



21st Century Community Learning Centers

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**National Young Readers Week
is November 12-16, 2012!
www.bookitprogram.com**

Welcome!

The Georgia Department of Education's 21st Century Community Learning Centers is pleased to launch our first quarterly newsletter. The purpose of our newsletters will be to highlight programs and staff and to share best practices and resources from the out-of-school field.

It is an exciting time for the out-of-school community, both across the nation and here in Georgia. Recently, over 9,300 programs across the country

participated in Lights On Afterschool, including 262 in Georgia. Our state just concluded its most impactful year ever and we are looking to build upon this success by offering more best practices and high-quality learning opportunities, such as our first ever Georgia Afterschool and Youth Development Conference in January. As we work together to improve the lives of our students and positively

impact our communities, please know that our staff is committed to providing a high level of customer service and developing a strong support network within your region and across the state. We thank you for your dedication to our students and look forward to another successful year.

Mike Thaler
21st CCLC Program
Manager



Lights On Afterschool! "Light Up a Landmark" Rallies Held to Spotlight Afterschool Programs Brooks County ECHOES Program

On Thursday, October 18th, afterschool programs across the nation celebrated "Lights On Afterschool," a day set aside each year to call attention to the impact of such programs on students, families, and communities. In Brooks County, the occasion was observed with two simultaneous rallies, one at the Courthouse Gazebo, and the other at the Morven Community Center/City Hall. These locations were chosen because of their landmark status in the county. A special competition was held by J.C. Penney entitled "Light Up a Landmark" as a part of "Lights on Afterschool." Locally, proclamations were issued by the City of Quitman (Curtis Pickels, Mayor), the Brooks

County Board of Commissioners (S.L. Jones, Chairman) and the Brooks County Board of Education (Brad Shealy, President) to officially proclaim October 18 as "Lights On Afterschool Day."

"In past years, we have celebrated this event at the individual schools," said Janie Jones, Program Director of Brooks County's 21st Century Community Learning Centers ECHOES Program. "However, this year we really wanted to showcase our programs and let the community know just how important it is that we keep them open," she added. "Awareness of the benefits of what we do is the first step toward

sustaining these programs."

The Gazebo Rally was co-sponsored by each of the communities' afterschool programs, which include 21st CCLC at Quitman Elementary, Brooks County Middle School, Brooks County High School, Brooks County Boys and Girls Club at the J.H. Wells Education Center, Washington Street Teen Center, All4Kids Futures, and the Bethel Community Development Center.

The North Brooks Area Rally was co-sponsored by the North Brooks Elementary 21st CCLC
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Sixth graders from the Brooks County Middle School 21st CCLC ECHOES program sing a song entitled "The Biggest, Brightest Light of All" at the Brooks County "Lights On Afterschool: Light Up a Landmark" rally.



Grant Specialist Corner



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Welcome to the 21st Century

Community Learning Centers' first newsletter!

We are thrilled to have so many different programs representing elementary, middle, and high schools across our wonderful state. This newsletter will highlight different 21st CCLC programs throughout the year, as well as act as a forum for us to communicate with one another.

We understand the work you do is very challenging and difficult. Your efforts are truly appreciated and valued not only by us here at the Georgia Department of Education, but by every student with whom you

interact. While you may not always see immediate results, you make a difference in the lives of each and every child. On behalf of these students, we offer you a deep, heartfelt thanks.

In an effort to improve our programs, this newsletter will also contain tips to help increase the quality of the program at a local, state, and national level. For example, be sure to frequently check our website as it is routinely updated with new webinar links and helpful resources. Also, don't forget to add the 21st CCLC logo on information that you distribute as it helps

our program create a national "brand". Some other common issues we face include: challenges with evaluators- finding one and knowing what the guidelines are, how to keep middle and high school students engaged in your program, and ensuring a smooth invoice process. We hope to address these topics and many others in the issues to follow.

