in knowledge and skills.	SURVEY RESULTS	<b>MET</b>

## II. PROGRAM OVERVIEW AND PROGRESS

In response to demonstrated community need, Center for Pan Asian Community Services (CPACS) operates a 21<sup>st</sup> Century Learning Center (21<sup>st</sup> CCLC) program (CPACS Youth LEP 1) in Dunwoody, Georgia. CPACS serves the following Title I schools to provide students with the necessary instructional supports to improve academic outcomes:

1. Cary Reynolds Elementary School
2. Doraville United Elementary School
3. Dresden Elementary School
4. Oakcliff Elementary School
5. Sequoyah Middle School
6. Cross Keys High School
7. Chamblee High School

The elementary schools feed into middle schools, which in turn feed into the high schools. The seamless transition from elementary to middle to high school enables CPACS to create a continuum of services for students from kindergarten through 12<sup>th</sup> grade. The program is structured to serve 120 students and their families with academic enrichment and parenting engagement activities for 36 weeks and a 4-week summer camp. CPACS student participants are assigned to one of 4 sites to receive tutorials during the academic year: STAR, COOL, ZONE 3 and CAT. During Year 2 of programmatic activities, approximately 65% of regular attendees (attending 30 days or more) came from the elementary schools, 17% from the middle schools and 18% from the high schools. Details of Year 2 are as follows:

- CPACS LEP 1 began afterschool enrichment services for all elementary, middle, and high schools from 3:00 pm to 6:00 pm, Monday-Friday starting on August 24, 2020, and ending May 21, 2021.
- CPACS LEP 1 registered 109 students of which 103 attended 30 days or more: resulting in an overall retention rate of 94% for all for sites combined. Attendance Records suggests an average daily attendance (ADA) of 33 for STAR, 32 for COOL, 11 for Zone 3, and 10 for CAT.
- All 7 Objectives were met at the end of Year 2.

### **III. PROGRAM EVALUATION**

#### **Qualifications of the External Evaluator**

*RW Educational Consultants, LLC* (RW) served as the external Evaluator for Center for Pan Asian Community Services (CPACS) for the 2021-22 academic year. The external Evaluator has no investment in CPACS, nor any affiliation with program staff, student participants, or program partners as stated in the guidelines.

RW Educational Consultants, LLC is a team of consultants devoted primarily to research and program evaluation, grant writing, professional development, and program management. Dr. Gardner's research experiences combined with a formal training in the biological and social sciences, ensures the overall scientific integrity of the evaluation process of 21<sup>st</sup> CCLC afterschool programs with or without a STEM/STEAM/SEL focus.

#### **The Plan to Evaluate Program Implementation**

CPACS 21<sup>st</sup> CCLC afterschool program delivers academic, positive youth development, and other enrichment services to students and adult family members residing across the metropolitan communities of Atlanta. This endeavor represents a well-established collaborative partnership between DeKalb County Public School District (DCPS) and CPACS. The intended purpose of the program is to: (1) provide opportunities for academic enrichment, including supplemental instruction to support students in realizing increased skills in reading/language arts, mathematics, and science; (2) offer students a broad array of additional services, such as prevention education programs, complementing the school day academic program; and (3) extend adult family members of regularly participating students' opportunities for expanded literacy, parent advocacy, and related educational development.

The three primary goals of CPACS LEP 1 are:

- **Goal 1: Improve Academic Performance** levels in mathematics and reading for students who attend the program for 30 days or more.



- **Goal 2: Increase Positive Student Development** as evidenced by afterschool discipline records and healthy lifestyle choices for those who attend the program for 30 days or more.
- **Goal 3: Increase Family Engagement, Knowledge and Skills** of the parents of participating students who attend the program for 30 days or more.

This summative evaluation is designed to highlight the multiple strengths and accomplishments of CPACS, acknowledge challenges and barriers, and make recommendations to support continued sustainability according to the Goals and Evaluation Objectives in *Table 2*.

Relevant questions to each evaluation objective are listed in *Table 3*. The Evaluator, Program Coordinator, and Program Director for CPACS created a work plan to develop clear data collection tools, assessment timeframes, deliverables, and milestones, and identify persons accountable for different phases and activities of the evaluation process for the five evaluation objectives. Consistent communication occurred regularly by email, phone, advisory meetings, and special school events during the 2021-22 school year.

***Table 2: RELATIONSHIP BETWEEN CPACS PROGRAM GOALS AND EVALUATION OBJECTIVES***

<i>Program Goals</i>	<i>Evaluation Objectives</i>
<p><b>Goal 1:</b> Improve Academic Performance.</p> <p><b>Goal 2:</b> Increase positive student behaviors.</p> <p><b>Goal 3:</b> Increase Family Involvement.</p>	<p><b>Evaluation Objective 1:</b> To assess the design and implementation of the afterschool program.</p> <p><b>Evaluation Objective 2:</b> To assess academic performance in mathematics.</p> <p><b>Evaluation Objective 3:</b> To assess academic performance in reading.</p> <p><b>Evaluation Objective 4:</b> To assess positive student behaviors and lifestyle choices in the program.</p> <p><b>Evaluation Objective 5:</b> To assess family participation in the afterschool program.</p>

