



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



Georgia Department of Education 21st Century Community Learning Centers FY 19 Common Data Elements Form

Subgrantee: Walton County Schools

Date: June 1, 2019

Sites: Monroe Elementary School and Monroe Area High School

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend \geq 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	175	Number:	343	Number:	214	Number:	10	Number:	156
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	9	Number:	9	Number:	0	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	17	Number:	28	Number:	39	Number:	14		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	116		
Retake Data (If applicable)						Number of Retakes:	NA		
Beginning		Developing		Proficient		Distinguished			
Number:	NA	Number:	NA	Number:	NA	Number:	NA		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	21	Number:	41	Number:	34	Number:	7		
Regular Attendees without scores who took standardized test						Number:	0		

Regular Attendees who did not take standardized test						Number:	111
Retake Data (If applicable)						Number of Retakes:	NA
Beginning		Developing		Proficient		Distinguished	
Number:	NA	Number:	NA	Number:	NA	Number:	NA

4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
73	31	18	78	8	6
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
96	19	12	75	9	3
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

5. Surveys

5A. Student Surveys

Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
141	83	21	88	17	96	7

5B. Parent Surveys

Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
82	64	18	69	11	79	2

5C. Regular School Day Teacher Surveys

Number of Teacher Surveys	Behavior	Homework Completion
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Completed	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve
Number	Number		Number	
221	66	98	139	37
6. Partners				
Number of Partners	Total Amount of Contributions			
12	\$6265			



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

**2019
PROGRAM EVALUATION**

Monroe Elementary School
Monroe Area High School

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Evaluator Certification

This certification confirms that program objectives were independently analyzed as part of 21st CCLC grant requirements for funding and continuation of funding. The External Evaluator's certification of Walton County Schools' 21st Century Community Learning Centers (21st CCLC) is a key piece of documentation supporting programming for after school activities.

To the best of my knowledge, all content herein was appropriate and ethically conducted in relationship to work performed for the summative evaluation. When required, corrections were made based on stakeholder feedback and/or data analysis.

This evaluation was done independently and without assistance from Walton County School stakeholders. As part of the evaluation, qualitative and quantitative data was collected, and confidentiality was maintained on behalf of students, families, teachers, and community partners.

If comments or questions about the contents of this document need attention, please contact me.

Thank you.

Donna Van Natten

Dr. Donna Van Natten
Accountability Measures, LLC

1. OVERVIEW AND HISTORY

General Overview

Research confirms that afterschool programs keep children safe while boosting student success and help parents/guardians maintain their employment. Students who attend out of school time activities achieve more academically and socially while decreasing risky behaviors.

In Georgia, per afterschoolalliance.org, findings confirmed that 88% of parents support public funding for afterschool while 78% state that their child's program helps them keep their jobs. Parents also believe (59%) that afterschool "excites kids about learning" while 70% agree that afterschool "reduces the likelihood of kids engaging in risky behaviors." These are powerful statistics, in particular, for the 282,453 students enrolled in a Georgia afterschool program.

Sadly, though, nearly 600,000 youth remain on a wait list for a quality program while more than 300,000 remain alone and unsupervised afterschool.

The 21st Century Community Learning Centers (21st CCLC) program is offered in every state and selected based on a competitive process. Throughout the country, youth receive hands-on, academically enriching learning experience while also receiving "a broad array of additional services" – including STEAM, PE, wellness, health, arts, and risk avoidance. Families/Parents/Guardians of 21st CCLC enrolled students also benefit by attending family opportunities related to literacy, education, and parenting.

On average (nationally), programs operated 13.8 hours per week, Monday through Friday, for approximately 32 weeks per year and produce strong results. Achievement gaps between low-income and high-income students are impacted in addition to behavior and attendance gains.

In Georgia, programs operate before school, afterschool, and during the long months of summer where too many children are idle. Georgia also developed nine research-based best practices/guidelines for a quality afterschool programming which include

- Programming & Youth Development
- Linkages with the School Day
- Environment & Climate
- Relationships
- Health & Well-Being
- Staffing & Professional Development
- Organizational Practices
- Evaluation & Outcomes
- Family & Community Partnerships

This collaborative project guides programs, who work with K-12 students, to enhance and deliver high quality services for every child in an afterschool program. Georgia's Afterschool & Youth Development Quality Standards (ASYD) serve as a powerful tool for ensuring that all stakeholders are committed to youth through partnerships, development, and best practices.

