



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

**Georgia Department of Education – Nita M. Lowey 21st Century Community Learning Centers
(21st CCLC)**

2023 Summer Program Evaluation Form

*Please email a complete PDF and Word copy to your program specialist on or before
August 31, 2023.*

Please complete one evaluation per subgrant – not per site. For example, if your organization receives two subgrants, then please complete two evaluations. The evaluation is based on the 2023 summer term (i.e., June – August 2023).

Name of 21st CCLC Program: Clarke County School District-Middle School Grant

Person completing form: Stacey Neuharth-Pritchett **Date:** 8/2/2023

1. Duration of Program (Number of weeks, days, and hours/day)						
Name of Site(s)	Grade Level(s) Served	Average Daily Attendance	Total Students Registered	Number of Days for entire program	Days of Operation (e.g., M-F, M-Th, etc.)	Hours of Operation (e.g., 8:00-3:00, 7:30-2:00, etc.)
Burney-Harris-Lyons Middle School (included youth from Burney-Harris-Lyons Middle and Clarke Middle School)	6	54.4	75	16	M-Th (Week 1) M-Th (Week 2) M-Th (Week 3) M-Th (Week 4)	9:00 am- 1:00 pm
Hilsman Middle School (included youth from Hilsman Middle School and WR Coile Middle School)	6	31	31	16	M-Th (Week 1) M-Th (Week 2) M-Th (Week 3) M-Th (Week 4)	9:00 am- 3:00 pm
2. Describe and assess how the summer program supported the grant's goals and objectives.						
Program Activities	Goals and Objectives addressed		Results (qualitative and/or quantitative)			
Academic Enrichment	Improve academic performance across the content areas		Quantitative			
3. Describe the general purpose and/or focus of the summer program.						

The 21st Century Summer Experience aimed to decrease anxiety surrounding the transition to middle school. Staff members employed engaging STEAM/STREAM activities, an introduction to the middle school environment, and schedules, which helped students learn the skills necessary for a successful transition. Elementary counselors and teachers identified rising 6th students (5th transitioning to 6th grade for the 2023-2024 school year) as students who would benefit from an early introduction to middle school to alleviate any anxiety they might have.

4. Describe how the summer program addressed the academic needs of the target population.

The summer school experience was designed to help the youth consider their personal needs, academic trajectory, and relationships with peers and teachers. Because students who enroll in the summer program have limited financial resources and limited experiences outside the confines of their own community, experiences were designed to assist children in maintaining the academic gains that they made during the academic year. The summer program was designed to meet the academic needs and connect Clarke County to experiences that would allow them to strengthen their skills with the Georgia Standards for Excellence. The program was also designed to minimize summer learning loss. Another academic need was a focus on previewing middle school standards for those students who were going to transition into middle school during the 2023-2024 academic year. Enrichment included activities such as therapeutic drumming, an Invention Project Program, Marble Arcade, trauma-conscious mindful practices, yoga and meditation, broadcast journalism, debate, robotics, and school to home social and emotional learning supports.

5. Describe any special events (e.g., speakers, field trips, etc.) that were unique to the summer program.

Field trips included visiting the Georgia Museum of Art, Fernbank Science Center, the National Center for Civil and Human Rights, and the Georgia Aquarium.

6. Describe and assess the overall outcomes of your summer program.

To assess the impact of the summer program, 50 students completed a 14-question survey about their experiences. Students replied yes or no to the individual items. Students were overwhelmingly positive about the program. The percentage of students who agreed with each item is reported below:

1. Overall, adults in school treat students fairly. (92%)
2. Adults in school listen to the students. (88%)
3. Teachers care about students. (98%)
4. My teachers are there for me when I need them. (88%)
5. Overall, my teachers are open and honest with me. (90%)
6. I enjoy talking to the teachers here. (92%)
7. I feel safe at school. (76%)
8. Most teachers at my school are interested in me as a person, not just as a student. (78%)
9. I will be off to a better start in my learning next year because I have participated in this summer program. (96%)
10. By participating in the 21st Century Summer Program, I have made friends. (90%)
11. I have enjoyed being part of the 21st Century Summer Program. (92%)
12. I hope to attend the 21st Century Program next year. (76%)
13. I feel better connected to my new sixth grade school because I participated in the summer program. (82%)
14. I feel better about my ability to be successful in school next year because of this summer program. (82%)

7. Provide a description of the parent engagement activities offered during the summer program.

Name of Event/Activity	Purpose of Event/Activity	Number of Parents
Parent Engagement Workshops	Connect parents with information on the transition to middle school	24

8. Describe community partner support for the summer program.

Partner Name	Support Provided (e.g., volunteer, in-kind, food/snacks, program/enrichment services, etc.)	Amount of Contribution
USDA	Food services (Hilsman Middle and WR Coile Middle)	\$3,301.50
USDA	Food services (Burney-Harris-Lyons Middle and Clarke Middle School)	\$5,457.00

9. Provide additional information or details, including recommendations, changing needs, or other future improvements.

Data collected from the students who participated in the summer program suggest that the experience was successful. A goal for subsequent summers would be to increase the number of students who are able to participate.

Bipartisan Safer Communities Act (BSCA)

If your organization received BSCA Funds for the 2023 summer program, please provide the information below:

1. Describe how the summer program provided relevant and engaging learning experiences for the target population.

The program focused on successful student transitions to middle school with an emphasis on improving student achievement and well-being. The district identified important needs for middle school students regarding social and emotional support and noted the prior two years were challenging for students due to the COVID-19 pandemic. Observations among students suggested that many were struggling with anxiety, depression, or other mental health concerns. Counseling services, peer mentoring programs, and group therapy sessions supported youth throughout the school year and it was perceived that if those services continued into summer that students would continue to benefit from the continuity of that service provision. The program provided relevant and engaging learning experiences for middle school youth by offering academic enrichment and STEAM activities. It was perceived that the inclusion of these activities would enhance student academic achievement. The program offered hands-on activities to increase student engagement and attendance by providing students with a sense of relevance to their everyday lives. To increase student motivation, activities with flexibility and choice were offered, allowing students a sense of ownership with their learning experience. Targeted support was provided for those students who were involved with the district's counseling services during the school year to ensure interventions continued through the summer. During the summer camp, the program also focused on ensuring middle school students had appropriate preparation to make a smooth transition to middle school. Workshops (Family University) were also provided by Family Engagement Specialists for families.

The additional funds also provided impactful mental health programming for students. Anecdotal data from student participants and their parents indicated that both groups were appreciative of the activities and supports available through the summer program. Survey data from participants on supports through activities such as therapeutic drumming and counseling revealed that students perceived that they were treated fairly, listened to, cared about, that adults were available to them, and that they felt safe. Students and teachers noted that although yoga was foreign to the students and they were initially apprehensive, they fully embraced and came to appreciate the sessions.

On transition to middle school activities, students noted that they would be off to a better start because of their participation in the summer program and their development of relationships with peers. Students also perceived that they felt better about their academic ability to be successful in the next school year, and would be able to use breathing techniques taught to them in their yoga classes to set boundaries for themselves and their peers. The inclusion of therapeutic drumming taught them an additional outlet for recognizing and addressing pent-up emotions and led to much self-pride when they performed for the entire camp at the culminating camp celebration.

2. Describe and assess the outcomes of the additional BSCA funds for the summer program.