

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

2017-2018 Executive Summary

Georgia's 21st Century Community Learning Centers (21st CCLC) program office supervised and supported 128 approved subgrants in 2017-2018 for a total funding amount of \$39,312,143. The program office completed onsite and desktop monitoring reviews for 86 subgrantees, which resulted in an average of 3 findings issued per subgrantee. All subgrantees submitted the required annual summative evaluation reports as completed by the external evaluators.

Demographic Data

Total Subgrants	LEAs	Non-LEAs	Inst. of Higher Ed.	FY15 Cohort	FY16 Cohort	FY18 Cohort
128	78 (61%)	46 (36%)	4 (3%)	83 (65%)	12 (9%)	33 (26%)

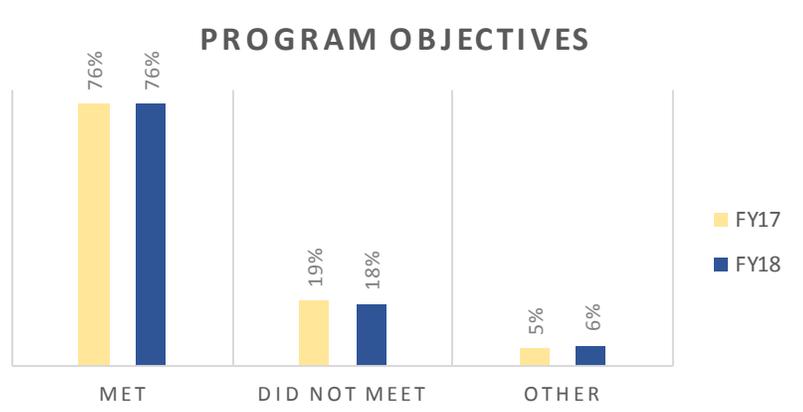
All programs served students for 12 or more additional hours each week beyond the regular school day. Including summer months, 21st CCLC programs offered students the equivalent of at least 45 extra school days to the regular school year. Statewide, 21st CCLC program sites served 85% of their proposed average daily attendance (ADA) this year.

Total Enrollment	Regular Attendees (≥30 days)	Students in Grades K-5	Students in Grades 6-8	Students in Grades 9-12	Students Receiving Free/Reduced Lunch
26,935	18,924 (70%)	61%	23%	16%	87%

Total School Districts Served	Total Schools Served	Elementary School Sites	Middle School Sites	High School Sites	Summer Programs
64	488	137	67	50	165

Program Performance Objectives

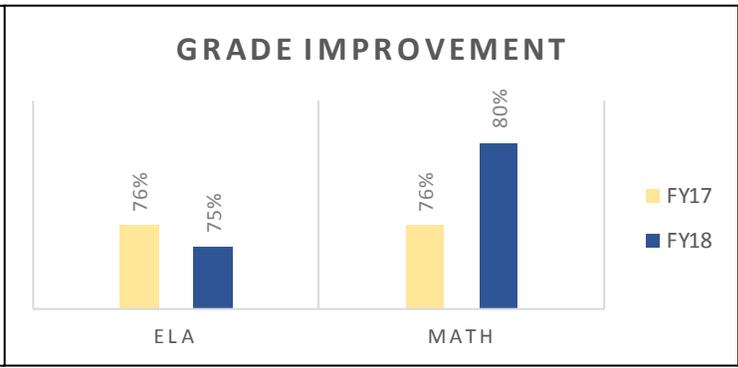
Statewide, 21st CCLC programs measured and reported the outcomes for 1,336 specific objectives targeting locally identified needs. Objectives included measurable goals based on student-performance results, as well as family engagement outcomes. 1,005 of the objectives were met and 242 were not met. Outcomes for 6% of the objectives remain uncalculated primarily due to unreleased standardized test results.



Student Achievement Measures

The majority of programs served students who did not meet standards on statewide assessments during the prior year. Academic performance data, as well as teacher survey response data, are reported only for those regularly attending students (attending 30 or more days).

- 75% of regular attendees demonstrated improvement or maintained an A, B or C in their English language arts grades from an initial grading period in the fall of 2017 to a final grading period in the spring of 2018.
- 80% of regular attendees demonstrated improvement or maintained an A, B or C in their math grades for the same period.



Survey Data

All programs reported results on surveys distributed to regular school day teachers, parents, and students regarding a variety of factors, such as student performance and overall program satisfaction.

	Increased Homework Completion		Improved Classroom Behavior		Overall Satisfaction	
	FY17	FY18	FY17	FY18	FY17	FY18
Teacher	81%	87%	72%	79%	NA	NA
Parent	92%	90%	82%	82%	95%	96%
Student	87%	88%	78%	80%	87%	88%

Conclusion

Key trends and accomplishments noted during the 2017-2018 school year

- Across the state, programs continued to meet the vast majority of their unique program objectives, which is key to validating the programs’ positive impact and value to the communities served.
- Based on the survey responses, regular day teachers indicated that student homework completion (87%) and student classroom behavior (79%) continued to improve this year for regular attendees, which demonstrates how the 21st CCLC programs work to support regular school day instruction as well as offer positive support for students.
- Programs reported having 1,133 community partners that contributed a total of \$12,271,008 worth of in-kind services and funding, which is an indication of the level of community support offered to enhance programs.
- Statewide, a total of 30,297 parents attended 1,717 distinct family engagement events that were offered to provide families with meaningful opportunities to be actively engaged in their child’s education.

General recommendations for 2018-2019

- Student attendance remains a high priority and focus area to ensure that programs are regularly serving as many students as possible according to their funding. In addition to regularly and closely monitoring average daily attendance, our program office will also work with programs to provide support and identify strategies and resources that will help all programs achieve their attendance goals.
- To continuously measure the impact of 21st CCLC programs, the program office will develop new statewide goals, performance measures and processes incorporating locally developed measures to accurately assess the overall benefits of the 21st CCLC program including both academic outcomes as well as other areas programs can positively affect, such as student behavior and attendance.
- Next year, 83 of the 128 programs (Cohort FY15) will be entering the final year of the grant award cycle. It is critical that our program office provide high quality support and maintain high level expectations to enable these programs to continue providing impactful programming for students throughout the entire school year.