History of Previous Operation

The Walton County School System served, on average, 1000 students daily through 11 school-based site programs, including elementary, middle, and high schools scattered throughout Walton County. Every program has remained consistent in terms of recruitment, programmatic activities, and objective attainment. The program has been under the direction of a seasoned,

supportive, and energetic Program Director firmly committed to 21st Century Community Learning Centers.

Annually, each site has provided academic, enrichment, and parent/guardian opportunities to address approved grant goals and objectives. Additionally, partnerships at each site have remained strong and also increased at some sites.

The program received stellar ratings for State monitoring and compliance in both fiscal and programmatic areas of operation. The Walton programs also received support from school administrators, central office personnel, and support staff, including data management and professional development.

Daily bus transportation has always been a part of Walton County awarded grants; thereby, eliminating access to the programs. Summer activities have been well planned by combining sites and offering enriching and fun daily schedule also filled with remedial and academic support.

Program Progress and Growth over the Past Years of Operation

Both sites have worked diligently to meet and exceed their proposed objectives. Additionally, the program has made consistent gains to serve students more than 30 days (regular) as defined by 21st CCLC expectations. This year, the program served 211 (7 more than last year) youth during after school on a regular basis and should be celebrated. Over the last 8 years, the number of 30+ days has consistently exceeded the target number. This year was not as strong as previous year, but still exceeded the program's target number of 175 youth.

YEAR	# 30 day Students Served
2011-2012	251
2012-2013	385

2013-2014	374
2014-2015	399
2015-2016	392
2016-2017	375
2017-2018	295
2018-2019	214

The parent/guardian voice in support of the program has been outstanding over the last 5 years. Annual confidential surveys have consistently demonstrated positive program satisfaction by parents/families. Those working with parents should be praised for their ability to “satisfy” parents during after school hours. Specifically, near perfect marks for almost a decade!

SITE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
MES	100%	95%	100%	100%	100%	100%	97%	100%
MAHS	100%	96%	93%	100%	100%	100%	100%	97%

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

MES: 155 registered

MAHS: 188 registered

Regularly Participating Student Enrollment Per Site

MES: 129 students

MAHS: 85 students

Student Demographics Per Site

MES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	74
Hispanic or Latino:	7
Two or more races:	6
White:	42
Unknown:	0

Regularly Attending Students: By Gender

Male:	69 (53%)
Female:	60 (47%)

Regularly Attending Students: By Grade Level

Pre-K/K:	21
1 st Grade:	26
2 nd Grade:	20
3 rd Grade:	27
4 th Grade:	24
5 th Grade:	11

Number of Regularly Attending Students with Limited English Proficiency: 6

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 15

Number of Regularly Attending Students with Special Needs/Disabilities: 5

MAHS:

Regularly Attending Students: By Racial Group/Ethnicity

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black or African American:	48
Hispanic or Latino:	3
Two or more races:	4
White:	28

Unknown: 0

Regularly Attending Students: By Gender

Male: 32 (38%)
Female: 53 (62%)

Regularly Attending Students: By Grade Level

9th Grade: 28
10th Grade: 15
11th Grade: 19
12th Grade: 20
Not Available: 3

Number of Regularly Attending Students with Limited English Proficiency: 3

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 30

Number of Regularly Attending Students with Special Needs/Disabilities: 8

Average Daily Attendance Per Site

MES: 87 Youth

MAHS: 51 Youth

3. PROGRAM OPERATION

<u>SITE</u>	<u>School Year</u>			<u>Summer</u>		
	<u>Days Open per Week</u>	<u>Hours Open per Week</u>	<u>Weeks of Operation</u>	<u>Days Open per Week</u>	<u>Hours Open per Week</u>	<u>Weeks of Operation</u>
MES	4	12	30	3	12	4
MAHS	4	12	30	5	15	4

4. QUALITY OF STAFFING

MES

Staff:Student Ratio: 1:10 Academic
1:15 Recreation
1:5 Tutoring

Staff Training:

Staff Training
Site Coordinator training 21st CCLC administration training (by state 21st CCLC) Data Collection (by state 21st CCLC) Safe Schools Training: (sexual harassment, ethics, McKinney-Vinto, child abuse, bullying, AED, first aid, CPR, epi pen, playground safety, student services emergency protocol afterschool, mandated reporter, FERPA) Leadership PBIS (positive behavior intervention & support) Internet security Student engagement through technology You for Youth 21st Century training - various topics for afterschool programming Afterschool Youth Development (ASYD) Elements 1-9

Use of Certified Teachers:

10 Certified Teachers = 28%

Background Checks:

100% Current – 2019 - Confirmed

MAHS

Staff:Student Ratio: 1:10 Academic
1:15 Recreation
1:5 Tutoring

Staff Training:

Staff Training
Site Coordinator training

21st CCLC administration training (by state 21st CCLC)
Data Collection (by state 21st CCLC)
Safe Schools Training: (sexual harassment, ethics, McKinney-Vinto, child abuse, bullying,
AED, first aid, CPR, epi pen, playground safety, student services emergency protocol
afterschool, mandated reporter, FERPA)
Leadership
PBIS (positive behavior intervention & support)
Internet security
Student engagement through technology
You for Youth 21st Century training - various topics for afterschool programming
Afterschool Youth Development (ASYD) Elements 1-9

Use of Certified Teachers:

19 Certified Teachers = 71%

Background Checks:

100% Current – 2019 – Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 55% of regularly attending students (those attending 30 or more days) EOGT/EOCT eligible students will meet or exceed state standards EOGT math for elementary students and EOCT math for high school students.

Regularly attending students in the after school program took the Georgia Milestones assessment during Spring 2019 respective to their grade level during the regular school day. Assessments were scored utilizing Achievement Level ranges. Four levels of achievement were possible; including Level 1: Beginning Learner, Level 2: Developing Learner, Level 3: Proficient Learner, and Level 4: Distinguished Learner. Scaled scores were based on content areas (school subjects)

and students' respective grade levels. Individual reports were provided to parent/guardians and the Evaluator received individual scaled scores and levels for objective analysis.

The following data was analyzed by site and collectively for measuring the objective. The Evaluator considered Levels 2 through 4 meeting or exceeding State standards as described in the objective.

<u>MATH</u>	<u>MES</u>	<u>MAHS</u>	<u>TOTAL</u>
Level 1: Beginning Learner	7	14	21
Level 2: Developing Learner	23	18	41
Level 3: Proficient Learner	26	8	34
Level 4: Distinguished Learner	3	4	7
Level 2-4 Total	52	30	82
Regularly Attending Students	129	85	214
No available scores	70	41	111
30 days students with scores	59	44	103
55% of students to pass objective	71	47	118
By site and total	88%	68%	

80% students Met or Exceeded the objective

Target: 55%

OBJECTIVE 1: **MET**

OBJECTIVE 2: 60% of regularly attending students (those attending 30 or more days) EOGT/EOCT eligible students will meet or exceed state standards EOGT reading for elementary students and EOCT English for high school students.

Regularly attending students in the after school program took the Georgia Milestones assessment during Spring 2019 respective to their grade level during the regular school day. Assessments were scored utilizing Achievement Level ranges. Four levels of achievement were possible;

including Level 1: Beginning Learner, Level 2: Developing Learner, Level 3: Proficient Learner, and Level 4: Distinguished Learner. Scaled scores were based on content areas (school subjects) and students' respective grade levels. Individual reports were provided to parent/guardians and the Evaluator received individual scaled scores and levels for objective analysis.

The following data was analyzed by site and collectively for measuring the objective. The Evaluator considered Levels 2 through 4 meeting or exceeding State standards as described in the objective.

<u>ELA</u>	<u>MES</u>	<u>MAHS</u>	<u>TOTAL</u>
Level 1: Beginning Learner	16	1	17
Level 2: Developing Learner	18	10	28
Level 3: Proficient Learner	17	22	39
Level 4: Distinguished Learner	8	6	14
Level 2-4 Total	43	38	81
Regularly Attending Students	129	85	214
No available scores	70	46	116
30 days students with scores	59	39	98
60% of students to pass objective	77	51	128
By Site and Total	73%	97%	

83% students Met or Exceeded the objective

Target: 60%

OBJECTIVE 2: **MET**

OBJECTIVE 3: 55% of regularly attending students (those attending 30 or more days) will increase or maintain their numeric classroom math grades fall to spring.