*~ Darnette Walker,
 21st CCLC's
 Grant Specialist*

Spotlight on your State Staff



This issue's spotlight shines on **Anne Christol**, Region 1 Education Research and Evaluation Specialist. Anne has been in education for 35 years. She has served as a teacher, a building administrator and has worked in federal programs for the past 12 years, seven of those with the GaDOE. Anne began her work at the GaDOE as a Regional Coordinator for the Piedmont Migrant Education Agency, supporting migrant children and families in North Georgia. Now she supports and provides technical assistance to 21st Century Programs in Region 1. Anne holds a bachelor's degree in Secondary Education from Piedmont College, a master's degree in Early Childhood

Education from North Georgia College and State University, and a specialist's degree in Educational Leadership from the University of Georgia. Anne resides in Demorest, Georgia. She is the mother of one daughter, Elizabeth Lewallen, and the proud grandmother (Nee Nee) of two grandsons, Peyton, age 10 and Tyson, age 7. Anne recently adopted a nine year old rescued Chihuahua named Rosie. In addition to delighting in spending time with her family and her grandsons, Anne is also an avid collector of pottery, art, and folk art. She volunteers with a local arts preservation

foundation and assists in organizing art and pottery shows and events.



Program. The Brooks County Family Connection helped sponsor both events. Event activities included a “Mini-Torch Run,” student performances in poetry and music, remarks from local leaders, and testimonies from students and family members who have benefited from afterschool programming.

“Currently, afterschool programs in our county serve around 600 students, ages Pre-K through 12th grade, and hundreds of their family members,” says Janie Jones. “We provide full-time jobs or extra income for over 100 people in Brooks County. This makes a huge impact.” The most important thing

about afterschool programming, however, is agreed upon by all those involved—that children have a safe, supervised environment in the afterschool hours where they can receive extra academic assistance and have fun.



By **Janie Jones**
21st CCLC
Program Director
Brooks County Schools System



First graders with the Quitman Elementary School 21st CCLC (Brooks County Schools) ECHOES program display their decorated light bulbs for Lights On Afterschool. They are pictured with teacher Lindsey Chambers.



Students from each of the afterschool programs in Brooks County participated in a “Torch Run” at the “Lights On Afterschool: Light Up a Landmark” rally at the Gazebo in downtown Quitman.



Brooks County 21st CCLC ECHOES students from North Brooks Elementary School hold up their decorated light bulbs as part of their “Lights On Afterschool: Light Up a Landmark” rally.



Brooks County 21st CCLC ECHOES students from North Brooks Elementary school display the posters and light bulbs they made for the “Lights on Afterschool: Light Up a Landmark” rally in Morven, Georgia.



Brooks County ECHOES 21st CCLC students from North Brooks Elementary School in Morven recite a poem entitled “Light the Lights” at the “Lights on Afterschool: Light Up a Landmark” rally on October 18.

Rev up your local evaluation with these tips

- First things first. **Find a good evaluator**, preferably with experience in education data and language.
- **What will your evaluation be able to tell you about your program?** Challenges (*known and unknown*) in your program can be isolated by using a **formative evaluation** process. Using daily, weekly, or

monthly data can help you determine if program milestones are being met; or if existing professional development is supporting staff goals. Formative evaluations can tell you if students are progressing, if schedules are working, or if a mid-course correction needs to be made. All programs already do a **summative evaluation**. This is the report that captures

the year-end assessment of your program. It can assist with decision-making such as which activities should be continued for the next year—or not. It is also used when ending a grant to show stakeholders the impact of your program on your targeted population and to determine if your program did what you said it would do.

By **Bess Rose**

Get it down....

Georgia Afterschool and Youth Development Conference
January 9-11, 2013.
Register today at
www.georgiaasydcconference.com



Evaluation cont'd.

