



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

Georgia Department of Education
21st Century Community Learning Centers
FY 25 Common Data Elements Form



Subgrantee: THRIVE Afterschool Program					Date: 6/2/25					
1. Attendance										
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour			# of Students Attending ≥ 30 days or 90 hours)		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending	
Number:	120	Number:	122	Number:	105	Number:	4	Number:	207	
2. Objectives										
Total Objectives		Met			Not Met			Other		
Number:	6	Number:	6	Number:	0	Number:	N/A			
3. GTID										
Number of Student GTIDs Reported in Transact/Cayen				122						
4. Report Card Grades										
4A. English Language Arts										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester ELA Grade				
Number	A	B	C	D or F	Number	A	B	C	D or F	
Identify the preferred if it is not letter grades										
4B. Math										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 st Semester Math Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester Math Grade				
Number	A	B	C	D or F	Number	A	B	C	D or F	
Identify the preferred if it is not letter grades										
5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5										
Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	1	%	9	%	4	%	53	%	33
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	1	%	7	%	4	%	56	%	33
	Survey Question #3: Demonstrates a motivation to learn?									
Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
123	%	0	%	7	%	7	%	54	%	33
6. Partners										
Number of Partners	Total Amount of Contributions									
5	\$122,000									

2024 2025



Rockdale County Schools

Nita M. Lowey 21st Century Community Learning Centers

THRIVE Afterschool Program



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Introduction

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend low-income and low-performing schools. The purpose of the 21st CCLC program, as described in federal statute, is to provide or expand community activities that improve academic achievement to reinforce the regular school curriculum, and to encourage families to be actively engaged in their children's education.



“
*I have a lot of
friends in
THRIVE.”*

“
*I’m happy when
learning with my
teacher.”*

Program Overview

Rockdale County Public Schools (RCPS) is the 23rd largest school district in Georgia, serving over 15,500 students. With the 21st CCLC grant, RCPS implemented the THRIVE Afterschool Program in J.H. House Elementary School for the first time. THRIVE is part of the 2024 21st CCLC funding cohort.

THRIVE serves students in grades 2 through 5, focusing on students in need of academic support in reading and math.

THRIVE served a total of 122 students this year. The average daily attendance was 73 students during the school year, and 105 attended for at least 30 days.

122

Total Students Served this Year

73

Average daily attendance

105

Attended for at least 30 days



“
*My teachers are
amazing and
kind. They help
me learn
better.”*

“
*Afterschool is
fun.”*

Program History

Located in J.H. House Elementary, the THRIVE Afterschool Program seeks to improve academic outcomes, improve student health, increase social and emotional development, and increase opportunities and motivation for parent engagement. Serving a large Hispanic community, J.H. House experiences significant language barriers with families, which can lead to disenfranchised families, and students who have behavior problems, social-emotional needs, mental health issues, and struggling academic performance.

J.H. House has 600 students, of which 89% are non-White (68% Hispanic, 21% Black), and just over 20% are Limited English Proficient. J.H. House serves a high-poverty population, with 89% of students qualifying for free or reduced lunch. Nearly 27% of J.H. House students were chronically absent in 2022-23, per the Governor's Office of Student Achievement (GOSA).

THRIVE is different from previous J.H. House afterschool offerings, which primarily provided childcare services and did not operate as an intervention or enrichment program. It did not target any specific students for supports. This program also was not free for families. As a result, if parents cannot afford fee-based afterschool care, students are often left to tackle homework at home alone.

Conversely, THRIVE targeted specific students based on Milestone EOG/EOC, CCRPI, discipline and screener data. THRIVE has structured time, focused on differentiated, high-engagement curriculum, such as problem-based learning. J.H. House students in Grades 2-5 who scored in the Beginning or Developing Learner categories on any subject area of the Milestone EOG assessments were recommended to participate in the program. THRIVE is free for students and families. And because many families have challenges with transportation, THRIVE allocates a substantial portion of its funding to provide evening transportation home for students, bridging an important opportunity gap.

Although a new 21st CCLC grantee this year, THRIVE has built upon the district's previous success with other intervention programs to offer a hands-on, problem-based learning curriculum to address student academic needs. This year, the program aimed to fill identified academic and enrichment gaps, lessen disparities in academic performance, and alleviate the additional challenges to which many J.H. House students are exposed.

Evaluation Methods

The evaluation of the 2024-25 THRIVE program included both quantitative and qualitative methods:



- Surveys of students, parents, and the regular day teachers of students
- Analysis of student demographics
- Analysis of student program attendance data
- Analysis of student academic data
- 2 site observations completed by the external evaluator
- Input from program staff, director, and advisory board

**94% of
students
reported
feeling safe
at THRIVE**



Program Students



98% of
students
said, "I like
the way I
am" on the
SEL survey

Demographic Profile – Regular Attenders

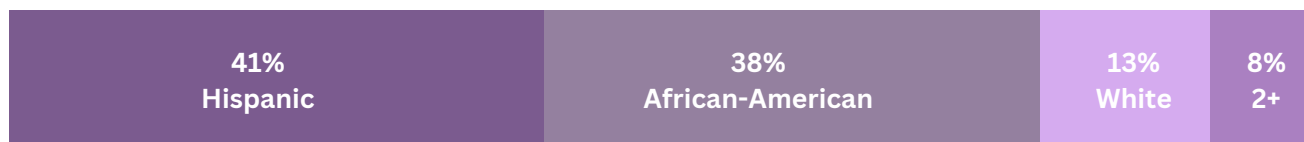
This year, 127 students registered for THRIVE. Of those, 122 attended the program for at least one day, and 105 students attended for 30+ days. The 30+ day students are termed “regular attenders.”