The Evaluator reviewed fall and spring numeric grades to determine if the proposed objective was met. Specific to each site, the following tables capture increases and decreases in math

grades relative to the length of time a student has participated in the after school program. Specific to the objective, the following table denotes classroom grade increases and no changes per site and then combined in order to determine if the objective was met.

<u>MATH</u>	MES	MAHS	SITES COMBINED
Increased Grade	48	13	61
No Change in Grade	7	0	7
Total Increase/No Change	55	13	68
Total Students	93	25	118
No Grades	36	60	96

Analysis: 55 / 93 = 59% MES

 13 / 25 = 52% MAHS

 68 / 118 = **58%** Combined Sites

 55% Target

OBJECTIVE 3: MET

OBJECTIVE 4: 45% of regularly attending students (those attending 30 or more days) will increase or maintain their numeric classroom ELA grades fall to spring.

The Evaluator reviewed fall and spring data specific to numeric grading to determine if the proposed objective was met. Specific to each site, the following tables capture increases and decreases in reading/language arts grades relative to the length of time a student has participated in the after school program. Specific to the objective, the following table denotes classroom grade increases and no changes per site and then combined in order to determine if the objective was met.

<u>READING/LANGUAGE ARTS</u>	MES	MAHS	SITES COMBINED
Increased Grade	45	23	68
No Change in Grade	9	4	13
Total Increase/No Change	54	27	81
Total Students	93	85	178
No Grades	36	37	73

Analysis: 54 / 93 = 58% MES

 27 / 85 = 32% MAHS

 81 / 178 = **46%** Combined Sites

 45% Target

OBJECTIVE 4: MET

OBJECTIVE 5: 75% of regularly attending (those attending 30 or more days) students in need of homework improvement will improve their homework completion.

The role of homework in the after school setting should complement “whole child” development. After school students were provided time each day to complete homework in the after school setting. Based on individual student need, time allocations varied for each grade level. If students requested additional time to complete homework, staff provided tutors and/or additional opportunities for assistance.

The program schedule included both academic and enrichment time daily and all students received assistance with individual homework completion. Many regular school day teachers communicate with after school staff and the Site Coordinator to ensure that homework was addressed after school.

Students, parents/guardians, and their regular school day teachers completed surveys about time and satisfaction related to homework completion in the after school program. Specifically, 4 homework related questions were asked: 1 student question, 1 parent/guardian question, and 2 teacher questions.

<i>“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES</i> By Student, Parent, and Regular School Day Teacher Site Specific 2018-2019			
Survey Question		MES	MAHS
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	87%	96%
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	89%	100%
Teacher	<i>“He/she turns in homework on time.”</i>	94%	100%
Teacher	<i>“Completes homework to my satisfaction.”</i>	94%	100%
Average by Site		91%	99%

Results:

MES 91% Improved/Maintained Homework Completion

MAHS 99% Improved/Maintained Homework Completion

Combined Sites

95% Improved/Maintained Homework Completion

75% Target

OBJECTIVE 5: MET

Objective 6: 75% of regularly attending (those attending 30 or more days) students in

need of improving their classroom participation will increase their level of classroom participation.

Regular day classroom teachers of students participating in the program (at least 30 days) were asked the extent to which their students attending the after school program had shown improvement in or maintained their classroom participation.

Additional survey questions related to classroom activities (student volunteering, regular class attendance, and attentiveness in class) were also analyzed. Findings are provided in subsequent sections of this report.

<i>“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES</i>		
Regular Day Teacher Surveyed		
By Site		
2018-2019		
Survey Question	MES	MAHS
<i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i>	95%	100%

Results: **MES** 95% Improved/Maintained Level of Classroom Participation

MAHS 100% Improved/Maintained Level of Classroom Participation

 Combined Sites **98%** Improved/Maintained Level of Classroom Participation

 75% Target

OBJECTIVE 6: MET

OBJECTIVE 7: 75% of regularly attending (those attending 30 or more days) students will self-report they have maintained or improved classroom behavior.

