

2015-2016
Program Report

Circleville City Schools
21st Century Community Learning Program

MILESTONE PROGRAM
Circleville High School

prepared by
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INTRODUCTION AND METHODOLOGY

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 needed 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 of 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.

Others working to gather and track information for this report from Circleville City School District for this report include:

- Kate Mogan, 21st CCLC Program Manager and Site Coordinator for Circleville High School

PROGRAM DESCRIPTION

Circleville City School District 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 second 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 interact 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 Normal Curve Equivalent Score and/or did not pass all sections of the OGT in the previous year will progress towards passing all sections of the OGT/ and meeting 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/ guardians 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.

PROGRAM OBJECTIVES AND OUTCOMES

ATTENDANCE AND STUDENT DEMOGRAPHIC INFORMATION

Attendance is a basic, yet critical element of any after school program. Students are able to make significant gains in skills from academic interventions and youth development programming when they receive enough of the intervention. Thirty or more days of attendance are required by the Ohio Department of Education for students to be considered “regular attendees.”

ATTENDANCE AND STUDENT DEMOGRAPHIC OBJECTIVE:

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

ATTENDANCE AND STUDENT DEMOGRAPHIC OUTCOME:

Student Attendance

Days of Attendance	2016	2017	2018
Less than 30 days	101	56	
30 days to 59 days	10	6	
60 days to 89 days		2	
90 days or more		4	
Total	111	68	

Student Special Services

Special/Services Program	Total Student Attendees			Regular Student Attendees (30 days or more)		
	2015	2016	2017	2015	2016	2017
Limited English Proficiency	0	1		0	1	
Eligible for free or reduced lunch	20	68		9	12	
Special Needs or Disabilities	37	8		3	4	
Unknown	76	0		0	0	

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		0	0	
9 th -grade	42	32		2	4	
10 th grade	27	10		1	1	
11 th -grade	23	17		2	5	
12 th -grade	17	9		5	2	
Total	111	68		10	12	

Racial-Ethnic Group

Race/Ethnicity	Total Student Attendees			Regular Student Attendees (30 days or more)		
	2015	2016	2017	2015	2016	2017
American Indian or Alaska Native	0	0		0	0	
Asian or Pacific Islander	0	0		0	0	
Black or African American	8	4		0	1	
Hispanic or Latino	1	1		0	0	
White	102	60		10	9	
Mixed Race		2			2	
Total	111	68		10	12	

Student Gender

Gender	Total Student Attendees			Regular Student Attendees (30 days or more)		
	2015	2016	2017	2015	2016	2017
Male	68	47		10	8	
Female	43	21		0	4	

ATTENDANCE AND STUDENT DEMOGRAPHIC FINDINGS:

The Milestone Program at Circleville High School enrolled 68 students. 12 students attended the program 30 days or more. 100% were economically disadvantaged. Struggling students were identified and staff made every effort to ensure that student engagement was effective.

The Extra Mile Program at Circleville Middle School is meeting attendance and demographic outcomes.

ATTENDANCE AND STUDENT DEMOGRAPHIC LIMITATIONS:

There were no limitations to the data collection and analysis that may affect the validity of the findings.

PPO #1 READING and PPO#2 MATH

Opportunities for learning occur in the hours children spend outside of school. Good out of school time programs use instructional practices that actively engage students' attention and commitment to learning. The Milestone Program at Circleville High School intends will improve academic achievement of at risk students by providing increased opportunities for academic intervention, remediation, OGT preparation and credit recovery.

PPO #1 and PPO#2 ACADEMIC OBJECTIVES:

60% of students participating 30 or more days who were below proficiency, grade level benchmarks, and/or did not pass all sections of the OGT in the previous year will meet benchmarks in their individual graduation plan.

PPO #1 and PPO#2 ACADEMIC OUTCOMES:

- **121.75 credits were earned by 46 students who participated in the program.**
- **14 students passed one or more sections of the OGT.**
- **3 students completed all graduation requirements and received a diploma.**
- **100% of students attending 30 days met benchmarks in their individual graduation plan.**

PPO #1 and #2 ACADEMIC FINDINGS:

The Milestone Program at Circleville High School provided students with academic activities that included: Tutoring Support and Help (individualized intervention and instruction), Web Based Instruction and Skill Practice (APEX Credit Recovery), OGT preparation and Project Based Enrichment Learning Centers (experiential activities in reading, math, art, science, drama, music and technology). Enrichment activities provided students with the opportunity to practice skills, build on previously learned skills and help make links between the learned skills and the program activities. APEX Credit Recovery Program is reviewed weekly by program staff and student attendance is continually monitored.

