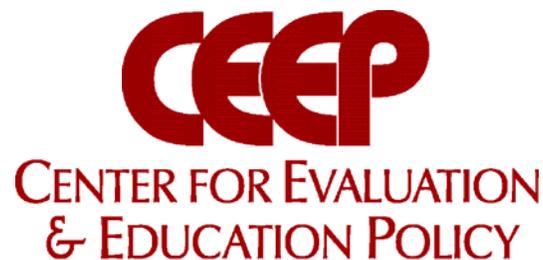EVALUATION OF THE

Kentucky 21st CCLC Initiative

SITE VISIT SUMMARY REPORT:

LIVINGSTON COUNTY MIDDLE SCHOOL
LIVINGSTON INDEPENDENT SCHOOLS

May 2010

CEEP
CENTER FOR EVALUATION
& EDUCATION POLICY

Focus Area 1: Program activities are geared toward rigorous academic enrichment

Elements of Strong Programs	Site Visitor Rating				
	1	2	3	4	NR
	Must Address and Improve	Some Progress Made	Satisfactory	Excellent	Cannot rate based on information gathered
1. HIGH QUALITY HOMEWORK TIME: Program provides appropriate space and climate for homework completion, alternatives for those without homework, and individual assistance for those who need it.	1	2	**3**	4	NR

Homework help occurred in two classrooms and in the computer lab where students were broken up into groups according to grade level. Staff checked in with each student and made sure that they were working on homework. The majority of students were on task during this time, although some of the older students needed several reminders to stay on task.

2. SUPPLEMENTAL ACADEMIC ENRICHMENT: Academic activities other than homework are offered to students that promote engagement and stimulate thinking.	1	2	**3**	4	NR

On the day of the site visit, the majority of enrichment activities incorporated academic standards and built on concepts being taught during the school day. Some of the activities offered included kite making, ice cream making, Food for Thought, Guitars, Chess, Accelerated Reader, and Study Island.

3. OPPORTUNITIES FOR ACTIVE LEARNING: Students are active participants and frequently engage in hands-on activities which have a clear link to the real world.	1	2	**3**	4	NR

The majority of program activities were cognitively stimulating and involved youth working hands-on with materials. In addition, many of the activities were applicable to the real world. For example, in the Food for Thought club, students learned about nutrition and how to create healthy meals.

Focus Area 2: Program activities are linked to the regular school day

4. LINKS TO THE SCHOOL DAY CURRICULUM/ SCHOOL STANDARDS: Program staff incorporate school curriculum into after school programming and align activities with school standards.	1	2	**3**	4	NR

Many of the program activities were linked to the school day curriculum, which included materials from the regular school day, such as Study Island, Math Facts, and Accelerated Reader. Program staff designed activities that were meant to complement students in many grade levels. However, lesson plans with stated objectives were not created for activities.

5. SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM: School-day teachers other school personnel participate directly or indirectly in the administration of the program to support academic enrichment.	1	2	3	**4**	NR

Four school day teachers worked directly for the after school program. In addition, three teachers' aides, the librarian, cafeteria manager, and the principal worked for the program. Teachers were involved in the creation of activities to ensure that they incorporated the academic standards. Teachers were also very involved in identifying students who were in need of the program. Lastly, the program had a list of substitute teachers that could be called on when regular program staff were unavailable.

6. ACADEMIC ACTIVITIES TAILORED TO INDIVIUDAL STUDENT NEEDS: Program staff systematically identify students in need of academic support and utilize school data to plan programming.	1	2	3	**4**	NR

Most students attended the after school program based on teacher referral and academic need for additional support. Teachers, the site coordinator, and her assistant regularly reviewed students' grades, CAT scores, and student and parent survey results in order to plan program activities that addressed individual students' needs and interests.

Focus Area 3: Program provides youth individual support and positive interactions

Elements of Strong Programs	Site Visitor Rating				
	1	2	3	4	NR
	Must Address and Improve	Some Progress Made	Satisfactory	Excellent	Cannot rate based on information gathered
7.OPPORTUNITIES FOR INDIVIDUAL SUPPORT: Individual or small group tutoring or one-on-one time is available for students who need additional academic or emotional support.	1	2	**3**	4	NR
On the day observed, students received support from program staff one-on-one or in small groups for prolonged periods of time. When providing assistance, program staff helped students to think through problems to arrive at an answer on their own. In addition, students were able to receive emotional support from program staff. However, formal opportunities to receive mentoring were not offered on a regular basis.					
8. OPPORTUNITIES FOR POSITIVE INTERACTION WITH ADULTS: Program staff create an environment that allows youth to receive support and encouragement.	1	2	3	**4**	NR
Staff consistently used a positive tone of voice with all of the students. Program staff were also relaxed and respectful in all of their interactions with youth and provided encouragement to youth even when they achieved imperfect results.					
9.OPPORTUNITIES FOR POSITIVE INTERACTION WITH PEERS: All students are provided the opportunity to get to know each other and build positive social skills with peers.	1	2	**3**	4	NR
On the day of the site visit, structured opportunities for students to get to know each other were not observed. However, youth appeared to be familiar with one another and treated each other with respect. Participants had opportunities to tutor peers and receive tutoring from peers. However, structured opportunities for youth to share their accomplishments with one another were not observed.					

Focus Area 4: Program builds relationships with schools, parents, and community partners

10. WELL-INTEGRATED WITH SCHOOL AND SHARES SCHOOL RESOURCES: Program staff regularly communicate with school day teachers, have access to school resources, and spend ample time in the school during the school day.	1	2	3	**4**	NR
The site coordinator communicated on a daily basis with the principal and school day teachers. Communication with teachers occurred through homework folders, flyers, email, articles in mailboxes, and stopping by classrooms. In addition, the site coordinator spent four hours in the school every day prior to the start of programming.					
11. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH PARENTS: Program staff communicate regularly with parents and provide opportunities for program involvement.	1	2	3	**4**	NR
Communication with parents of participants occurred regularly during daily pick up and through quarterly newsletters, notes home, flyers, bulletin boards, phone calls, and family nights held seven times a year. In addition, program staff sent home forms to parents at the beginning of every year to gather information about their willingness to volunteer for the program and the ways in which they would like to volunteer. Parents could volunteer for the program as field trip supervisors, administrators of programming, helpers during family nights, and as guest speakers.					
12. PROGRAM STAFF ACTIVELY DEVELOP RELATIONSHIPS WITH COMMUNITY PARTNERS: Program staff conduct outreach activities to engage community partners and involve them in the program.	1	2	3	**4**	NR
The after school program had formed partnerships with numerous organizations in the community. Partners included the Cooperative Extension Office, Calvert City, WKCTC, The Challenger Center, and several churches, banks, restaurants, boat companies, and two rock quarries.					