During the Spring term, students were asked to complete surveys assessing their overall behavior as a result of participating in the after school program. Results are provided by site and then averaged to determine if the proposed objective was met.

MES	84% self-reported Improved/Maintained Behavior
MAHS	98% self-reported Improved/Maintained Behavior
Combined Average	91% self-reported Improved/Maintained Behavior
	76% Target

OBJECTIVE 7: MET

OBJECTIVE 8: 83% of parents of regularly participating students will report that they are satisfied with the program.

As part of the 21st CCLC program, parent/guardian involvement was a requirement and their feedback was solicited throughout the year. Specifically, parents/guardians completed surveys about their child's after school experience and their degrees of *satisfaction* with the program. Results are provided by site and then averaged to determine if the proposed objective was met.

MES	100% reported "Satisfaction" with their child's program
MAHS	97% reported "Satisfaction" with their child's program
Combined Average	98% reported "Satisfaction" with their child's program
	85% Target

OBJECTIVE 8: MET

OBJECTIVE 9: 45% of regularly participating students' family members will attend at least one parent/family involvement activity.

MES ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>Curriculum Night</i>
<i>Holiday Literacy Presentations</i>
<i>MES STEM Fair</i>
<i>Fall Literacy Festival</i>

MAHS ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>21st CCLC Literacy Showcase Family Night</i>
<i>Helen Ruffin Reading Bowl</i>
<i>Rising 9th Graders Family Night</i>
<i>Literacy Extravaganza</i>

Analysis:

	MES	MAHS	Combined
Number of Parents attending events	68	88	156
Number of 30 day Students	129	85	214

Results: **73%** family members attending parent night activities

45% Target

OBJECTIVE 9: MET

6. OTHER OBSERVATIONS

Stakeholder's Luncheon

An annual event, this year's Stakeholders' Luncheon brought together 11 school-based sites under 5 grant awards for an opportunity to share program highlights, network, and learn about other programs within Walton County Schools.

The room was filled with principals, assistant principals, 21st CCLC administrative and support staff, parents, students, after school and regular school day teachers, bus drivers, volunteers, advisory board members and partners. The Partnership generously provided lunch for attendees.

Program highlights included:

WGES: A new pen-pal program started this year with 4th graders. Students wrote letters with 4th graders attending MES. Letters were mailed through the inner-office system. Students from both schools even requested to meet each other! How exciting and an ideal opportunity to practice literacy, writing, and social skills.

HES: With strong school support, the program hosted several on-site fieldtrips this year, including a special visit from the Sandy Creek Nature Center.

BCES: The program focused on technology this year, especially for the upper grades. A highlight was the Hispanic Month celebration!

WGHS: The school system's Teacher of the Year taught in the after school program this year and the principal noted that the programs served as "A gathering place ... for kids that wouldn't necessarily be together." Again, the program maintained strong administrative support.

LMS: With Communities In Schools partner, the program hosted a Career Fair which was a bit hit with the students. Additionally, to monitor school day – after school day connections, the

program implemented a Homework/School Work Accountability Report which was well-received by teachers and parents/guardians for holding youth accountable.

WPES: A Star Student of the Month program started this year in the after school setting with great results. The program also held a Parent Holiday Program in which students read poems they wrote and sang. Under the direction of a new principal, he lent his support and approval for the program's literacy focus this year.

MES: Partnering with WGES, the pen-pal program was a strong element after school. Additionally, the program held monthly writing contests with strong student engagement.

MAHS: In that the word 'tutoring' may have negative connotations, the program rebranded this element as Math Minds at Work. Attendance was strong and students liked the name change. Additionally, the program created a Data Evaluation Team with representation from school administrators, 21st CCLC staff, and teachers to dive deep into student data. Findings enabled staff to adjust individual student academic/behavior needs. The program also hosted a Literacy Extravaganza with free books provided to families. Another highlight was the Showcase Event in which students performed from MAHS and WGHS – attendance and feedback were phenomenal.

ARES: Highlighted included STEM Challenge Thursdays between grade levels and well-attended Taekwondo – which targeted student wellness, physical education, and self-control.