**Table 3: CPACS EVALUATION OBJECTIVES AND RELEVANT QUESTIONS**

<i>Evaluation Objectives</i>	<i>Relevant Questions</i>
<p><b>Evaluation Objective 1:</b> To assess the design and implementation of the afterschool program.</p>	<ol style="list-style-type: none"> <li>1. How is CPACS designed?</li> <li>2. Who are the stakeholders involved in the design and evaluation of CPACS?</li> <li>3. Is the leadership team aware of data collected and the use of data-collection tools?</li> <li>4. Is there fidelity in the implementation of CPACS? If so, are changes being made according to recommendations?</li> </ol>
<p><b>Evaluation Objective 2:</b> To assess student academic performance in Mathematics.</p>	<ol style="list-style-type: none"> <li>1. Are improvements made in mathematics scores on the Georgia Milestones for students who participate in the CPACS?</li> <li>2. Are improvements made in mathematics scores on the report cards of CPACS student participants?</li> </ol>
<p><b>Evaluation Objective 3:</b> To assess student academic performance in Reading.</p>	<ol style="list-style-type: none"> <li>1. Are improvements made in reading scores on the Georgia Milestones for students who participate in the CPACS?</li> <li>2. Are improvements made in reading scores on the report cards of CPACS student participants?</li> </ol>
<p><b>Evaluation Objective 4:</b> To assess positive student behaviors in program and daytime activities.</p>	<ol style="list-style-type: none"> <li>1. Are improvements made in CPACS student lifestyle choices as evidenced by TGFD post-test scores?</li> <li>2. Are improvements made in student behaviors in program activities and enrichment projects at CPACS as evidenced by their afterschool discipline records?</li> </ol>
<p><b>Evaluation Objective 5:</b> To assess family participation in the afterschool program.</p>	<ol style="list-style-type: none"> <li>1. Are parents attending the family-oriented programs at CPACS as evidenced by parent sign-in sheets?</li> <li>2. Is there an increase in the knowledge and skills of parents after attending parenting engagements?</li> </ol>

**Evaluation Work Plan:** The evaluation work plan was developed by the external Evaluator and discussed with the Program Director to organize the assessment activities, assessment tools, persons responsible for evaluation tasks, and timetable.

*Table 4* provides the work plan organized by the evaluation objectives.

**Table 4: CPACS WORK PLAN**

<i>Evaluation Objective 1: To assess the design and implementation of CPACS afterschool program.</i>		
<b>Measurement Activities and Tools</b>	<b>Person Responsible and Task(s)</b>	<b>Timetable</b>
1. Develop evaluation work plan and list of data and information to be collected.	<b>Evaluator</b> develops work plan and list of data and other information needed; informs <b>Program Director</b> of data required.	July 2021
2. Review the design/structure of CPACS.	<b>Evaluator</b> , in consultation with the <b>Program Director</b> reviews staffing, program schedule, and parent enrichment activities.	August 2021
3. Obtain descriptions of all academic and enrichment courses and names of all teacher tutors and site coordinators.	<b>Evaluator</b> retrieves information from CAYEN.	December 2021
4. Review data to be tracked and the use of data-tracking tools.	<b>Evaluator</b> reviews data tracking tools with <b>Program Coordinator</b> . <b>Evaluator</b> participates in EdVantage workshops and evaluation webinar. <b>Evaluator</b> reviews "Common Data Elements" documents and surveys required by the GaDOE.	November 2021 October 2021 & January 2022 December 2021 & April 2022
5. Determine fidelity of implementation of CPACS and the quality of improvements based on formative evaluation.	<b>Evaluator</b> reviews implementation of CPACS in consultation with <b>Program Director and Program Coordinator</b> .	January 2022
6. Review and collect Teacher, Parent, and Student surveys required by GaDOE.	<b>Evaluator</b> in consultation with the <b>Program Director</b> , develops and implements plan for disseminating and collecting all surveys.	March 2022
7. Determine stakeholders' involvement in the design and implementation of CPACS.	<b>Evaluator</b> in consultation with the <b>Program Director</b> reviews stakeholders' involvement.	November 2021



*Evaluation Objective 2: To assess student academic performance in Mathematics.  
Evaluation Objective 3: To assess student academic performance in Reading.*

<b>Measurement Activities and Tools</b>	<b>Person Responsible and Task(s)</b>	<b>Timetable</b>
1. Determine if there are improvements in mathematics scores on Georgia Milestones.	<b>Evaluator</b> reviews mathematics Georgia Milestone scores by grade level from <b>Program Director</b> .	Summer 2021
2. Determine if there are improvements in ELA scores on Georgia Milestones.	<b>Evaluator</b> reviews ELA Georgia Milestone scores by grade level from <b>Program Director</b> .	Summer 2021
3. Determine if there are improvements in mathematics and reading report card scores.	<b>Program Coordinator</b> enters mathematics and reading grades into CAYEN AfterSchool 21 <sup>st</sup> System each term.	December 2021 and April 2022

*Evaluation Objective 4: To assess positive student behaviors and healthy lifestyle choices.*

<b>Measurement Activities and Tools</b>	<b>Person Responsible and Task(s)</b>	<b>Timetable</b>
1. Review student behavior data.	<b>Program Coordinator</b> maintains lists of daily behavior records.	December 2021 April 2022
2. Determine the performance level on TGFD assessment.	<b>Program Director</b> maintains lists of CPACS students TGFD scores.	December 2021 April 2022

*Evaluation Objective 4: To assess family participation in the afterschool program.*

<b>Measurement Activities and Tools</b>	<b>Person Responsible and Task(s)</b>	<b>Timetable</b>
1. Determine the type and level of parent involvement in CPACS.	<b>Program Coordinator</b> maintains lists of parents who attend in CPACS parent/family meetings and activities.	December 2021 April 2022

## Methods of Data Collection and Timeline

RW is responsible for assessing and reviewing all data sources used to measure progress toward achieving the goals and objectives and for the orchestrating of several data collection methods. Site visits by the Evaluator to CPACS occurred in the fall of 2021 and in the spring 2022. The purpose of the site visits is to conduct informal interviews with the program manager, site coordinator, staff, and program partners. Additionally, the Evaluator observed and collected information on program’s daily operations and procedures. Other regular visits included attendance at parental engagement activities and special events such as Lights On Afterschool. Due to the nature of the data collection methods and reports received, simple descriptive statistics are used to analyze and report all data collected as outlined in the data collection schedule in *Table 5*.

**Table 5: DATA COLLECTION**

<i>Data Collection Activity</i>	<i>Timeframe</i>
Reviewing original grant proposal and associated amendments	Fall 2021
Conducting classroom observations	Fall 2021 & Spring 2022
Attending Parent Events	Fall 2021 & Spring 2022
Analyzing teacher, student, and parent surveys	Spring 2022
Communicating with the Program Manager and Site Coordinator	Fall 2021 & Spring 2022
GaDOE Webinar Training	Fall 2021 & Spring 2022
GaDOE EdVantage Workshop	Fall 2021
Evaluator Training	Spring 2022
Attending Advisory Council Meetings	Fall 2021 & Spring 2022
Reviewing data in CAYEN AfterSchool 21 <sup>st</sup> System	Fall 2021 & Spring 2022
Analysis of data gathered from state assessment results, reports cards grades	Spring 2022

## IV. PROGRAM IMPLEMENTATION

### Program Design and Operation

CPACS Youth LEP 1 program consists of 120 elementary, middle, and high school students in the DeKalb County School District. After the regular school day ends, each participating student receives 2.5 hours of afterschool services (academic tutoring, enrichment activities, and nutritional services) at a designated time between 3:00 p.m. to 6:30 p.m., Monday – Friday. Participating students are recruited from neighboring schools with high enrollment of students with Limited English Proficient (LEP) and/or Economic Disadvantaged (ED) families in the Dunwoody area. Since CPACS is located within the school zones of the student participants, DeKalb County School busses delivery students daily. CPACS program design is as follows:

- Site STAR is composed of 40 elementary students, 1 Site Manager and 5 Teacher Tutors.
- Site COOL is composed of 40 elementary students, 1 Site Manager and 5 Teacher Tutors.
- Site ZONE 3 is composed of 25 middle school students, 1 Site Manager and 4 Teacher Tutors.
- Site CAT is composed of 15 high school students, 1 Site Manager and 2 Teacher Tutors.

All previously mentioned number of enrolled students are per the grant approved guidelines; actual number of students are slightly higher to allow for attrition. All 4 sites are located at CPACS; an organization dedicated to educating and empowering ethnic communities.

*Recruitment* of student participants began with identifying students and parents in the community that previously received services or attended programs offered by CPACS. Identified students are given priority admission to the afterschool program and receive an

application for the program. To maximize enrollment, information about CPACS is provided during Open House for each site at the different home schools. This meeting provides parents whose children may not have been targeted for the program the opportunity to enroll their children. Additional information for prospective participants is distributed via fliers located in the front office during the entire school year. CPACS has an open registration policy. If no slots are available, students are placed on the waiting list.

**Program Instruction**

**Academic and Enrichment** virtual services offered at CPACS 21<sup>st</sup> CCLC afterschool program are structured to maximize student success in elementary, middle, and high school. CPACS academic instruction is scheduled for the first 90-120 minutes of each day. Academic tutoring and homework assistance are major components of the afterschool program and are provided every day of the week. A sample schedule of activities for each site is included in *Tables 6 and 7*. Reading comprehension, writing and language support structures are

**Table 6: PROGRAM SCHEDULE FOR CAT & ZONE 3**

<i>Time</i>	<i>Program Activity</i>
3:00-4:30	Homework
4:30-5:30	Academic Tutoring
5:30-6:30	Life Skills/STEAM
6:30	Dismissal

**Table 7: PROGRAM SCHEDULE FOR STAR & COOL**

<i>Time</i>	<i>Program Activity</i>
2:30-3:30	Homework
3:30-5:00	Academic Tutoring/ELA & Math
5:00-5:30	Life Skills/STEAM
5:30	Dismissal

intentional and intertwined throughout enrichment activities to provide extra language support needed for academic success. Since CPACS services many LEP students where English is not the primary language spoken at home, students are purposefully arranged, with no more than 7 students, in a group accompanied by 1 teacher tutor. Teacher tutors provide differentiated and/or small group instruction to ensure participating students receive aid or remediation that supports developing skills necessary to fill the learning gaps that exist. If a student does not have homework or finishes his homework early, students are provided with a grade-level specific folder filled with academic enrichment activities. Activities in the folder are fun yet rigorous practice problems that prepares students for the Georgia Milestones in a highly supportive way. The enrichment course offerings are also

designed to strengthen students’ healthy lifestyle choices and academic development. Students are engaged in enrichment classes including arts and crafts, coding, and substance prevention education programs. The overall afterschool program structure is outlined in *Table 8*.

**Table 8: CPACS LEP-1 PROGRAM STRUCTURE FOR 2021-22 ACADEMIC YEAR**

<i>Components</i>	<i>Explanation</i>
<b>Location</b>	Center for Pan Asian Community Services (CPACS) 3510 Shallowford Rd NE, Atlanta, GA 30341
<b>Grades</b>	Kindergarten – 12 <sup>th</sup> Grade
<b>Dates of Operation</b>	August 9, 2021 – May 20, 2022
<b>Times of Operation</b>	3:00 p.m. - 6:30 p.m., Monday – Friday 36 weeks of enrichment services
<b>Contact Hours</b>	Each student scheduled to receive 12.5 hours of program services per week
<b>Number of Regular Attendees</b>	Total Enrolled Students = 138 Regular Attendees = 125
<b>Classroom Environment</b>	<ul style="list-style-type: none"> <li>▪ Low student-teacher ratio = 6:1 Kindergarten – 12<sup>th</sup> Grade</li> <li>▪ Relaxed learning atmosphere</li> </ul>
<b>Gender Composition of Classes</b>	Mixed gender in both academic and enrichment classes
<b>Academic Course Content</b>	1. Reading    2. Mathematics
<b>Afterschool Program Student Enrichment Activities</b>	1. Coding    2. Life Skills    3. Arts/Crafts
<b>Transportation</b>	Provided for students who live in the nearby communities
<b>Staff: Academic Areas</b>	Taught by teacher tutors
<b>Staff: Enrichment Courses</b>	Taught by subject matter experts
<b>Advisory Council</b>	Suggested recommendations and participated in program activities

**Program Staff Development and Training**

*Staffing Management Plan* at CPACS consists of 1 Program Director, 16 Teacher Tutors, 1 Program Coordinator, and 4 Site Managers. The Program Coordinator is charged with oversight of the day-to-day operations. The Program Coordinator is key in ensuring high

quality, high performing, educational and culturally responsive programming is in operation. The Program Coordinator handles the collection of student attendance, recording report card grades, Cayen data entry, and monitors compliance of federal awards. The Site Manager supports the efforts of the Program Coordinator and mentors individual kids on managing behavior appropriately and providing crisis intervention. The Site Managers also orchestrates the daily activities of the Teacher Tutors with the student participants and recruit for and lead monthly parent engagement activities. The Teacher Tutor serves as a mentor to students in the program and interacts with 1 group of assigned students throughout the academic year. Within the groups, the student to Tutor ratio is no more than 6:1 for elementary school, 7:1 for middle school, and 5:1 for high school students. Tutors coach the students on how to manage behavior and engage them in academic tutorials. *Table 9* outlines the number and duties of the staff at CPACS.

**Table 9: CPACS 2020-21 STAFF**

<i>Position</i>	<i>Number</i>	<i>Duties</i>	<i>Qualification</i>
Teacher Tutors	16	Academic Tutoring	High School Diploma
Site Managers	4	Oversight of Programmatic Activities	Education & Experience
Bus Driver	2	N/A	Licensures
Leadership	3	VP of Education, Program Director & Program Coordinator	Education & Experience

Throughout this report the Evaluator makes a distinction between a “Teacher Tutor”, a “Site Manager,” a “Program Coordinator”, and a “Program Director” based on the following definitions:

**“Teacher Tutor”** refers to an individual whose primary responsibility is to provide academic tutorials for student participants.

**“Site Manager”** refers to an individual hired to manage and coordinate activities in the afterschool program for 1 of the 4 sites.

**“Program Coordinator”** refers to an individual hired to manage and provide oversight for all CPACS sites.

**“Program Director”** refers to an individual overseeing all program operations.



**Professional Development** for all CPACS staff began with onboarding before the first day of the afterschool program. However, training of CPACS staff did not end there. Throughout the academic year, CPACS Leadership Team reinforces positive youth development and family engagement through a series of webinars and workshops. All CPACS staff participates in yearly workshops regarding the *Too Good for Drugs* (TGFD). TGFD is a substance abuse prevention curriculum under the ASAPP project from DBHDD and SAMHSA. The substance abuse program is composed of 10 lessons that introduce and develop social and emotional skills for making healthy choices, building positive friendships, developing self-efficacy, communicating effectively, and resisting peer pressure and influence. Staff development is presented in *Table 10*.

**Table 10: CPACS 2021-22 PROFESSIONAL DEVELOPMENT**

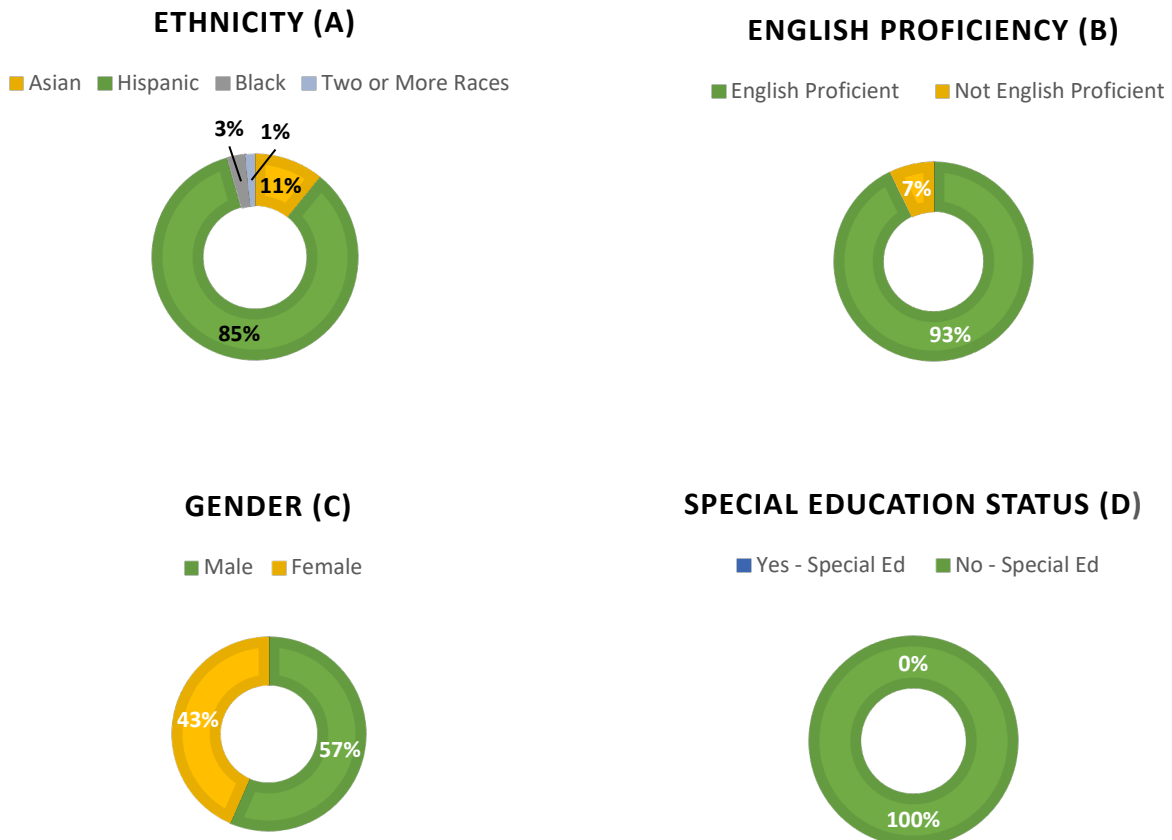
<b><i>Title of Professional Development</i></b>	<b><i>Date</i></b>
Professional Development: Program Orientation	August 30, 2021
Professional Development: GA ASYD Conference	September 14-16, 2021
Professional Development: Program Discussion/Support	October 25, 2021
Professional Development: Best Practices and Support	November 29, 2021
Professional Development: Making Changes	January 31, 2022
Professional Learning: Staffing and Supervision Best Practices	February 8, 2022
Professional Learning: Beyond School Hours Conference	February 22 & 23, 2022
Professional Development: ASYD Workshop	February 28, 2022
Professional Learning: Designing a Continuous Quality Improvement Plan	March 17, 2022
Professional Learning: Care Source	April 4, 2022
Professional Development: Year-End Review	May 30, 2022