100% of regular attenders qualified for Free/Reduced Price School Meals. There were slightly more male students than female. Hispanic students comprised the largest ethnicity among the regular attenders, followed by African-American students. Students were relatively evenly split across grades 2 through 5. Of the regular attenders, 7% received special education services.

Gender of Regular Attenders



Ethnicity of Regular Attenders



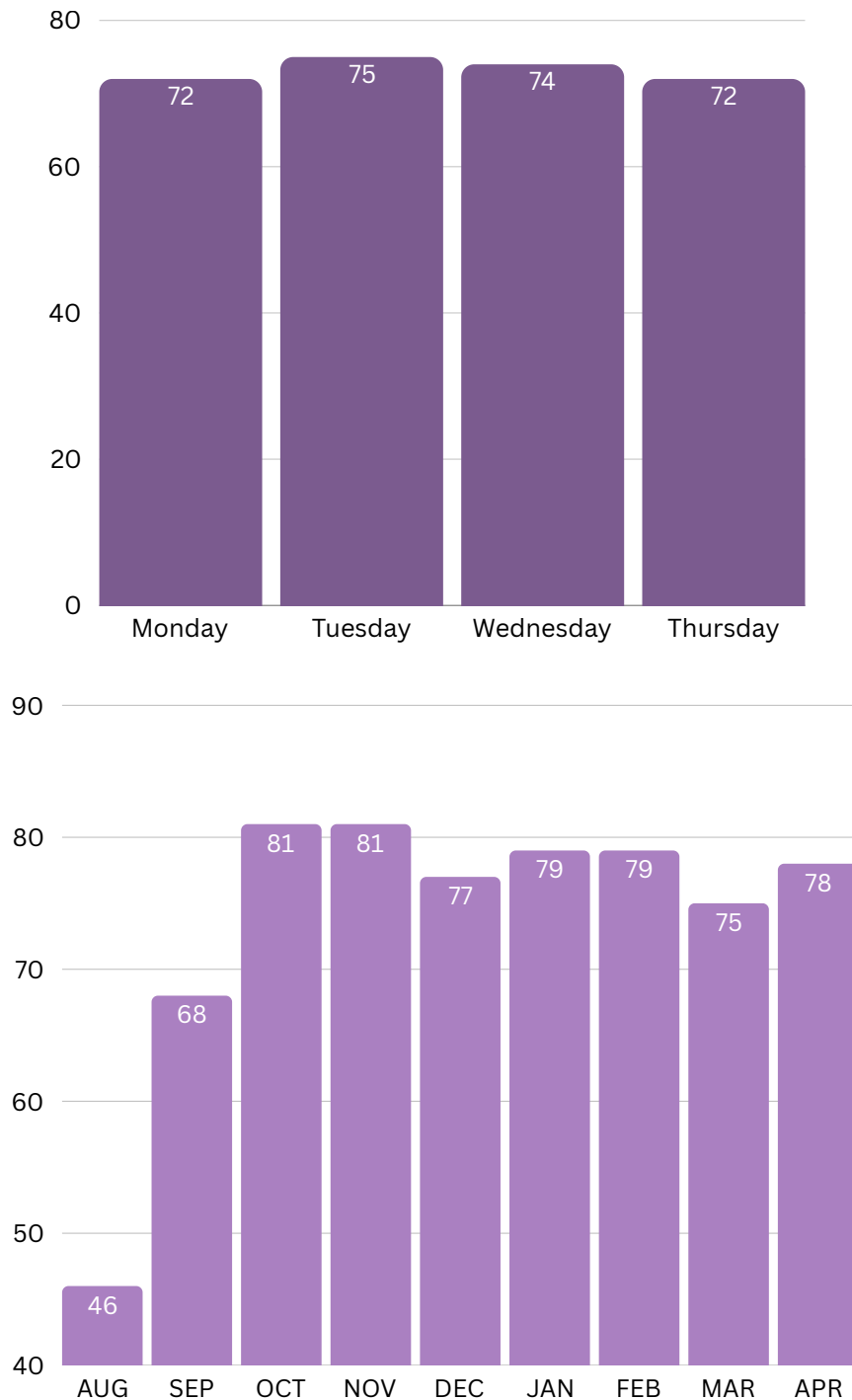
Grade Level of Regular Attenders



Student Attendance

On average, THRIVE had 73 students attend each day. When analyzed with respect to day of the week, average attendance was similar across all days with a slight favor for Tuesdays. When analyzed with respect to month, October and November had the highest average attendance (81 students).

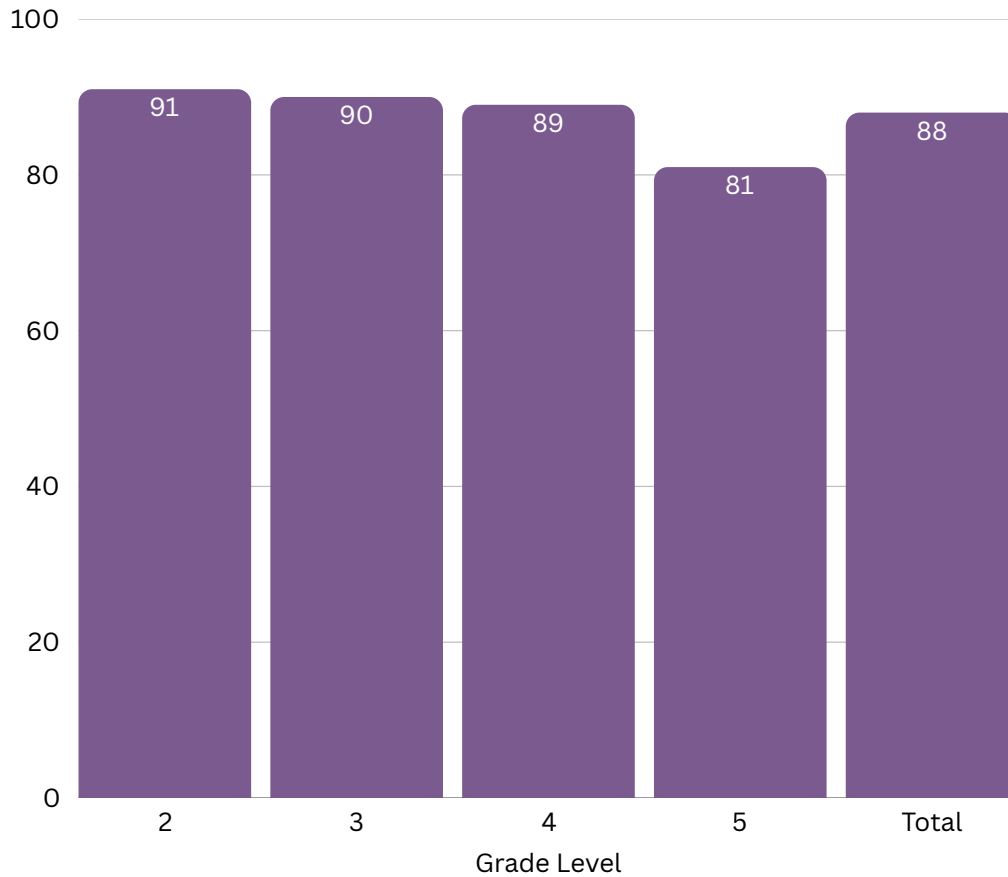
Average Attendance



Student Attendance

On average, regular attenders attend 88 days throughout the program year. When analyzed with respect to grade level, Grades 2-4 had a similar number of average days attended. Grade 5 had the lowest number of average days attended.

Regular Attender Average Attendance



Program Operations

THRIVE operated from J. H. House Elementary School. The program operated 3 hours per afternoon, Mondays through Thursdays. The regular schedule was interrupted in October 2024 due to a large chemical fire in the area. This forced THRIVE to close in-person programming for 3 weeks. During that time, programming was offered virtually.

Program Operations

School	Weekly Schedule	Start Date	End Date	# Operating Days
J.H. House ES	Monday - Thursday 2:30 - 5:30 PM	8/5/2024	4/29/2025	128

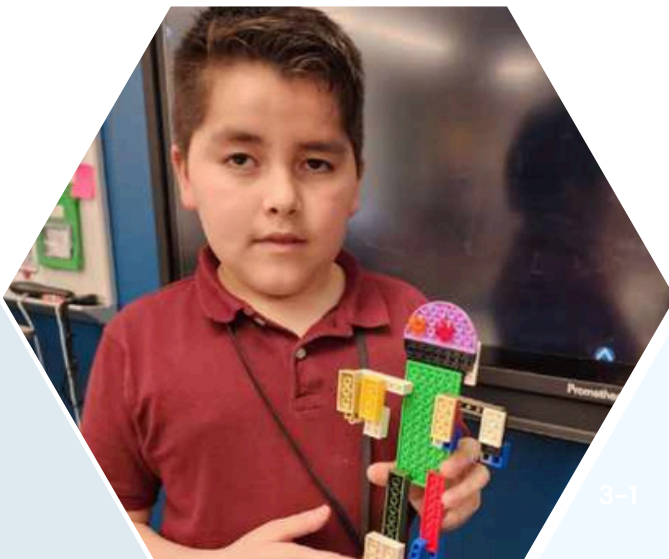
All students served in THRIVE were also J.H. House students. THRIVE activities offered matched those listed in the grant application, including tutoring in core subjects (Reading, English Language Arts, Mathematics, and Science), as well as wellness and mental health activities.

Once students arrived to THRIVE, the typical daily schedule was:

- Snack/Homework
- Academic Class/Enrichment
- Academic Enrichment Rotations/Clubs
- Wrap Up

Students participated in many activities, including:

- Cooking
- Sewing
- Crafting
- Theater
- Creative Writing
- Board Games
- Sports
- Lego Building
- Spanish club



Site Operations

This year, the external evaluator completed 2 observations, 1 in October 2024, and 1 in March 2025. The rubric includes assessments of a number of areas:



Environment/Climate
5 items



Relationships
6 items



Programming/Activities
3 items



Activities
4 items for each activity observed



Administration/Organization
4 items

Items were scored from 1 to 4 (unsatisfactory, needs improvement, satisfactory, and excellent). Overall, in the October and March observations, the program scored a 4 out of 4, with only a few items not able to be observed each time.

Area	Fall Average	Spring Average
Environment/Climate	4.0	4.0
Administration/Organization	4.0	4.0
Relationships	4.0	4.0
Programming/Activities	4.0	4.0
Enrichment Activities	4.0	4.0
Overall	4.0	4.0

The evaluators observed during both visits that students were properly supervised, staff modeled respectful interactions, and students were appropriately and respectfully reminded of behavioral expectations. Students were engaged in age-appropriate activities.

Student Success Snapshot

Mia* – J. H. House Elementary School

Mia was initially apprehensive about attending the THRIVE Afterschool Program and often had behavior and emotional challenges throughout the regular school day and afterschool program. The afterschool staff worked with Mia to equip her with skills to regulate emotions and used constructive communication to redirect negative behavior.

Mia is now thriving in the afterschool program and truly enjoys spending time with the staff and her peers. She is excited to attend afterschool and often begs her parents to let her stay, even if it is not a regular program day. THRIVE has not only given Mia academic support and enrichment opportunities, but also the social-emotional skills necessary to complete elementary school and transition to middle school.

The site coordinator has credited a successful 1st year to the program's dedicated staff. One teacher is very involved in including the Hispanic community and implementing relevant enrichment activities and Spanish club. This is the 1st year that the school as a whole has had Spanish club and it provides students with the opportunity to learn a language that is prevalent in their community.

*name has been changed.

Quality of Staffing

THRIVE benefitted from having 16 staff during the 2024-25 school year. Of these staff, 13 have a Georgia teacher certification and are school day teachers.

Program Staff

Staff Type	J.H. House ES
Certified Teachers	13
Classified	3
Total	16

It is a priority in THRIVE to maintain a 1:15 teacher-to-student ratio in all instructional activities and a 1:15 ratio for all other activities in the program. In site observations, the evaluator observed those ratios or better being met.

During the school year, teachers, site coordinators, and non-teaching program staff had the opportunity to attend trainings provided by the school district. Training focused on problem-based learning, issues facing students of poverty, engaging parents in the school setting, and quality afterschool programming. Training also allowed staff to have a voice in the program, engage with other staff members, share ideas, and remain aware of key factors, such as deadlines, progress being made in recruitment, and attendance behavior.

In addition to periodic staff meetings, THRIVE required the following training sessions throughout the year.

August 2024	Staff Orientation – What is 21 st CCLC? THRIVE – Fraud, Waste and Abuse
September 2024	What is Social-Emotional Learning? Helping Everyone Thrive
November 2024	Student Engagement: Finishing Strong
February 2025	Positive Learning Environment and Behavior
April 2025	STEM: Why is is Important Today?

This year, examples of additional professional learning opportunities, both in-person and online, included:

- Social Emotional Learning and Enrichment
- Summer Bridge Strategies
- Preparing for Milestones
- Youth Mental Health First Aid
- Project-Based Learning
- Strategies for Making the Most of Homework Time
- Bringing STEM to Life
- Designing Intentional Activities
- After School Math and Reading Strategies
- Emergency Procedures
- Classroom/Behavior Management

Progress Towards Sustainability

THRIVE laid the foundation for generating local support through the formation of an active advisory committee. The advisory committee includes students, parents, school administration and staff, collaborating interagency organizations, businesses and partners such as Rockdale Coalition for Children and Families, the Rockdale County Sheriff's Office, and Communities in Schools. The program has a commendable group of partners that continue to support the program. Contributions from RCPS and the community totaled \$122,000 for 2024-25.

Organization	Organization Type	Contribution Type	Total Funds Received
Communities in Schools	CBO	In-Kind	\$1,000
Rockdale Coalition for Children and Families	CBO	In-Kind	\$3,000
Rockdale County Public Schools	SD	In-Kind	\$75,000
J.H. House Elementary School	SD	In-Kind	\$41,000
Rockdale County Sheriff's Office	CNT	In-Kind	\$2,000

The sustainability plan involves high-quality programming, yet minimal expenses, to help continue afterschool services beyond 21st CCLC funding. Current and future activities to support these efforts include:

- 21st CCLC staff communicates with school staff to ensure that THRIVE's academic focus aligns with skills taught during day. The 21st CCLC staff also supports day school by staying abreast of students' academic progress and reinforcing positive behavior to students in the 21st CCLC program.
- 21st CCLC staff supports the day school by encouraging parents to participate in parent engagement activities.
- The school district will continue to provide office and programming space as in-kind contributions.
- Various enrichment opportunities will be sought through other non-profit organizations. In-kind services will be solicited from specialized instructors/trainers.

Program Outcomes



Goals and Objectives

The program has 3 goals and a total of 6 objectives concerning students who are regular attenders.

Goals	Objectives
Goal 1: Improve academic achievement levels in Mathematics and Reading for students who attend the program for 30 days or more annually.	1.1: 55% of participating students in grades 2–5, attending 30 days or more annually, will score as Developing, Proficient, or Distinguished Learners in Math.
	1.2: 55% of participating students in grades 2–5 attending, 30 days or more annually, will score as Developing, Proficient, or Distinguished Learners in Reading.
Goal 2: Increase positive student development and healthy lifestyle choices for those who attend the program for 30 days or more annually.	2.1: 75% of regularly participating students in grades 2–5, attending 30 days or more annually, will report an increase in social emotional skills.
	2.2: No more than 25% of regularly participating students in grades 2–5, attending 30 days or more annually, will receive discipline referrals during the afterschool program.
Goal 3: Increase family engagement of participating students who attend the program for 30 days or more annually.	3.1: 50% of parents of students attending 30 days or more annually will participate in at least two parent workshops or parent engagement events.
	3.2: 50% of the parents attending the parenting events will report increased knowledge of the subject matter.

Progress Towards Goal 1

Goal 1 evaluates student academic performance based on standardized testing through the STAR Assessment. The school district administers the STAR multiple times per year to all students. The data for THRIVE students was made available to program staff so that activities and remediation efforts could be tailored to students' needs.

Objective 1.1 evaluates student performance on the Mathematics section of the STAR assessment. This year, there were 73 analyzable data sets for students in 2nd through 5th grade. Of those 73, 47 students displayed proficiency at the beginning of the year, a 64% proficiency rate. At the end of the year, 53 students displayed proficiency, a proficiency rate of 74%. This surpasses the objective of 55%.

Among the 26 students who scored as Beginning in August, 10 improved to Developing by May.

Proficiency Rate in Mathematics (STAR Assessment)

Level	AUG	FEB	MAY
Number Tested	73	73	72
Beginning	26	24	19
Developing	22	26	30
Proficient	16	15	17
Distinguished	9	8	6
% Proficient	64%	67%	74%

As a complement to the STAR Assessments, the evaluator also analyzed results on students' progress reports. This year, there were 102 analyzable progress reports for regular attenders. When comparing 1st quarter to 3rd quarter grades, 10 students did not improve their Math grade, but still achieved a C or above. Overall, 87% of regular attenders either maintained or improved their Math grade – 68 students improved and 19 students maintained the same grade for both quarters.

Proficiency Rate in Mathematics (Progress Reports)

Level	Total
# with 1st & 3rd Quarter Grades	102
C or above	10
Improved	68
Maintained	19
% Improved or Maintained	87%

Objective 1.2 evaluates student performance on the Reading section of the STAR assessment. This year, there were 58 analyzable data sets for students in 2nd through 5th grade. Of those 58, 40 students displayed proficiency at the beginning of the year, a 69% proficiency rate. At the end of the year, 36 students displayed proficiency, a proficiency rate of 60%. This surpasses the objective of 55%.

Proficiency Rate in Reading (STAR Assessment)

Level	AUG	FEB	MAY
Number Tested	58	58	60
Beginning	18	18	24
Developing	19	15	14
Proficient	15	17	16
Distinguished	6	8	6
% Proficient	69%	69%	60%

This year, there were 102 analyzable progress reports for regular attenders. When comparing 1st quarter to 3rd quarter grades, 11 students did not improve their ELA grade, but still achieved a C or above. Overall, 84% of regular attenders either maintained or improved their ELA grade – 75 students improved and 10 students maintained the same grade for both quarters.

Proficiency Rate in ELA (Progress Reports)

Level	Total
# with 1st & 3rd Quarter Grades	102
C or above	11
Improved	75
Maintained	10
% Improved or Maintained	84%

**THRIVE
achieved
Goal 1 this
year.**

Progress Towards Goal 2

Goal 2 evaluates students' social emotional development using student self-reported data and staff reported discipline data.

For Objective 2.1, success was measured via results on the student social emotional survey, using a weighted average of positive responses to a subset of the survey questions.

Analyzing the responses to the 6 skills-based social-emotional learning statements and determining a weighted average, 93% of students reported an increase in social-emotional learning on the end of year survey. This exceeds the goal of 75%.

Statement	Agree/Strongly Agree		
	Total		+/-
	Pre n=65	Post n=70	
I know how to be a good partner and friend.	95%	99%	+4%
If I have a problem, I can solve it or find someone in the afterschool program who can help me solve it.	92%	88%	-4%
When I make mistakes, I learn from them.	86%	91%	+5%
I can understand how other people feel.	85%	91%	+6%
I can work well with others in my class and the afterschool program.	89%	95%	+6%
I work and play well with people that are different from me.	91%	93%	+2%
Weighted Average	90%	93%	+3%

For Objective 2.2, success was measured via the number of students who received discipline referrals during the afterschool program. Of the analyzable data, 6% of regular attenders (6/105) received discipline referrals during the afterschool program. This was lower than the goal of 25%.

Grade Level	Program Referrals	% Referrals
2	0	0%
3	1	1%
4	3	3%
5	2	2%
Total	6	6%

**THRIVE
achieved
Goal 2 this
year.**

Progress Towards Goal 3

Goal 3 evaluates family engagement using data on parent attendance and student representation by parents at engagement events.


For Objective 3.1, a total of 4 parent education/family activities were held throughout the school year to showcase literacy and enrichment activities offered to students in the program. Success was measured based on the percentage of parents/guardians whose students participate in the program 30 days or more that attended at least 2 parent education or family activities. A total of 65 households (62%) attended 2 or more events, exceeding the 50% objective.

Event	Attendance
Parent Orientation	38
Lights On Afterschool/Hispanic Heritage Night	72
Parent Academy	46
Spring Fling	51

	Total
# Regular Attenders whose parents attended 2+ events	63
% Regular Attenders whose parents attended 2+ events	62%

For Objective 3.2, success was measured based on survey responses of parents who attended the parenting events. A total of 130 parents (73%) reported an increased knowledge of the subject matter as a result of attending parent education and/or family activities, exceeding the 50% objective.

Survey Question	% Agree
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	73%



**THRIVE
achieved
Goal 3 this
year.**



Conclusions and Recommendations



97%
of students
surveyed said they
feel like they belong
in their classroom
and afterschool
program.

“
*My teachers are
amazing. If something
is hard the teachers
make it easy for us to
understand. They are
kind and
understanding.”*
– THRIVE Student

Conclusions

The THRIVE Afterschool Program had a successful 1st year in many areas. It used tools designed to support teachers and student learning, such as IXL and iReady.

THRIVE served 122 students this year, of which 105 attended for at least 30 days. Among the regular attenders, students attended an average of 88 days.

THRIVE offered many enrichment activities such as tutoring, cooking, crafting, sewing, theater, and various sports. The program offered a variety of enrichment activities through relationships with local organizations, community partners, parents, and Rockdale County Public Schools.

As noted by observations throughout the year, programming is organized and successfully tied to the regular school day. The emphasis on social-emotional learning and development for all students is commendable and has been successful as evidenced by responses to the student survey.



This year, THRIVE achieved 6 out of its 6 objectives with positive gains in math, reading, student development, and parental engagement.

Objective	Actual	Objective Met?
1.1 55% of participating students in grades 2-5, attending 30 days or more annually, will score as Developing, Proficient, or Distinguished Learners in Math.	74%	Met
1.2 55% of participating students in grades 2-5, attending 30 days or more annually, will score as Developing, Proficient, or Distinguished Learners in Reading.	60%	Met
2.1 75% of regularly participating students in grades 2-5, attending 30 days or more annually, will report an increase in social emotional skills.	93%	Met
2.2 No more than 25% of regularly participating students in grades 2-5, attending 30 days or more annually, will receive discipline referrals during the afterschool program.	6%	Met
3.1 50% of parents of students attending 30 days or more annually will participate in at least two parent workshops or parent engagement events.	62%	Met
3.2 50% of the parents attending the parenting events will report increased knowledge of the subject matter.	73%	Met

Recommendations

To continue to improve, the external evaluator makes these recommendations:

- **Continue to emphasize regular attendance.** Research indicates that students must attend 21st CCLC regularly in order to reap the benefits. The program should approach parents during preplanning for 2025–26 and encourage enrollment beginning on the 1st day of school. The program should consider implementing a recognition program for students who regularly attend.
- **Offer consistent academic support to address gaps in student learning specific to criterion measured by the STAR Assessment.** The program should consider developing additional focused activities for students who score at the Beginning levels on the August STAR Assessment.
- **Offer differentiated parent engagement activities.** While it met objective, even higher parent attendance at engagement events would be desirable, particularly since few parents attended all 4 events. Program staff should explore ideas for more regular meetings and could consider holding monthly events to support families in educational games and activities. The program should consider asking parents for preferred day(s) and time(s) for events to be scheduled. Regular day school teachers could also be invited to events of this type to engage with parents, and offer curricular support.

Appendix



THRIVE Student SEL Pre Survey

(n=65)

How much do you agree/disagree with the following statements? (1 being the lowest, 5 being the highest)

Statement	1-2	3	4-5
I like coming to school every day	3%	12%	85%
I feel safe at afterschool.	2%	6%	92%
I have friends at afterschool.	5%	3%	93%
People care about each other in my class.	5%	15%	80%
My afterschool teachers like and care about me.	2%	3%	94%
Adults treat students kindly and fairly in our afterschool program.	5%	12%	83%
I'm interested in what I'm learning in class.	5%	5%	91%
I'm a good student and a strong thinker.	0%	5%	95%
I know how to be a good partner and friend.	2%	3%	95%
If I have a problem, I can solve it or find someone in the afterschool program who can help me solve it.	5%	3%	92%
When I make mistakes, I learn from them.	5%	9%	86%
I can understand how other people feel.	3%	12%	85%
I can work well with others in my class and the afterschool program.	2%	9%	89%
I work and play well with people that are different from me.	5%	5%	91%
I sometimes get to choose what I want to learn or do in class and afterschool.	21%	14%	64%
I like the way I am.	6%	5%	89%
I feel like I belong in my classroom and afterschool program.	6%	3%	91%

What else would you like your teacher to know about how you feel about your classroom and afterschool program?

- ◆ *I like it*
- ◆ *I like playing with my friends*
- ◆ *She will know that I am a good student*

- ◆ *Thrive is the best I have ever experienced. I love clubs.*
- ◆ *Nothing, it is great. I love the after school program.*
- ◆ *I have fun with my teachers*
- ◆ *I like to play outside with my friends*
- ◆ *I feel happy, safe, cool*
- ◆ *I like my afterschool teachers. I like how they teach me.*
- ◆ *I have fun with my friends*
- ◆ *That is good because my teacher is nice and love all my classmates and I love my teacher, she is fun.*
- ◆ *I love it*
- ◆ *I wish that others were not rude.*
- ◆ *I feel good because they are so nice, they help me learn and they are fun.*
- ◆ *I feel good and fine in my afterschool classroom. My teacher is nice, and we take breaks. I feel happy in my class.*
- ◆ *That it is good because my teachers are nice, and they love all the students*
- ◆ *I love the afterschool program*
- ◆ *I feel great about my teacher.*
- ◆ *I want her to know that I feel love and care.*
- ◆ *I feel good*
- ◆ *I like Pikachu.*
- ◆ *That I feel very happy, and it is super fun, and I like after school.*
- ◆ *I feel great about both classes.*
- ◆ *That I'm SAFE, KIND, READY and smart fun and listen in class.*
- ◆ *I feel great.*

- ◆ *I love it!*
- ◆ *Some people are mean to me*
- ◆ *I feel like I don't belong here.*
- ◆ *I feel good*
- ◆ *I'm happy*
- ◆ *That SOMETIMES people are mean to me.*
- ◆ *I feel like to be a friend :) and I feel like I belong in after school.*
- ◆ *I love my after school teachers*

THRIVE Student SEL Post Survey

(n=70)

How much do you agree/disagree with the following statements? (1 being the lowest, 5 being the highest)

Statement	1-2	3	4-5
I like coming to afterschool every day	0%	16%	84%
I feel safe at afterschool.	1%	4%	94%
I have friends at afterschool.	0%	4%	96%
People care about each other in my class.	0%	17%	82%
My afterschool teachers like and care about me.	0%	1%	99%
Adults treat students kindly and fairly in our afterschool program.	0%	6%	94%
I'm interested in what I'm learning in class.	4%	6%	90%
I'm a good student and a strong thinker.	0%	4%	96%
I know how to be a good partner and friend.	0%	1%	99%
If I have a problem, I can solve it or find someone in the afterschool program who can help me solve it.	0%	11%	88%
When I make mistakes, I learn from them.	0%	9%	91%
I can understand how other people feel.	0%	9%	91%
I can work well with others in my class and the afterschool program.	0%	4%	95%
I work and play well with people that are different from me.	2%	4%	93%
I sometimes get to choose what I want to learn or do in class and afterschool.	2%	7%	91%
I like the way I am.	0%	3%	98%
I feel like I belong in my classroom and afterschool program.	0%	3%	97%

What else would you like your teacher to know about how you feel about your classroom and afterschool program?

- ◆ *I want to feel sad, kind of happy.*
- ◆ *I feel safe*
- ◆ *my teacher are amazing and kind.They help me learn better and they help me learn better. I understand there learn skill*

- ◆ *I try to tell the teacher something, but they don't listen.*
- ◆ *I feel depressed but I keep my head up high*
- ◆ *i feel like they think i do good in afterschool and i do good in after school and the classroom*
- ◆ *my teachers are the best teacher that they can be they are fun funny and a very go teacher.*
- ◆ *My teachers are amazing, and I love how they teach us if something is hard the teachers will make it easy for us to understand and they are kind and understanding.*
- ◆ *that i love all my techs and repat them*
- ◆ *Good because I can make friends and is so fun. I like to learn thrive after school.*
- ◆ *that a feel people me men*
- ◆ *Some kids need to be nicer to other kids and for the teachers they can be what they are :}*
- ◆ *Some kids need to be nicer to others.*
- ◆ *needs more chairs and i am really smart*
- ◆ *i like it*
- ◆ *happy*
- ◆ *Sometimes I feel tired when I go to afterschool, but I am always happy in afterschool.*
- ◆ *this is fun*
- ◆ *I FEEL RELE PIR IN AFTERSCHOOL AND I LOVE TO BE AT THE HAUSE.*
- ◆ *afterschool is fun*
- ◆ *I am workin harder*
- ◆ *I fell safe and kind*
- ◆ *That its fun and I have a lot of friends in THRIVE AFTHET SCHOOL.*
- ◆ *i' m happy when learning with my teacher.*
- ◆ *help others*
- ◆ *Fun, Interesting , friends , loving , great*
- ◆ *I like afterschool*
- ◆ *I like my teachers*

- ◆ *I like clubs*
- ◆ *too learn more about time table*
- ◆ *I want to join summer*
- ◆ *I sometimes feel like a moron and I have to just WALK IT OFF so I go with the flow*
- ◆ *I am nice and i am cute and i slay*
- ◆ *that iam a good person and that i get festreded.*
- ◆ *i love to help people.*
- ◆ *that I am trying to become friends with everyone.*
- ◆ *I I'm nice and I care for orders*
- ◆ *IF I need help my teacher should help me.*
- ◆ *I feel like afterschool is good.*
- ◆ *that i,am nice respectful kind and helpful*
- ◆ *Good and Calm*
- ◆ *i am happy and she is the best*
- ◆ *If I have a problem my teacher would help me.*
- ◆ *She would make funny jokes to make us happy*
- ◆ *good*
- ◆ *im tired sometimes*
- ◆ *clubs are fun*
- ◆ *my teachers are nice*
- ◆ *I love it*
- ◆ *sometimes the other kids are rude*
- ◆ *I feel good abot staying*

THRIVE Parent Engagement Survey

1. Parent Orientation (n=31)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in THRIVE Afterschool Program?	65%	32%	3%	0%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	71%	16%	13%	0%	0%
Has your child's participation in school improved while attending THRIVE?	48%	52%	0%	0%	0%
Overall, I am happy with the THRIVE Afterschool Program?	45%	55%	0%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	61%	35%	3%	0%	0%

2. Lights on Afterschool/Hispanic Heritage Night (Math Night) (n=65)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in THRIVE Afterschool Program?	62%	29%	8%	2%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	63%	26%	8%	3%	0%
Has your child's participation in school improved while attending THRIVE?	60%	31%	6%	3%	0%
Overall, I am happy with the THRIVE Afterschool Program?	62%	35%	3%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	65%	32%	3%	0%	0%

3. Parent Academy (What is 21st CCLC?) (n=39)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in THRIVE Afterschool Program?	87%	8%	5%	0%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	82%	10%	8%	0%	0%
Has your child's participation in school improved while attending THRIVE?	85%	8%	8%	0%	0%
Overall, I am happy with the THRIVE Afterschool Program?	85%	5%	10%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	90%	5%	5%	0%	0%

4. Spring Fling (Milestone Ramp Up) (n=44)

	Agree -5	4	3	2	Disagree -1
Does your student enjoy participating in THRIVE Afterschool Program?	84%	11%	5%	0%	0%
Was the information at Parent Orientation helpful? (Handbooks, Schedule, Activities)	80%	9%	11%	0%	0%
Has your child's participation in school improved while attending THRIVE?	77%	16%	7%	0%	0%
Overall, I am happy with the THRIVE Afterschool Program?	80%	11%	9%	0%	0%
After attending this parenting event, how would you rate your knowledge of the subject matter compared to before the event?	77%	14%	9%	0%	0%

House ES: After School Site Observation

Name of Observer: Reagan Hull Date: 23OCT24

1: Unsatisfactory 2: Needs Improvement 3: Satisfactory 4: Excellent

Environment/Climate	1	2	3	4	N/O
Program provides a stimulating, welcoming, and supportive environment for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program uses space that is safe and clean (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program space is appropriately equipped and suitable for activities being conducted (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are adequately supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program has a disciplinary protocol and makes clear expectations for student behavior (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Administration/Organization	1	2	3	4	N/O
Program has a system for the collection and monitoring of student attendance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplies are organized, maintained, and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program maintains current and accurate Activity Schedule with room assignments; program schedule and room assignments are posted (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program develops and manages arrival and dismissal procedures and plans for safe travel home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

There is a supply closet designated for program supplies.

Staff has copies of all activity schedules with room assignments. Attendance is taken with transitions.

Did not observe arrival/dismissal this visit.

Relationships	1	2	3	4	N/O
Staff respect and communicate with one another and are role models of positive adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff treat students with respect and listen to what they say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff communicates with families regarding students' needs and well-being (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program establishes meaningful community collaborations (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program incorporates relationship-building opportunities among peers (GA AYSD Standard 4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents are welcomed and treated with respect (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

Did not observe any parent interactions or community collaborations this visit.

Staff communicates respectfully and encourages students to do the same. You can tell that staff really enjoy spending time with their students.

Programming/Activities	1	2	3	4	N/O
Program offers project-based, experiential, and hands-on activities (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initial reflection time is apparent prior to transitions and/or dismissal of the program (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connections to the School Day are made (GA AYSD Standard 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Activity #1 Name: Homework & Math Worksheets -4th/5th grade

Activity #1	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:26 students

Students were engaged in completing homework. If their homework was completed, they received a math worksheet. Snack time after this activity before transition.

Activity #2 Name: Story Retelling – 2nd grade

Activity #2	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:18 students

Students worked on retelling stories/reading comprehension

Activity #3 Name: Social Studies: 15th Amendment – 5th grade

Activity #3	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:13 students

Students read passages about the 15th Amendment, discussed its importance and impact today. They discussed unfamiliar terms that came up in the passage to ensure full comprehension.

Activity #4 Name: Reading – 4th grade

Activity #4	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

2 staff:18 students

Students were given pieces of a passage and worked in groups to arrange them in the correct order. They made connections to how passages should be arranged – title, topic sentence, paragraphs, etc.

Activity #5 Name: _____

Activity #5	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

House ES: After School Site Observation

Name of Observer: Reagan Hull Date: 5MAR25

1: Unsatisfactory 2: Needs Improvement 3: Satisfactory 4: Excellent

Environment/Climate	1	2	3	4	N/O
Program provides a stimulating, welcoming, and supportive environment for young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program uses space that is safe and clean (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program space is appropriately equipped and suitable for activities being conducted (GA AYSD Standard 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are adequately supervised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program has a disciplinary protocol and makes clear expectations for student behavior (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Classrooms are safe, clean, large, and well-equipped for the program. Students are comfortable in their space and adequately supervised.

Student behavior expectations are clear (same as school) and posted throughout the site.

Administration/Organization	1	2	3	4	N/O
Program has a system for the collection and monitoring of student attendance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supplies are organized, maintained, and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program maintains current and accurate Activity Schedule with room assignments; program schedule and room assignments are posted (GA AYSD Standard 7).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program develops and manages arrival and dismissal procedures and plans for safe travel home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

Staff has copies of all activity schedules and attendance is recorded.

Did not observe formal dismissal, but some students checked out early and staff were there to ensure safe dismissal to parent/guardian.

Relationships	1	2	3	4	N/O
Staff respect and communicate with one another and are role models of positive adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff treat students with respect and listen to what they say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff communicates with families regarding students' needs and well-being (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program establishes meaningful community collaborations (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program incorporates relationship-building opportunities among peers (GA AYSD Standard 4).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents are welcomed and treated with respect (GA AYSD Standard 9).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Staff communicates respectfully and encourages students to do the same. You can tell that staff really enjoy spending time with their students.

There is good family engagement and staff speaks with parents regarding student needs and well-being.

Programming/Activities	1	2	3	4	N/O
Program offers project-based, experiential, and hands-on activities (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initial reflection time is apparent prior to transitions and/or dismissal of the program (GA AYSD Standard 1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connections to the School Day are made (GA AYSD Standard 2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

There are activities that allow students to learn something new during the program.

Reflections and school day connections are apparent.

Activity #1 Name: Reading/Geometry – 4th Grade

Activity #1	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:9 students

Students followed along to a video reading of Maybe Something Beautiful. Teacher paused for clarification/reading comprehension, then related the book to geometry/shapes. Students worked on handout to learn about parallel lines.

Activity #2 Name: Math – 5th Grade

Activity #2	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:12 students

Students worked through GA Milestone-related Math problems, such as rounding decimals and adding/subtracting fractions.

Activity #3 Name: Health Club – Kickball

Activity #3	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:10 students

Students played kickball, focusing on teamwork and encouraging others.

Activity #4 Name: Art Club – Drawing Mosaics

Activity #4	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:12 students

Students started to draw mosaics with their initial in the middle and things that describe them/their favorite things surrounding.

Activity #5 Name: Spanish Club – Vocab

Activity #5	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:7 students

Students learned animal names in Spanish and quizzed as a group.

Activity #6 Name: Visual Arts Club

Activity #6	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:13 students

Students started by acting out emotions and learning about types of stage voices (whisper, normal, stage). Then they started assigning roles and reading the script for Matilda's Magical Adventure.

Activity #7 Name: Lego Club

Activity #7	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:10 students

Students completed building challenges based on prompts. Ex: one minute to grab up to 10 pieces, then one minute to build the tallest tower. After, they had free build time to work on their structures previously started.

Activity #8 Name: Board Games Club

Activity #8	1	2	3	4	N/O
Activity is developmentally appropriate and enables participants to develop new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff is involved (instructing) or engaged in the activity with the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity engages youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activity planning is apparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments (include # of students):

1 staff:6 students

Students played a variety of board games, some involved math concepts.