

# Washington County

## 21<sup>st</sup> Century Community Learning Centers

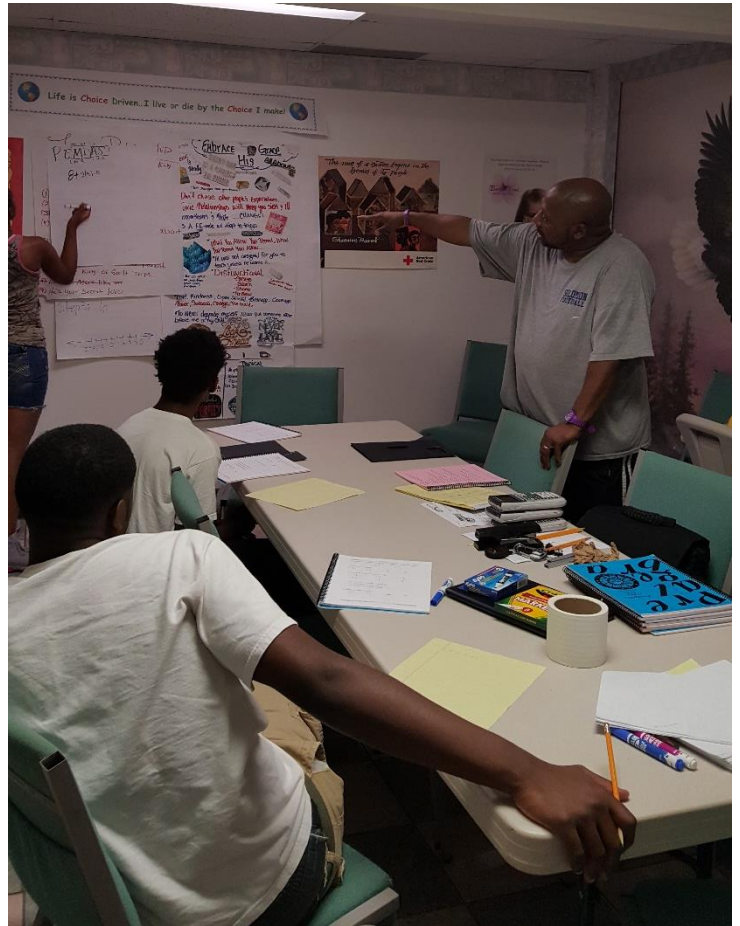
### 2015-2016 Executive Summary



*The work our 21st Century Community Learning Centers staff and partners do in the after school and summer camp program settings ensures learning doesn't stop for the students in Washington County simply because the school day or school year is over. We are committed to helping prepare our students for college, career and life.*

# Our future

begins  
one  
child  
at a  
time.



## Introduction

Since 2009, the Our House, Inc. has administered the federally-funded 21st Century Community Learning Centers (CCLC) programs to local schools in the Washington County area. Our goal is to support the creation or expansion of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly those who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects such as reading and math, offers students a broad array of enrichment activities that can complement their regular academic programs, and offers literacy and other educational services to the families of participating children.

## Purpose

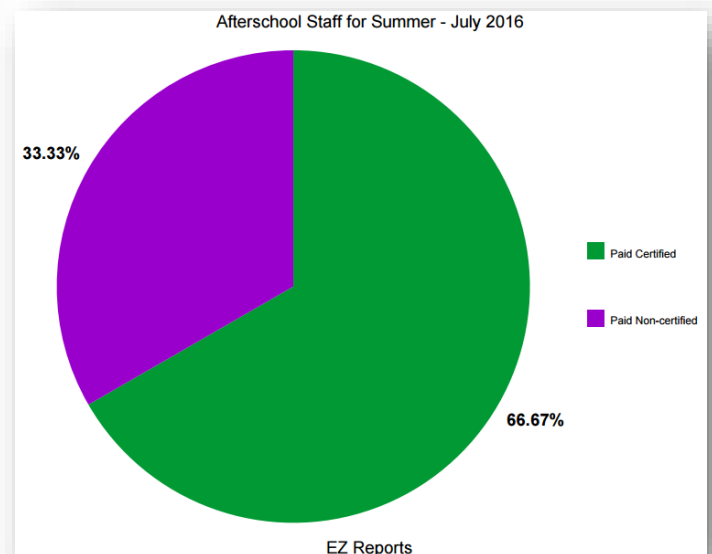
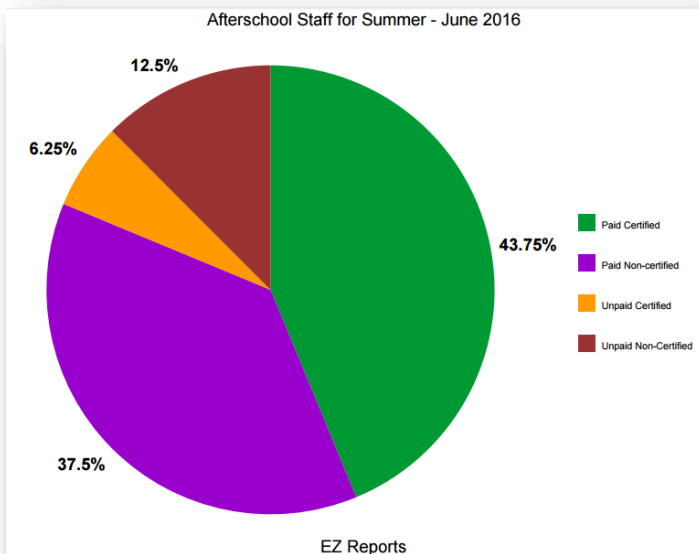
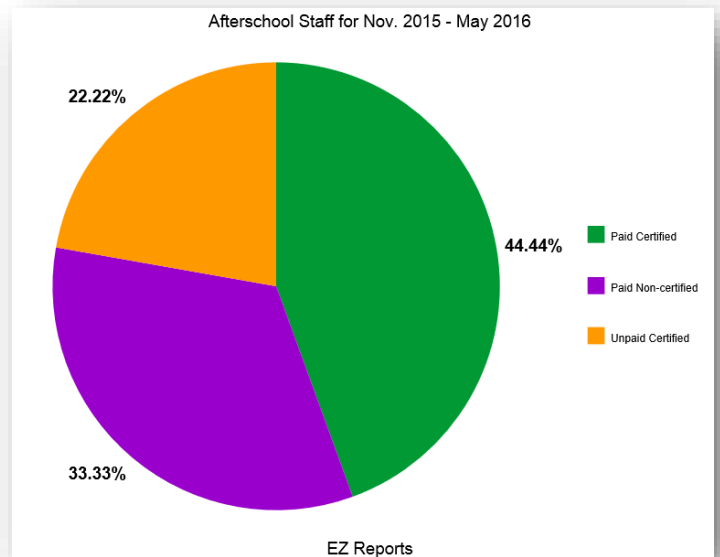
The purpose of this report is to support continuous program improvement. High-quality out of school programs are an integral part of ensuring both academic and developmental needs of youth are met. The report methodology used an in-depth self-assessment in four key areas: administration, academic programming, youth development, and partnerships.

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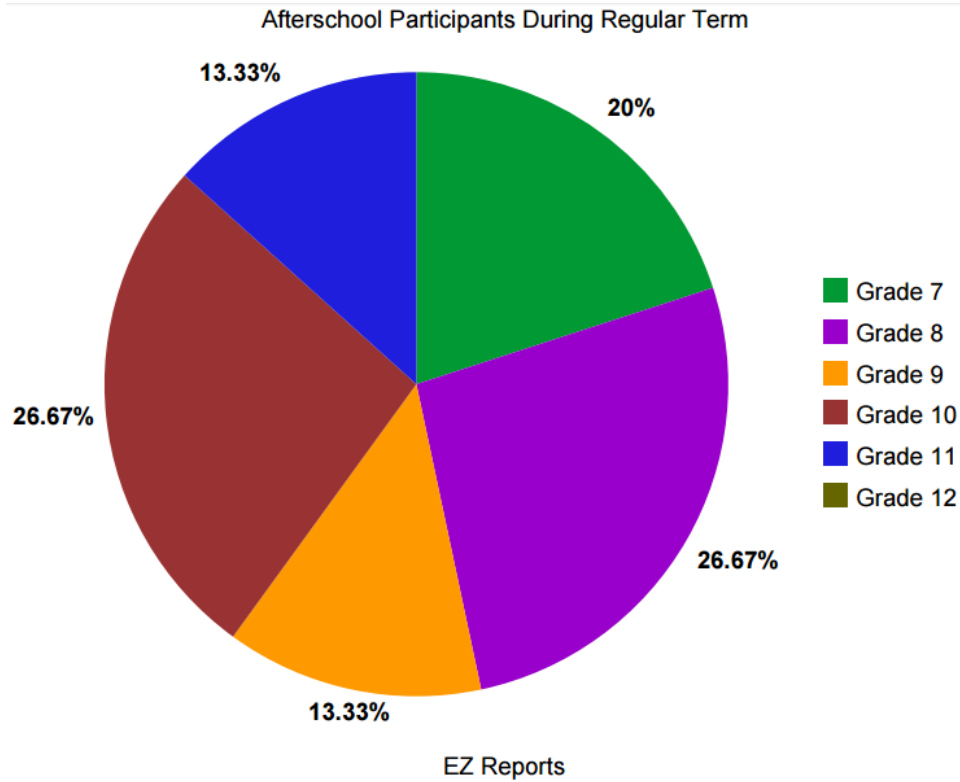
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# Staffing

Center staffing is a crucial factor in the success of afterschool programming. The quality of staff can be the difference between an effective program and a mediocre one. In this regard, the success of afterschool programs is critically dependent on students forming personal connections with the staff, especially for programs serving older students in which a much wider spectrum of afterschool options is available to these participants (Eccles & Gootman, 2002; Rosenthal & Vandell, 1996).



# Demographics



Only 10 of our students were considered regular attendees (30 or more days). We had over 35 to participate.

- 1 of 3 of our 7<sup>th</sup> graders (33.3%)
- 1 of 4 of our 8<sup>th</sup> graders (25%)
- 2 of 2 of our 9<sup>th</sup> graders (100%)
- 4 of 4 of our 10<sup>th</sup> graders (100%)
- 2 of 2 of our 11<sup>th</sup> graders (100%)

\*We did not have any 12<sup>th</sup> graders to participant in the program.

100% of our participants were African-American for both regular and non-regular attendees (less than 30 days).

For our regular attendees, 10% (only one student) was a female participant. For our non-regular attendees, 6.7% (only one student) was a female participant.

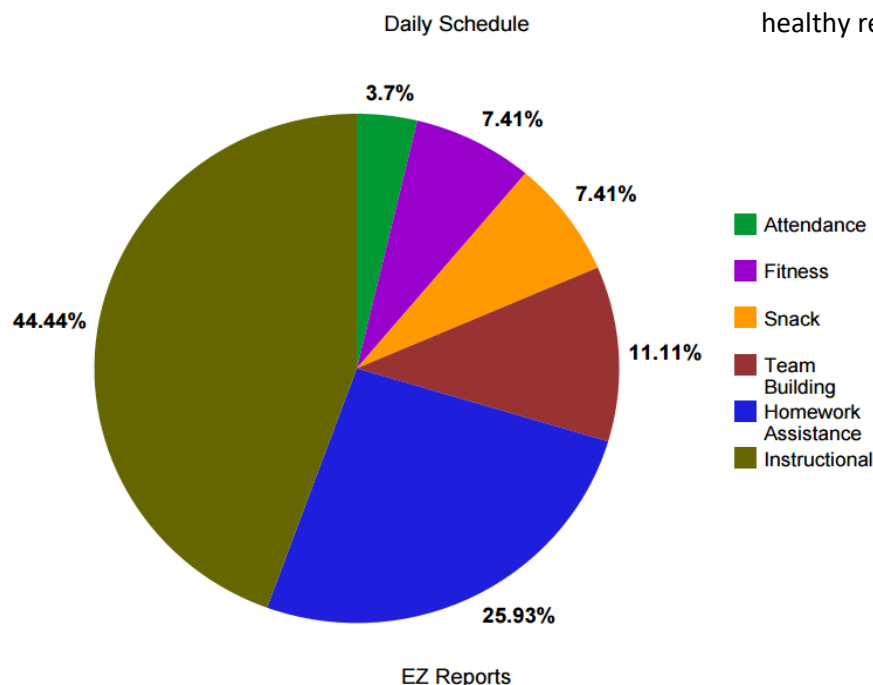
The regular attendees also participated in our Summer Came (June 2016). All of the students had perfect attendance. These same regular attendees continued for the month of July.

# Programming

The mission of our 21st CCLC program is to provide academic and other enrichment programs that reinforce and complement the regular academic program of participating students. Relying on information obtained by our staff members from meetings with regular-day teachers, efforts were made to assess the breadth of programming provided during the reporting period in question and the relative emphasis that centers gave to providing certain types of activities.



*Pictured above: Mr. McCall during one of many healthy relationships sessions with students.*



As for enrichment activities during the regular school term, our partners conducted weekly meetings and trainings with both the parents and students. The certified staff used a research-based curriculum to lead discussions and has on activities with students and parents on the following topics:

- Anger Management for Adults
- Anger Management for Teens
- Anger and Gang Prevention for Teens
- Anger and Gang Prevention for Middle School
- Bullying
- Domestic Abuse
- Life Skills
- Living a Healthy Life Style



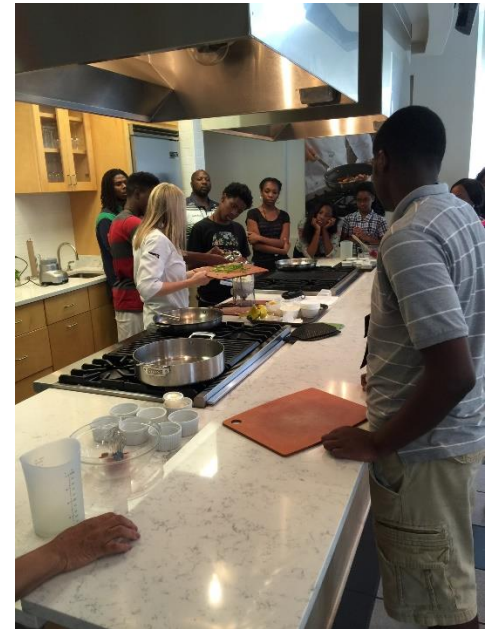
# Field Trips

During our tour of Vicksburg National Military Park, our students were able to walk through one of several monuments. *To the right* is a picture of them exploring the monument provided by the state of Illinois. The students studied the Civil War prior to the visit.

“Dedicated on October 26, 1906, the monument was transferred to the United States by Governor C.S. Deneen and accepted by J. S. Schofield of the United States War Department. There are forty-seven steps in the long stairway, one for each day of the Siege of Vicksburg. Modeled after the Roman Pantheon, the monument has sixty unique bronze tablets lining its interior walls, naming all 36,325 Illinois soldiers who participated in the Vicksburg Campaign. The monument stands sixty-two feet in height, and originally cost \$194,423.92, paid by the state of Illinois.”



*Below* is a picture of our students receiving instructions from a certified chef at the Viking Cooking School in Greenwood, Mississippi. The students learned several cooking techniques and terms, prepped their own meal, and enjoyed their meal with the rest of the participants.



*In the picture above*, our students are touring the U.S.S. Cairo, was one of seven ironclad gunboats named in honor of towns along the upper Mississippi and Ohio rivers.

“In 1972, the U.S. Congress enacted legislation authorizing the National Park Service to accept title to the Cairo and restore the gunboat for display in Vicksburg National Military Park. Delays in funding the project halted progress until June of 1977, when the vessel was transported to the park and partially reconstructed on a concrete foundation near the Vicksburg National Cemetery. The recovery of artifacts from the Cairo revealed a treasure trove of weapons, munitions, naval stores and personal gear of the sailors who served on board. The gunboat and its artifacts can now be seen along the tour road at the U.S.S. Cairo Museum.”

*In the pictures below*, our students are having a cultural experience with the Choctaw Indians in Philadelphia, Mississippi.



# Conclusions & Recommendations

In the year 2015-2016 attendance in the Washington County 21st Century Community Learning Centers Afterschool Program had an overall positive impact on student academic advancement and social skill development. The grantee, in conjunction with Washington County Youth Court and Drug Court, provided a safe and nurturing place to learn, grow and explore through various supervised activities.

Activities included but were not limited to:

- Visual media projects
- Performing arts
- Literacy programs
- Nutritional education
- Tutoring
- Science, Technology, Engineering and Mathematics (STEM) programs

The completed self-evaluations encompassed several re-occurring themes when determining program strengths as seen in the following:

- Highly qualified staff upheld program goals and objectives.
- Activities were designed and delivered to support the development of positive youth outcomes, including social and emotional skills, responsible decision-making, self-efficacy and confidence.
- Programming included youth-led planning committees and activities.
- Staff utilized positive behavior management through clearly defined expectations.
- Staff consistently worked with youth side-by-side and circulated to interact with youth during activities.
- Participation of parents/families of students continued to grow.

While the 21st CCLC program is meeting its core objectives, the following areas should be considered for possible implementation as the program moves forward. The state should consider providing technical assistance in the following areas: 1. Enhance after school programming to more closely align with school day activities; 2. Increase communication with school-day staff regarding needs on an individual basis; 3. Continue the expansion of academic tutoring programs to enhance the quality of the overall program state-wide; 4. Increase special events to incorporate family participation; 5. Create connections to engage youth in leadership activities within the community; and, 6. Continue to integrate community partners.