## V. PROGRAM PARTICIPANTS

### Student Demographics

Within the neighboring communities of Dunwoody, CPACS served 5 high schools- Arabia Mountain, Brookwood, Chamblee Charter, Dunwoody, and Cross Keys; 2 middle schools- Sequoyah Middle and Tapestry Charter; and 4 elementary schools- Cary Reynolds, Doraville, John Lewis, and Oakcliff. The ethnic homogeneity of the learning center program closely reflects that of the homeschooled students in that 85% are of Hispanic descent. Additional analyses of student demographics (*Figure 1 a-d*) show that 93% were English proficient, and a little more than half 57%, were female. Lastly, no students qualified for special education services.

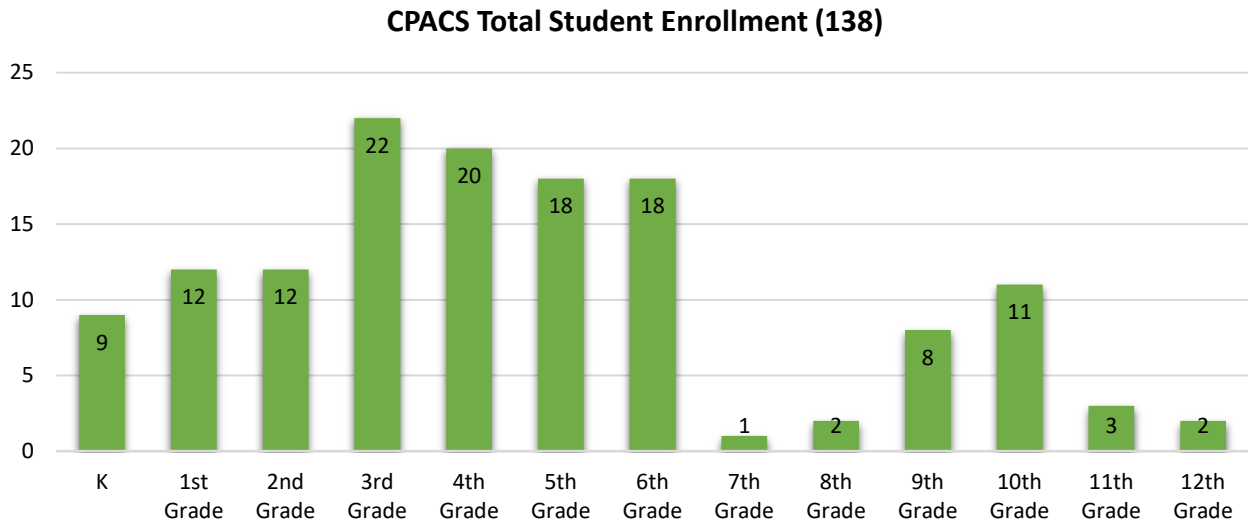
*Figure 1: STUDENT DEMOGRAPHICS*



**Student Enrollment and Attendance**

Enrollment and attendance are immediate measures of impact; both are a measure of the program’s success. Collectively, 138 students enrolled in CPACS for one day or more of which 125 attended at least 30 days. CPACS also boasts a 91% (125 of 138) retention rate of the student participants during the academic year. The Total Student Enrollment by grade level is summarized in *Figure 2* according to data retrieved from CAYEN. A closer look at the enrollment data by site confirms that STAR, CAT, ZONE 3, and COOL retained anywhere from 81% to 100% of the participants as displayed in *Table 11*. Site STAR enrolled the largest number of participants and retained 92% of them. Site CAT enrolled 24 students and retained 100% of them. These numbers are notable for an afterschool program following a global pandemic.

**Figure 2: TOTAL STUDENT ENROLLMENT**



**Table 11: 2021-22 CPACS STUDENT ATTENDANCE DATA**

<b>Site</b>	<b>Targeted</b>	<b>Registered Students</b>	<b>Regular Attendees</b>	<b>Fall ADA</b>	<b>Spring ADA</b>	<b>Fall &amp; Spring ADA</b>	<b>Student Retention</b>
STAR	40	47	43	24	34	29	92%
COOL	40	46	41	23	34	28	89%
ZONE 3	25	21	17	16	14	15	81%
CAT	15	24	24	16	20	18	100%

## VI. PROGRAM OBJECTIVE ASSESSMENT

CPACS has 7 objectives that undergirded its 2021-22 21<sup>st</sup> Century Community Learning Center services. Each of the objectives, as well as the respective evaluation objectives, is addressed in this section of the Summative Report. All 21<sup>st</sup> CCLC programs are required to indicate progress towards attaining each of their stated objectives. To assess progress, each objective is rated using one of the three following categories: 1) *Met*, 2) *Did Not Meet*, or 3) *Unable to Measure*. A list of CPACS Data Sources used to evaluate the objectives are presented.

### CPACS Data Sources

#### **Too Good for Drugs**

Too Good for Drugs (TGFD) is a universal K-12 prevention education program designed to mitigate the risk factors and enhance protective factors related to alcohol, tobacco, and other drug use. The lessons introduce and develop social and emotional skills for making healthy choices, building positive friendships, developing self-efficacy, communicating effectively, and resisting peer pressure and influence.

Too Good for Drugs teaches five essential social and emotional learning skills, which research has linked with healthy development and academic success:

- Setting Reachable Goals
- Making Responsible Decisions
- Bonding with Pro-Social Others
- Identifying and Managing Emotions
- Communicating Effectively

#### **Report Card Grades**

All Report Card Grades were obtained from the DeKalb School District for CPACS student participants for Quarter 1 (Q1) in Fall 2021 and Quarter 3 (Q3) in Spring 2022. All numeric/alphabetic scores were entered into CAYEN database. Both Reading and Math Report Card Grades are retrieved from CAYEN by RW for analysis.

## **Behavior Data**

A record of behavior in the afterschool program is maintained for each of the four sites by the Site Manager. Students are given a demerit for displaying negative behavior during program hours. RW is provided the behavior records for analysis.

## **Assessment Outcomes**

### ***Goal 1. Improve Student Academic Performance***

**Objective 1.1:** 60% of regularly attending students (those who attend 30 or more days) will improve Reading and Language Arts grades or maintain high scores (80 and above) as measured by pre and post tests and/or report cards.

#### **Reading and Language Arts Report Card Summary**

Fall (Q1) and Spring (Q3) Reading and Language Arts Report Card grades are the performance indicators for this objective in lieu of a pre/post-test. Q1 and Q3 Reading and Language Arts Report Card scores were entered into CAYEN for CPACS student participants, and the data retrieved by RW. Upon analysis of the data, the following is concluded:

- A total of 125 students attended CPACS for 30 days or more in kindergarten to grade 12.
- 96 CPACS students have matched Reading Report Card Scores for Q1 and Q3.
- 21.8% (21 of 96) of CPACS students improved their Reading Report Card Scores by one or more letter grades and 48.9% (47 of 96) maintained their grade in Reading from k-12. Of the 47 students that maintained their ELA grade, 72.3% (34 of 47) maintained an 80 average or above. Frequency distribution of numeric grades are displayed in *Table 12*.
- 29.1% (28 of 96) decreased one (1) letter grade in Reading for CPACS student participants as shown in *Table 13*.

- Analysis of Q1 and Q3 Reading and ELA Grades indicates 70.8% (68 of 96) of CPACS regular attendees improved or maintained an 80% or above in Reading and Language Arts.

**Table 12: FREQUENCY DISTRIBUTION**

	<i>Q1</i>	<i>Q3</i>
<b>90-100</b>	40	33
<b>80-89</b>	26	37
<b>70-79</b>	24	21
<b>60-69</b>	4	3
<b>&lt;60</b>	2	2
<i>Total</i>	96	96

**Table 13: GRADE STATUS**

<i>Grade Status from Q1 to Q3</i>	<i># of Students</i>
<b>Increase</b>	21
<b>Maintain</b>	47
<b>Decrease</b>	28
<i>Total</i>	96

***Assessment Status: Met***

**Objective 1.2:** 60% of regularly participating students will show improvement in mathematics grades or maintain high scores (80 and above) as measured by pre and post tests and/or report cards.

**Math Report Card Summary**

Fall (Q1) and Spring (Q3) Math Report Card grades are the performance indicators for this objective in lieu of a pre/post-test. Q1 and Q3 Math Report Card scores were entered into CAYEN for CPACS student participants, and the data retrieved by the Evaluator. Upon analysis of the data, the following is concluded:

- A total of 125 students attended CPACS for 30 days or more in k-12.
- 104 CPACS students have Math Report Card Scores for Q1 and Q3.
- 25% (26 of 104) of CPACS students improved their Math Report Card Sores by one or more letter grades and 54.8% (57 of 104) maintained their grade in Mathematics from k-12. Of the 57 students that maintained their math grade, 92.4% (49 of 53) maintained an 80 or above. Frequency distribution of numeric grades (not alphabetic grades) are displayed in *Table 14*.
- 20.1% (21 of 104) decreased Mathematics average for CPACS student participants as shown in *Table 15*.



- Analysis of Q1 and Q3 Math Grades indicates 72.1% (75 of 104) of CPACS regular attendees improved or maintained an 80% or above in Mathematics.

*Table 14: FREQUENCY DISTRIBUTION*

	<i>Q1</i>	<i>Q3</i>
<b>90-100</b>	43	39
<b>80-89</b>	29	40
<b>70-79</b>	25	17
<b>60-69</b>	5	4
<b>&lt;60</b>	2	4
<b>Total</b>	104	104

*Table 15: GRADE STATUS*

<i>Grade Status from Q1 to Q3</i>	<i># of Students</i>
<b>Increase</b>	26
<b>Maintain</b>	57
<b>Decrease</b>	21
<b>Total</b>	104

***Assessment Status: Met***

**Objective 1.3:** At least 60% of students will report either increased enjoyment in school or maintain a high level of enjoyment (7 or above on a 10-point scale) in school as measured by pre and post surveys.

**School Satisfaction Survey Summary**

In the Fall semester, all CPACS student participants completed the School Satisfaction pre-survey. The survey contains 10 questions asking the students' perception of their homeschool. The students were asked to choose the level of satisfaction ranging from "strongly agree to strongly disagree". RW received the results of the survey and determined:

- A total of 125 CPACS students attended 30 days or more.
- 91 completed the Enjoyment Pre-Survey
- According to the pre-survey results, 89% (81 of 91) of CPACS student participants reported either increased enjoyment in school or maintained a high level of enjoyment.