- **What will your evaluation NOT be able to tell you about your program?** For example, without measuring participants' achievement or attitudes at the beginning of the program, you won't be able to determine how much student engagement has changed. If you do not compare your students in your program to similar students who have *not* been in your program you may not be able to attribute participants' success to your efforts.
- **Know your plan!** Include your evaluation plan in your steering committee meetings and stakeholder groups. Refer to it frequently. Viewing the evaluation process as belonging only to the evaluator can create missed opportunities to make sure your program is on the right track.
- **Who? What? When? Where? How?** Having a good evaluation plan will ensure that appropriate evaluation activities occur at the proper times. Once the program begins, you can't go back in time and collect pre-test data.
- **Be a scout and be prepared!** Think about potential barriers and challenges to your evaluation plan. Need to get student data? Then set up a written agreement with the target school. An evaluator may think the first week of school is an ideal time to collect survey data on staff, but a meeting with the principal and faculty leadership may inform you both otherwise.
- Feel free to dust off the calculator and **check the evaluator's work.** If unsure about content, then ask for clarifications, corrections, or revisions where necessary. *Do the math!*
- Develop your knowledge base. **Teach yourself** about the basics of program evaluation. Some good resources:
 - [The Evaluation Center at Western Michigan University \(www.wmich.edu/evalctr/\)](http://www.wmich.edu/evalctr/)
 - [GrantCraft—Evaluation Techniques Series Evaluation for CBOs \(www.opportunitystudies.org/evaluation/\)](http://www.opportunitystudies.org/evaluation/)
 - [Joint Committee on Standards for Educational Evaluation \(www.wmich.edu/evalctr/jc/\)](http://www.wmich.edu/evalctr/jc/)
 - [Planning an Effective Program Evaluation: A Short Course for Project Directors \(www.the-aps.org/education/promote/promote.html\)](http://www.the-aps.org/education/promote/promote.html)
 - [W.K. Kellogg Foundation Evaluation Toolkit Basic Guide to Program Evaluation \(www.managementhelp.org/evaluation/fnl_eval.htm\)](http://www.managementhelp.org/evaluation/fnl_eval.htm)

Don't forget our next Sustainability webinar is Friday, November 30th at 1:00 PM!

Site Visit Tips

The Georgia Department of Education's 21st CCLC staff have begun making rounds to your 21st CCLC program sites.

Each program is a haven that serves students and families with a kaleidoscope of needs. However, there is nothing like a bit of reflection to check-in with how those services are being delivered. A site visit can take between 45 minutes to a couple of hours, depending upon a

variety of factors. Here are a few tips to help you gear up for your next site visit.

- Confirm all parties to attend the site visit and ensure the proper personnel are available to answer our staff's questions.
- Have your daily schedule available and know where the activities are located.
- Write down a list of questions or concerns you may have that can be discussed during the site visit.
- Know your average daily attendance.
- Be knowledgeable about your staff to student ratio.
- Be aware that we want to observe the normal operational day.
- Be able to share and be open and honest about your successes and challenges.
- Know that these visits are not "gotcha" visits, but rather are visits intended to ultimately increase the quality of your program.

We look forward to seeing you again as well as meeting new faces!



Georgia Department of Education
 Outreach Programs
 School Improvement: 21st Century
 Community Learning Centers
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The purpose of Georgia’s Title IV, Part B, 21st Century Community Learning Centers Program is to provide federal funds to establish or expand community learning centers that operate during out-of-school hours and that have three specific purposes:

- To provide opportunities for academic enrichment and tutorial services
- To offer students a broad array of additional services, programs, and activities to reinforce and complement the regular academic program; and
- To offer families of 21st CCLC students opportunities for literacy and related educational development.

Questions? Comments? Suggestions?
 Contact Dannette Walker, 21st CCLC
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We’re on the Web!

<http://www.gadoe.org>
 Follow us on Twitter: @gadoenews and @drjohnbarge
 Like us on Facebook: <http://www.facebook.com/gadoe>

Graffiti Wall



6	5	1	8	2
3	4	1	7	6
9	7	4	8	6
5	6	4	3	1
2	8	3	7	3

Use a graffiti wall to build on that bit of time between collecting all of your children and starting your program, or winding down and waiting for pick-ups and bus loading. You can create a “**Number Knockout**” competition where students add, subtract, multiply or divide equations that must produce the same number, say, “23”. For example, $6 \times 4 - 1 = 23$ or $(7 \times 3) + 2 = 23$. They may cross out each number used on the graffiti wall

until all possible combinations are exhausted or you may challenge them to come up with the most combinations per team. Graffiti walls can be used to introduce a new topic, review school-based content or debrief field trips. All you need is a flat area to tape your poster-sized paper (use painter’s tape for easy removal) and markers. If you don’t have wall space, then grab a door, table chalkboard or even a window.

Adapted from “Use That Book Seminar—Summer Style Webinar,” Center for Afterschool Education; afterschooled.org. Offering on-demand, free webinars.

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**Check 21st CCLC out on the on
the Web!!**

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx>