

**2014-2015
Program Report**

***Circleville City Schools
21st Century Community Learning Program***

***MILESTONE PROGRAM
Circleville High School***

***prepared by
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Table of Contents

Introduction	3
Program Description	4
Year to Year Program Comparisons	6
2014-2015 Objectives and Outcomes	8
Community Partners	10
2016 Program Recommendations	11
Appendix	12

INTRODUCTION

The program review and evaluation of objectives and outcomes was conducted by Katherine McWatters, McWatters Consulting, LLC, 7711 Redman Lane, Reynoldsburg, OH 43068.

Following the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) Model for effective afterschool programming, the program evaluation used both internal (formative) and external (summative) methods for measuring program outcomes.

Evaluation methods included review of data collected during the 2014-2015 school year that included but was not limited to student program attendance records, pre and post local assessment results, pre and post developmental asset survey results, site visit observations, administrators interviews and results of survey instruments used measure program satisfaction of stakeholders including teachers, parents and students. This collected information provided data to measure program outcomes and analyze the success of the program.

This data review also identified areas for strategic improvement asking the questions: Have we met the program performance objective? What can improve? Are participants satisfied? What barriers exist? What additional partners are need to meet the program performance objectives? Should changes in program activities and offerings be implemented? The outcome results and answers to the questions are applied to recommendations for continuous program improvement.

Ms. McWatters has thirty five years' experience in management and program development with the last twenty five years in after school programs program administration, development and evaluation in public and private school settings. Ms. McWatters has a Bachelor of Science Degree in Education from Ohio University.

PROGRAM DESCRIPTION

Circleville City School will work in partnership with community agencies to provide strategic, extended learning opportunities and support to 9th- 12th grade students in Circleville City Schools. The 21st Century Community Learning Center Program at Circleville High School, known as the Milestone Program, is ending the first year of a three year grant cycle.

The 21st CCLC Milestone Program at Circleville High School will target 50 students who have been chronically truant, expelled, suspended, or have court ordered placements. The program is designed for students who wish to pursue a high school diploma but require a more flexible schedule than a traditional high school can accommodate. The 21st CCLC Milestone program operates 4 hours a day, 4 days a week from the closing of the school day September through June.

Students are provided with a nutritious lunch and snack, 3 hours a day assessable computer and time within a lab setting with a qualified teacher and/ or counselor working toward credit recovery, receiving Ohio Graduation Test assistance and counseling support designed to meet individual subject-specific academic or social/emotional need.

- The 21st CCLC Milestone program's extended learning opportunities include:*
- ✓ *self-paced, technology-driven standards-based instructional semester long courses that allow non-traditional or at-risk students to rapidly complete courses, recover credits, and progress to graduation*
 - ✓ *focused academic support assistive in completion of individual targeted academic goals*
 - ✓ *preparation for the OGT, ACT or SAT tests*

Life Skill Workshops will engage youth in activities that support the development of a "toolbox" of skills which focus on students' ability to identify their own potential to make good decisions, work well with others, set priorities, resolve conflict, and effectively communicate. A college/employment exploration component will emphasize awareness and practice of the necessary skills to make informed decisions on postsecondary options. Different methods of access to mentors will be provided to meet students differentiated needs.

The program also provides parents with opportunities to interaction with other families and school/community staff, links families to local educational, health and social services and other community opportunities and events as necessary and provides college and career preparation workshops for families and their students. Parents are also encouraged parents to get involved with the Program Advisory Committee.

*The 21st CCLC Milestone program intends to:
(PPO#1and #2) advance the academic and educational skills of at risk students by providing increased opportunities for academic intervention remediation, credit recovery project based enrichment and ACT/SAT/OGT preparation workshops so that 60% of students participating 30 or more days who were below proficiency, below Normal Curve*

Equivalent Score and/or did not pass all sections of the OGT in the previous year will progress towards meeting Normal Curve Equivalent Score, passing all sections of the OGT/PARCC and benchmarks in their individual graduation plan.

(PPO#3) increase students' developmental assets and enhance their health/wellness development by providing access to social/emotional support systems, life skill workshops, college and career planning/ mentors so that 75% of program participants attending the program 30 days or more will be able to determine and demonstrate increase in developmental assets on the Youth Asset Profile and knowledge of postsecondary options as demonstrated through their College and Career Portfolios.

(PPO#4) increase the skills/knowledge and support networks of parents/ guardian of by providing opportunities for family engagement, social networking and access to community resources so that all families participating in at least one family engagement event and 75% of families indicating a good to excellent satisfaction rating with the program and increase in feeling of community connectedness on program surveys/evaluations.

YEAR-TO-YEAR PROGRAM COMPARISON

Student Program Attendance

PROGRAMS	Total Student Attendees			Regular Student Attendees (30 days or more)		
	2015	2016	2017	2015	2016	2017
<i>School Year only</i>	24			6		
<i>Summer only</i>	76			0		
<i>Both School and Summer</i>	11			4		
TOTAL	111			10		

Student Grade Level Attendance

GRADE	Total Student Attendees			Regular Student Attendees (30 days or more)		
	2015	2016	2017	2015	2016	2017
8 th -grade	2			0		
9 th -grade	42			2		
10 th -grade	27			1		
11 th -grade	23			2		
12 th -grade	17			5		
Total	111			10		

Student Special Services

Special/Services Program	Total Student Attendees			Regular Student Attendees (30 days or more)		
	2015	2016	2017	2015	2016	2017
<i>Limited English Proficiency</i>	0			0		
<i>Eligible for free or reduced lunch</i>	20			9		
<i>Special Needs or Disabilities</i>	37			3		
Unknown	76			0		

Student Gender

Gender	Total Student Attendees			Regular Student Attendees (30 days or more)		
	2015	2016	2017	2015	2016	2017
<i>Male</i>	68			10		
<i>Female</i>	43			0		
TOTAL	111			10		

Racial-Ethnic Group

Race/Ethnicity	Total Student Attendees			Regular Student Attendees (30 days or more)		
	2015	2016	2017	2015	2016	2017
<i>American Indian or Alaska Native</i>	0			0		
<i>Asian or Pacific Islander</i>	0			0		
<i>Black or African American</i>	8			0		
<i>Hispanic or Latino</i>	1			0		
<i>White</i>	102			10		
Total	111			10		

2014-2015 OBJECTIVES and OUTCOMES

DEMOGRAPHIC OBJECTIVE:

The Milestone program will serve 50 students at Milestone. 85% of the students served will be economically disadvantaged.

DEMOGRAPHIC OUTCOME:

- 111 students were served by the Milestone program.
- 83% of the students when enrolled during the school year were eligible for free/reduced lunch.

ACADEMIC OBJECTIVE:

The Milestone program will advance the academic and educational skills of at risk students by increased opportunities for academic intervention remediation, credit recovery project based enrichment and ACT/SAT/OGT preparation workshops so that 60% of students participating 30 or more days who were below proficiency, below Normal Curve Equivalent Score and/or did not pass all sections of the OGT in the previous year will progress towards meeting Normal Curve Equivalent Score, passing all sections of the OGT and benchmarks in their individual graduation plan.

ACADEMIC OUTCOME:

- **177 credits were earned by all students who participated in the program.**
- **15 students completed all graduation requirements and received a diploma.**
- **100% of students attending 30 days earned credits towards graduation and/or OGT passed 1 or more sections of the OGT meeting benchmarks in their individual graduation plan**

YOUTH DEVELOPMENT OBJECTIVE:

The Milestone program will increase students' developmental assets and enhance their health/wellness development by providing access to social/emotional support systems, life skill workshops and college and career planning/ mentors so that 75% of program participants attending the program 30 days or more will be able to determine and demonstrate increase in developmental assets on the Youth Asset Profile and knowledge of postsecondary options as demonstrated through their College and Career Portfolios.

YOUTH DEVELOPMENT OUTCOME:

- Programs were structured to provide a stimulating environment where students gained a positive identity, increased their self-esteem and explored post-secondary options in ways unavailable them during school.
- The enrichment program provided students with a variety of experiential learning activities in character education, healthy living and community service learning programs.
- Career and College Exploration activities allowed students to explore their postsecondary options with Pickaway Ross Career Technical Institute Jobs One Stop and Game Plan programs.

- **According to Developmental Assets Survey:**
 - ✓ 73% of students who responded to the survey had sometimes secured or had secured developmental assets needed for good self-concept.
 - ✓ 53% of students who responded to the survey had sometimes secured or had secured developmental assets needed for good family relationship.
 - ✓ 27% of students who responded to the survey had sometimes secured or had secured developmental assets needed for good community relationship.
 - ✓ 20% of students who responded to the survey had sometimes secured or had secured developmental assets needed for good school relationship

**see Appendix for Developmental Asset Survey results*

FAMILY INVOLVEMENT OBJECTIVE:

The Milestone program will increase the skills/knowledge and support networks of parents/ guardian of by providing opportunities for family engagement, social networking and access to community resources so that all families participating in at least one family engagement event and 75% of families indicating a good to excellent satisfaction rating with the program and increase in feeling of community connectedness on program surveys/evaluations.

FAMILY INVOLVEMENT OUTCOME:

- **100% of all families participated in at least one family event.**
- **The following were opportunities provided by the program to promote parent involvement:**
 - ✓ *Milestone Open House*
 - ✓ *Family Meetings/ Home Visits to discuss program and expectations*
 - ✓ *Thanksgiving Dinner Celebration*
 - ✓ *Graduation Celebrations*
- **According to Parent Surveys:**
 - 100% of the parents who responded to the parent survey agreed that the program provided their children with a safe, well supervised environment, a caring staff, support and help and an opportunity to feel successful.
 - 50% of the parents who responded to the parent survey agreed that their children participated in many interesting activities, improved their attitude towards school and improved in school.

**see Appendix for full Parent Survey results*

COMMUNITY PARTNERS

The following community partners provided the Milestone Program with volunteers, student and family resources, activities and student community service learning opportunities:

- ✓ ***Big Brothers and Big Sisters of South Central Ohio***
- ✓ ***Franklin County Juvenile Court***
- ✓ ***Fairfield County Juvenile Court***
- ✓ ***State of Ohio Juvenile Parole Department***
- ✓ ***General Electric***
- ✓ ***Health Care Logistics***
- ✓ ***Lend Lease Construction***
- ✓ ***Ohio Christian University***
- ✓ ***OSU Extension***
- ✓ ***Pickaway County Board of Developmental Disabilities***
- ✓ ***Pickaway County Community Action***
- ✓ ***Pickaway County District Public Library***
- ✓ ***Pickaway County Family and Children First Council***
- ✓ ***Pickaway County Job and Family Services***
- ✓ ***Pickaway County Literacy Program***
- ✓ ***Pickaway County Juvenile Court***
- ✓ ***Pickaway Area Recovery Services***
- ✓ ***Pickaway County Woman's Residential Drug Treatment Program***
- ✓ ***Pickaway H.E.L.P.S.***
- ✓ ***Pickaway Ross Career Technical Institute (Jobs One Stop and Game Plan)***
- ✓ ***Scioto Paint Valley Mental Health Center***

RECOMMENDATIONS for 2016

A quality program is one that is reflective, willing to improve, change grow and believes in successful outcomes for its participants. Program recommendations were determined by reviewing all of the information and data collected during annual program review and evaluation. This collected information provided data to analyze the success of the program components and make the following recommendation for continuing program improvement.

To address student engagement

- ✓ Program staff should create opportunities for students to have input in the planning and development of program activities so that participants are able to explore their interests.

To increase students' developmental assets

- ✓ There is considerable room to improve students' developmental assets particularly in the area of community and school involvement. Enrichment activities should address specific developmental assets that provide students with positive attributes and a variety of access to community and school activities.

To address Family Engagement

- ✓ Family events should increase the awareness of the value of the education and provide opportunities for parents and students to share educational related experiences and engage families in understanding the tools their child needs to be prepared for postsecondary options.
- ✓ Program should explore a variety of ways for parents to provide feedback and to be engaged in program development, marketing, and sustainability. A Program Advisory Committee is recommended.

To address Program Sustainability

- ✓ District administrators must be involved in planning to create a long term coherent vision for program sustainability.

Appendix

**2014-2015
DEVELOPMENTAL ASSET SURVEY**

ALL ABOUT ME			
	<i>NOT YET</i>	<i>SOMETIMES</i>	<i>ALWAYS</i>
1. I like to read and enjoy learning new things.	20%	73%	7%
2. I tell the truth even when it is not easy.	20%	67%	13%
3. I can say no even when someone wants me to do something I know is wrong.	7%	60%	33%
4. I try to do the right thing even if my friends make fun of me.	7%	60%	33%
5. I think about my future.	13%	40%	47%
6. I have friends who care about me.	0%	33%	67%
7. I can be friends with someone even if they are different from me.	7%	53%	40%
8. I think helping other people is a good thing.	0%	33%	67%
9. I can solve problems without hitting or using hurtful language.	27%	33%	40%
10. I like myself.	20%	40%	40%
MY FAMILY			
	<i>NOT YET</i>	<i>SOMETIMES</i>	<i>ALWAYS</i>
11. My family loves me.	0%	27%	73%
12. I talk to my parents about things that bother me.	46%	47%	7%
13. My parents talk to me about what is right and what is wrong.	27%	60%	13%
14. In my family there are rules about what I can and cannot do.	33%	60%	7%
15. My parents talk to me about school and help me with my homework.	47%	40%	13%
16. I enjoy spending time with my family.	13%	47%	40%
17. I feel safe at home.	13%	13%	74%

MY COMMUNITY

	<i>NOT YET</i>	<i>SOMETIMES</i>	<i>ALWAYS</i>
18. I feel safe in the neighborhood where I live.	13%	47%	40%
19. In my neighborhood, I know adults who are not in my family who care about me.	33%	33%	34%
20. In my neighborhood there are things for me to do.	53%	27%	20%
21. If my neighbors saw me doing something wrong they would tell my family.	53%	34%	13%
22. I participate in community activities (sports, clubs, church) that have nothing to do with school.	73%	20%	7%

MY SCHOOL

	<i>NOT YET</i>	<i>SOMETIMES</i>	<i>ALWAYS</i>
23. I like school and like coming to my school.	40%	53%	7%
24. I feel safe at school.	13%	13%	74%
25. I have friends at school.	0%	40%	60%
26. I do my homework every day after school.	33%	67%	0%
27. I know the teachers at school care about me.	7%	26%	67%
28. I can talk to my teachers if I have a problem.	13%	20%	67%
29. My teachers help me and encourage me to do well.	13%	0%	87%
30. I participate in activities (sports, clubs, music, theater, or other arts) at school.	80%	13%	7%

2014- 2015 PARENT SURVEYS

2 parents with students in the program responded to the Parent Survey. The results are indicated below.

In our experience the program provides my child with....

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Unsure</i>
<i>a safe, well supervised environment.</i>	2				
<i>a caring staff</i>	2				
<i>many interesting activities</i>	1	1			
<i>support and help.</i>	2				
<i>an opportunity to feel successful.</i>	2				

As a participant in the program my child has...

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Unsure</i>
<i>improved their attitude towards school</i>	1	1			
<i>improved in school</i>	1	1			

