

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

Division of Federal Programs
21st Century Community Learning Centers
Program Performance

2018-2019 Executive Summary

Georgia's 21st Century Community Learning Centers (21st CCLC) program office supervised and supported 128 approved subgrants in 2018-2019 for a total funding amount of \$38,909,903. The program office completed onsite and desktop monitoring reviews for 78 subgrantees, which resulted in an average of 1 finding issued per subgrantee. All subgrantees submitted the required annual summative evaluation reports as completed by the external evaluators.

Demographic Data

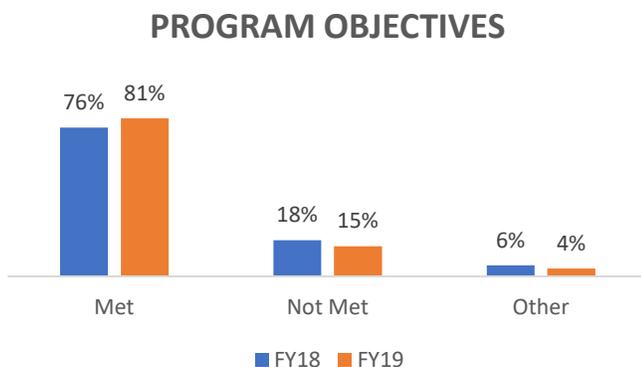
| Total Subgrants | LEAs | Non-LEAs | Inst. of Higher Ed. | FY15 Cohort | FY16 Cohort | FY18 Cohort |
|-----------------|----------|----------|---------------------|-------------|-------------|-------------|
| 128 | 82 (64%) | 42 (33%) | 4 (3%) | 83 (65%) | 12 (9%) | 33 (26%) |

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 |
|------------------|------------------------------|------------------------|------------------------|-------------------------|---------------------------------------|
| 25,749 | 17,745 (69%) | 59% | 24% | 17% | 89% |

| Total School Districts Served | Total Schools Served | Elementary School Sites | Middle School Sites | High School Sites | Summer Programs |
|-------------------------------|----------------------|-------------------------|---------------------|-------------------|-----------------|
| 65 | 451 | 163 | 73 | 51 | 190 |

Program Performance Objectives

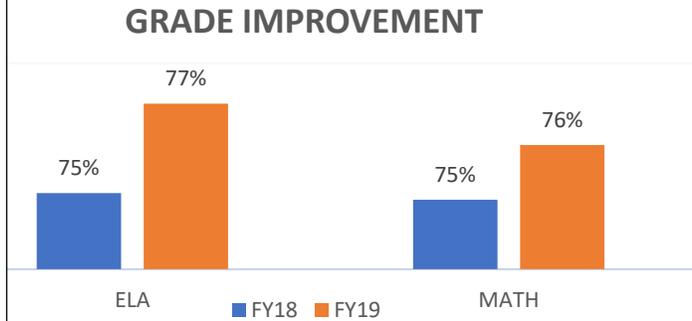


Statewide, 21st CCLC programs measured and reported the outcomes for 1,261 specific objectives targeting locally identified needs. Objectives included measurable goals based on student-performance results, as well as family engagement outcomes. 1,017 of the objectives were met and 195 were not met. Outcomes for 4% 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).

- 77% 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 2018 to a final grading period in the spring of 2019.
- 76% 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 | |
|----------------|-------------------------------|------|-----------------------------|------|----------------------|------|
| | FY18 | FY19 | FY18 | FY19 | FY18 | FY19 |
| Teacher | 87% | 89% | 79% | 85% | NA | NA |
| Parent | 90% | 90% | 82% | 84% | 96% | 96% |
| Student | 88% | 85% | 80% | 78% | 88% | 85% |

Conclusion

Key trends and accomplishments noted during the 2018-2019 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 (89%) and student classroom behavior (85%) 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 1,060 community partners that contributed a total of \$11,317,358 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 28,958 parents attended 1,597 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 2019-2020

- 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 by incorporating locally developed objectives to accurately assess the overall benefits of the 21st CCLC program. The statewide goals will include review of academic outcomes as well as other areas that programs can positively affect, such as student behavior and attendance.
- Next year, 90 of the 134 programs (Cohort FY20) will begin the first 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 provide impactful programming for students throughout the entire school year.