***Assessment Status: Met***

***Goal 2. Improve Youth Development***

**Objective 2.1:** At least 60% of regularly participating students will demonstrate an improvement in classroom behavior or maintain high level classroom behavior.

### **Positive Classroom Behavior Summary**

The Program Coordinator recorded the negative behavior of all CPACS student participants for the academic year. If a participant displayed negative behavior during programming hours, the student is given a demerit for the day. A student with 5 or more demerits during a semester denotes "a low level of behavior". Behavior records were given the Evaluator and following is concluded:

- A total of 125 CPACS students attended 30 days or more.
- 100% (125 of 125) demonstrated a high level of classroom behavior.

*Assessment Status: Met*

**Objective 2.2:** At least 60% of regularly participating students will demonstrate a good understanding of healthy lifestyle choices by scoring at least 80% on the Too Good For Drugs (TGFD) post assessment.

### **Too Good For Drugs Summary**

TGFD is a prevention education program that develops a framework of social and emotional skills designed to mitigate the risk factors linked to problem behaviors and build protection within the child to resist problem behaviors. At the beginning and end of the program, CPACS students completed the pre/post assessments. The following is concluded:

- A total of 125 students attended CPACS for 30 days or more.
- 86 students completed the TGFD class.
- Of the 86 students, 78% (67 of 86) scored 80% or above on the TGFD post assessment.

*Assessment Status: Met*

***Goal 3. Improve Family Engagement***

**Objective 3.1:** At least 50% of families of regularly participating students will participate in at least 3 family engagement opportunities during the year.

**Parent Engagement Summary**

- 125 CPACS students attended 30 days or more.
- A total of 11 CPACS sponsored family events were provided for adult family members to attend in the afterschool program (*Table 16*).
- 188 parents are required to attend 3 family engagement opportunities to meet the benchmark.
- Combined, 127 CPACS adult family members attended at least three or more parent engagement activities.

***Table 16: PARENT ENGAGEMENT ACTIVITIES***

<b>Date</b>	<b>Activity</b>	<b>Attendance</b>
August 4, 2021	Cool Parent Meeting	34
August 2021	Parent Conference Call	28
September 2021	Parent Conference Call	7
October 2021	Parent Conference Call	2
November 2021	Parent Conference Call	1
December 17, 2021	Family Literacy	5
January 2022	Parent Conference Call	3
February 2022	Parent Conference Call	4
March 2022	Parent Conference Call	2
March 1, 2022	Resource Equity Parent Meeting	25
April 20, 2022	Georgia Milestones Preparation	16
<b>TOTAL</b>		<b>127</b>

***Assessment Status: Did Not Meet***

**Objective 3.2:** At least 65% of regularly attending families who participate in the family engagement opportunities will report an increase in knowledge and skills.

**Knowledge and Skills Survey**

The Knowledge and Skills survey was created to assess the efficacy of the parent workshops and engagements.

- 125 CPACS students attended 30 days or more.
- Nineteen parents completed the Family Engagement Survey and 100% of the parents reported an increase in knowledge and skills.

*Assessment Status: Met*

**VII. PROGRAM SUSTAINABILITY**

One of CPACS directives is to continue the activities beneficial to students and their families beyond grant funding. CPACS Leadership continues to work diligently towards sustaining partnerships that will subsidize the program’s day-to-day activities long term. Through their efforts, CPACS has engaged and received support from the partners presented in *Table 17*.

*Table 17: CPACS PARTNER AND PARTNER CONTRIBUTIONS*

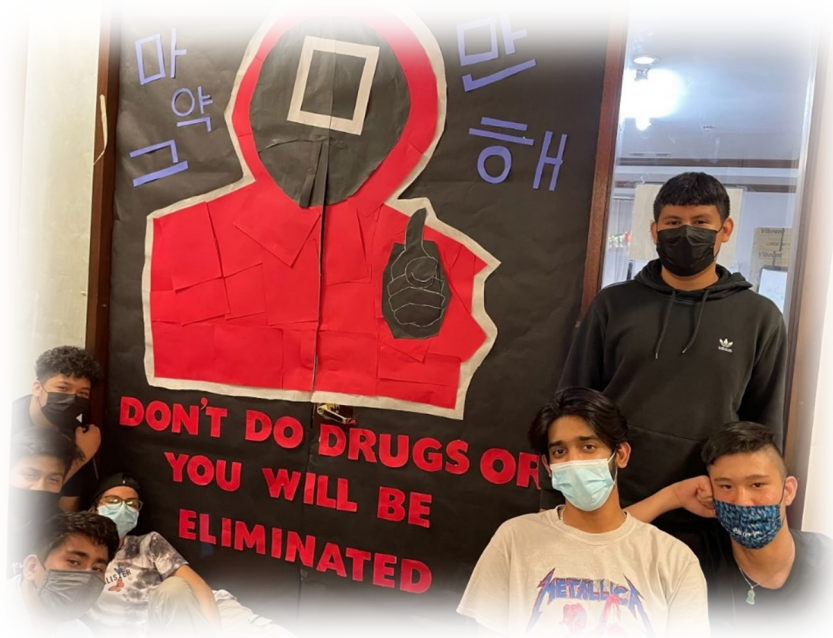
<b>Partner</b>	<b>Contribution Type</b>	<b>Amount</b>
1. Microsoft	Other	\$10,000
2. St. Vincent de Paul	Goods/Materials	\$20,000
3. Porsche	Other	\$5,000
<b>Total</b>		<b>\$35,000</b>

## VIII. HIGHLIGHTS AND OTHER OBSERVATIONS

**JUST SAY NO!!** One of the grant approved objectives of CPACS LEP 1 is to expose all students to the TGFD prevention program. TGFD is designed to mitigate the risk factors and enhance protective factors related to alcohol, tobacco, and other drug use. In the same spirit, CPACS also encourages students to recognize Red Ribbon Week, which is celebrated annually October 23-31. Wearing red ribbons during the month of October represent the pledge to live drug free and honors the sacrifice of all who have lost their lives in the fight against drugs. In 1988, the National Family Partnership coordinated the first National Red Ribbon Week and continues to coordinate the campaign for families, schools, and communities across the nation each year.

Depicted in *Figure 3* during the 2021 Red Ribbon Week, 7 CAT students decorated the door to their classroom at CPACS with the theme "Don't Let Drugs Sabotage Our Lives". Celebration of Red Ribbon Week brings awareness to drug abuse prevention to all CPACS participants.

**Figure 3: CPACS STUDENTS HONOR RED RIBBON WEEK**



*The Afterschool Alliance* began promoting the importance of afterschool programs in 1999 with the first Lights On Afterschool Day, a day for communities across the nation to raise awareness of the crucial contributions that afterschool programs make to students, families, schools and the community. According to the 2020 report of America after 3 pm, 11.3 million children in the United States remain unsupervised between the hours of 3 pm and 6 p.m. on weekdays. These children are losing the opportunity to participate in art and music classes, science experiments, field trips, and all the other activities that take place in afterschool programs across the country.

On October 28, 2021, Site COOL honored Lights on Afterschool Day by educating students about the 21<sup>st</sup> Century Community Learning Centers across Georgia and how the funding is dedicated to operating CPACS LEP 1. Elementary students decorated lightbulbs and stated how the afterschool program has made a positive impact in their lives.





## IV. STATUS OF OBJECTIVES

Table 18 provides a status of the CPACS objectives at the end of the 2021-22 academic year. As reported in the FY22 Common Data Elements form, 6 of the 7 objectives were met and 1 did not meet. Data collected included results from TGFD Survey Results, Sign-In sheets, Report Card Grades, Behavior Records and CAYEN 21<sup>st</sup> System.

**Table 18: 2021-2022 CPACS OBJECTIVE STATUS**

<b>Objectives</b>		<b>Status of Objectives</b>
<b>Objective 1.1</b>	60% of regularly attending students (those who attend 30 or more days) will improve Reading and Language Arts grades or maintain high scores (80 and above) as measured by pre and post tests and/or report cards.	Met
<b>Objective 1.2</b>	60% of regularly participating students will show improvement in mathematics grades or maintain high scores (80 and above) as measured by pre and post tests and/or report cards.	Met
<b>Objective 1.3</b>	At least 60% of students will report either increased enjoyment in school or maintain a high level of enjoyment (7 or above on a 10-point scale) in school as measured by pre and post surveys.	Met
<b>Objective 2.1</b>	At least 60% of regularly participating students will demonstrate an improvement in classroom behavior or maintain high level classroom behavior.	Met
<b>Objective 2.2</b>	At least 60% of regularly participating students will demonstrate a good understanding of healthy lifestyle choices by scoring at least 80% on the Too Good for Drugs (TGFD) post assessment.	Met
<b>Objective 3.1</b>	At least 50% of families of regularly participating students will participate in at least 3 family engagement opportunities during the year.	Met
<b>Objective 3.2</b>	At least 65% of regularly attending families who participate in the family engagement opportunities will report an increase in knowledge and skills.	Did Not Meet

## X. SUMMARY OF FINDINGS AND RECOMMENDATIONS

*Conclusions:* Based upon the program operation reported in this evaluation, it can be concluded that CPACS Youth LEP 1 was implemented with fidelity during Year 3. CPACS operated according to the goals and objectives outlined in the 21<sup>st</sup> CCLC proposal funded by GaDOE. In summary, 6 of the 7 objectives were met and 1 did not meet. Additional significant accomplishments—based on analyses of program documentation, survey, and report card data—are listed below.

- CPACS offered 3.5 hours of face-to-face afterschool programming five days per week, for 145 days from August 9, 2021, through May 20, 2022.
- CPACS provided programming to 138 registered students, of which 125 students (or 91%) were regularly attending students.
- Engaged students in high-quality academic supports and instruction closely linked with the school day.
- Yielded high program satisfaction among students and parents.
- Engaged 127 parents in high-quality events/meetings designed to identify their child's needs and support their child's academic growth.
- Improved students' academic standing and academic behaviors.

As with most 21<sup>st</sup> CCLC programs, the end of the year is a time of reflection, revision and amending. In addition to the previous recommendations, it is the opinion of RW to consider future discussions of the following in upcoming leadership meetings.

- **Provide more and more varied parent engagement opportunities to ensure greater attendance.** Consider offering a variety of engagement options, such as events that support parents and their needs (computer skills workshops and resume preparation), and also services that parents can offer to the program (guest speakers, volunteers, activity assistants). It is recommended to adopt a combination of methods to reach parents and maintain an active line of communication. Some strategies include holding online office hours and open chat rooms weekly to speak with parents and students one-on-one and address any concerns.

- **Consider incorporating developmental changes to programming to increase youth engagement.** For 5<sup>th</sup> grade students, creating programming that focuses on the transition to middle school and including concrete skill-building activities in the curriculum might help increase youth engagement.
- **Continue to gather program stakeholder feedback and make changes to programming accordingly.** Consider allowing students and parents to play a larger role in the program planning process by inviting them to plan meetings and ensuring that their opinions are heard.
- **Consider incorporating student and parent surveys:** GaDOE parent and student surveys were no longer required during the last reporting period. Consider distributing parent and student surveys in the upcoming year for value information during leadership meetings.

Recommendations are intended to identify ways for CPACS to further enhance the activities that are currently in place so that each participating student can acquire the knowledge and skills needed to meet the expectations stated in the program objectives. All recommendations are carefully considered and are only included if they will help the program make greater impact.