Building relationships with students and encouraging and increasing their participation so that the program can impact student's academic outcomes is extremely difficult with student's whose relationship with school has been disenfranchised. Number and continuity of days students attend program is directly related to student's outcomes. Struggling students were identified and staff made every effort to ensure that student engagement was effective.

100% of participating students demonstrated progress in meeting academic goals and objectives in their individual graduation plan. The Milestone Program at Circleville High School met academic outcomes.

PPO #1 and #2 ACADEMIC LIMITATIONS:

There were no limitations to the data collection and analysis that may affect the validity of the findings.

PO # 3 YOUTH DEVELOPMENT

A student must acquire developmental assets by high school to be on track for positive and contributing citizenship. These assets include positive sense of self, engagement with family and involvement in school and community.

PPO # 3 YOUTH DEVELOPMENT OBJECTIVE:

The Milestone Program at Circleville High School 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 an increase in developmental assets on the Youth Asset Profile and knowledge of postsecondary options as demonstrated through their College and Career Portfolios.

PPO # 3 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 to 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.
- Students participate in a variety of social skill building activities to help them gain social skills including, accepting failure, encouraging others, taking turns, patience, empathy, goal setting, following rules and more.
- Art projects provide students the opportunity to experience a variety of art mediums.
- Career and College Exploration activities allowed students to explore their postsecondary options. Students participate in the Journey Beyond Project, a series of career exploration workshops.
- Students are regularly referred to outside agencies for mental health and drug counseling services.

PPO # 3 YOUTH DEVELOPMENT FINDINGS:

Staff has created a safe and comfortable environment for students to feel successful. Building relationships with students and encouraging and increasing their participation so that the program can impact student's outcomes is extremely difficult with students whose relationship with school has been disenfranchised. Struggling students were identified and staff made every effort to ensure that student engagement was effective.

Students at the Milestone Program participated in a variety of experiential learning activities and community service learning programs. The programs were structured to provide a stimulating environment where students gain a positive identity, increase their self-esteem.

Outcome of increasing student's developmental assets could not be determined since students did not take the Developmental Asset Survey.

PPO # 3 YOUTH DEVELOPMENT LIMITATIONS:

Students did not complete the Developmental Asset Survey therefore we were unable to determine to what extent the youth development components of the program had impacted students.

PPO#4 FAMILY INVOLVEMENT OBJECTIVE:

The Milestone program will increase the skills/knowledge and support networks of parents/ guardians 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.

PPO#4 FAMILY INVOLVEMENT OUTCOME:

- **The following were opportunities provided by the program to promote parent involvement:**
 - ✓ *Milestone Open House*
 - ✓ *Family Meetings/ Home Visits to discuss program and expectations*
 - ✓ *Parents are encouraged to attend students exit interview.*
 - ✓ *Graduation Celebrations*
- **According to Parent Surveys:**
 - ✓ *100% of the parents who responded to the parent survey agreed that the Milestone Program was a positive learning experience for their child that provided their children with a safe, well supervised environment, an opportunity to feel successful, interesting activities, and an opportunity to improve in school.*
 - ✓ *96% of the parents who responded to the parent survey also agreed that the Milestone Program increased their knowledge about educational opportunities for their children and programs in the community.*

**see Appendix for Parent Survey results*

PPO#4 FAMILY INVOLVEMENT FINDINGS:

Parents were engaged in meetings with staff to discuss student's initial enrollment and progress in the program.

Eight parents returned parent surveys. Of the parents who responded to the parent survey 100% agreed that the Milestone Program was a positive learning experience for their child. 96% also agreed that the Milestone Program increased their knowledge about educational opportunities for their children and programs in the community.

Engaging parents of high school students is difficult at best. Engaging parents of students who have been disenfranchised is sometimes impossible but so very necessary. Family engagement should increase the awareness of the value of the education and provide opportunities for parents and students to share educational related experiences. Every effort must be made to engage parents in these student's lives so that they can support and help students in making future choices.

PPO#4 FAMILY INVOLVEMENT LIMITATIONS:

Only eight parents returned parent surveys. Parent Survey are not necessarily an accurate analysis of program but they do provide us with topics for discussion on program improvement.

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*

Summary of Achievement

	Results
Served students with the greatest need in the community	<ul style="list-style-type: none"> • 68 students attended the program and 27 students attended the program 30 or more days. • 100% of students who participated in the program were considered economically disadvantaged. • 100% were considered at risk academically
Increased participating student's academic achievement.	<ul style="list-style-type: none"> • 121.75 credits were earned by 46 students who participated in the program. • 14 students passed one or more sections of the OGT. • 3 students completed all graduation requirements and received a diploma. • 100% of students attending 30 days met benchmarks in their individual graduation plan.
Provided students with opportunities to increase developmental assets.	<ul style="list-style-type: none"> • 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 to them during school.
Provided benefit to families of participating students	<ul style="list-style-type: none"> • Parents were engaged in meetings with staff to discuss student's enrollment and progress in program. • Parents were encouraged to attend students exit interview and their graduation ceremony. • According to Parent Surveys: <ul style="list-style-type: none"> ✓ 100% of the parents who responded to the parent survey agreed that the Milestone Program was a positive learning experience for their child that provided their children with a safe, well supervised environment, an opportunity to feel successful, interesting activities, and an opportunity to improve in school. ✓ 96% of the parents who responded to the parent survey also agreed that the Milestone Program increased their knowledge about educational opportunities for their children and programs in the community.
Increased community involvement	21 community partners have been involved in providing resources to the program to support the implementation of a variety of program components.

RECOMMENDATIONS for 2017

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

- ✓ Strategies must continue to address the engagement of those students attending the program less than 30 to increase their interest in program activities and participation.
- ✓ 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

- ✓ 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.

To address Program Sustainability

- ✓ District administrators must be involved in planning to create a long term coherent vision for program sustainability.
- ✓ District administrators should consider development of 21st CCLC grant applications for SFY 18 submission by gathering data to determine target schools/students, set new goals and establish measures for Academic Intervention, Youth Development, Parent and Family Engagement/ Support and create effective linkages with school administrators/principals/ teachers/ parents/community partners.

Appendix

Circleville High School

Milestone Program

2015- 2016 PARENT SURVEYS

8 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>	5	3			
<i>an opportunity to feel successful.</i>	6	2			
<i>interesting activities.</i>	5	3			
<i>opportunities to improve in school.</i>	6	2			

As a participant in the parent engagement events...

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Unsure</i>
<i>the activities increased my knowledge about opportunities for my child.</i>	5	3			
<i>I discovered new things about my community.</i>	5	2			1
<i>I meet other parents.</i>	2	3	1		1

Parent Comments:

- Milestone is a great program. This program has helped my daughter out so much. We were having a bunch of family problems and I really did not think she was going graduate, but she sis and the teachers and the program did not give up on her. And I am so thankful for the extra kick in the pants the teacher gave her. Thank you program and teachers.*

- *I feel the program has been good for him. It has given him the opportunity to succeed I school. Without being in the class I do not feel that he would have been able to be successful and completed this school year, thank you to the staff and being so supportive to my son.*

***Circleville High School
Milestone Program
2015-2016 Student Program Survey***

7 students responded to the Student Program Survey. The results are indicated below.

	<i>CIRCLE ONE ANSWER</i>	
	<i>YES</i>	<i>NO</i>
<i>Do you like coming to the after school program?</i>	<i>6</i>	<i>1</i>
<i>Do you feel safe in the program?</i>	<i>7</i>	<i>0</i>
<i>Do you have friends in the program?</i>	<i>6</i>	<i>1</i>
<i>Do you think you are doing better in school since you started coming to the program?</i>	<i>7</i>	<i>0</i>
<i>Do you like the activities at the program?</i>	<i>7</i>	<i>0</i>

<i>What activities do you like the most?</i>	<i>What activities do like the least?</i>
<i>Cooking , Uno, Hoola Hoops, Monopoly, Listening to music, Art, Field Trips, Special Programs, Board Games, Life Board Game</i>	<i>Life Board Game, Art, Cooking, Working</i>