YMS: Students shared their reasons for attending the program which included starting a new club and writing a campaign. Staff confirmed strong linkages between the school day and after school day knowing that it “took a village” this (and every) year. In addition, a parent shared a personal story about her challenges raising four children and the impact of the after school program. She shared that many parents were like her (having only a GED and not understanding

homework) and that this program was a lifesaver. She was proud to share that her youngest child in the program was on track to graduate because of the 21st CCLC program!

CMS: A myriad of activities were captured this year, including an academic focus and counselor working closely with 7th and 8th grade students with unique needs. The program hosted a Reverse College Fair in which students picked their favorite college, conducted research, created a tri-board with information, and attended the Fair. Prizes were given for best-researched college, tri-board presentation, and college spirit. An on-site fieldtrip highlight included participation in the Impaired Drive Vehicle Simulation program through the Walton County Sheriff's Department. Having held this luncheon for several years in Walton County, participants confirmed that they look forward to this event to learn about other programs and visit with each other. Site Coordinators eagerly wrote down activities from other sites and conversations ensured after the event.

Student, Parent, and Teacher Feedback

Additional data from three important stakeholders was also collected via close-ended Likert style confidential surveys. The following charts highlight strong feedback about the after school program and its impact on students, academics, personal development, and regular classroom teacher value in terms of making a positive difference for students.

Statement	MES	MAHS
<i>I like the after school program.</i>	81%	100%
<i>I feel better about myself because of the program.</i>	80%	100%
<i>I have made new friends because of the program.</i>	80%	100%

Statement	MES	MAHS
<i>The program helps my child's reading improve.</i>	96%	100%
<i>The program helps my child's math improve.</i>	100%	100%

Statement	MES	MAHS
<i>My students volunteer more after going to the program.</i>	99%	100%
<i>My students who attend the program are attentive in class.</i>	97%	100%
<i>My students come to school motivated to learn.</i>	97%	90%
<i>My students get along well with other students.</i>	96%	97%

Additional Stakeholder Survey Feedback

MES

Quotes

“I have a friend here. We have a snack, music, arts and crafts, and computer lab.”

“It’s good We eat snacks, too.”

“Fun! We go to the gym.”

“I come here to learn. We learn math and reading. My favorite is gym. We play. But first we do our homework.”

“We make stuff in arts and crafts. I made an airplane.”

“I’d like to go outside more. We have a lot of stations.”

-Two 3rd grade boys

“It’s very helpful. It prepares me for Milestones so you can move on to the next grade.”

“We learn how to cooperate with each other.”

“I like it. Helps me with my homework, math, and paragraphs.”

“Thursdays are my favorite – we do games, get help with reading and math, and have the best computer lady in the world.”

“We do a lot of writing, reading, science, and skills to get us ahead. We also do spelling bees.”

“I wish we could go longer hours. I know that sounds crazy. You’d get more learning.”

-4th grade group

Photographs





MAHS

Quotes

"It offers tutoring and you get a lot of stuff done."

"I like Robotics. I get to build things – we build robots and our own robots."

"I like Book Club. You can pick what you want to do every day."

-9th-12th grade group

"I like the juice a lot more than the snack. I come here because my sister comes here, too. We do clubs and computers."

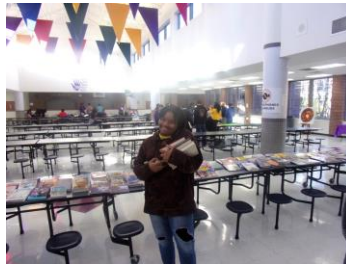
"I come here for VEX and Robots. We do our homework here, too. We all have Chromebooks."

"They're doing a great job."

-9th-11th grade group

Photographs





7. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Maintenance

The Walton County program has continually worked to developed health student-centered partnerships on behalf of its after school programs for both children and their families. On

average, more than 1,000 students are served during out of school time hours with academic, enrichment, and support opportunities. Communities in Schools is both the County's co-applicant and strong partner in terms of personnel, materials, and on-going support. The Partnership for Families, Children and Youth Collaborative (made up of 70+ community organizations) and FISH (Faith in Serving Humanity) continue to be strong sustaining partners in this work.

The Partnership for Families, Children and Youth Executive Board serves in the Advisory Capacity for the Walton County Program. Unwavering commitment levels with FISH fill the gaps for students who do and do not receive free/reduced lunch rates. They support the Backpack Buddies program to ensure that students have food during weekend time when they are not at school. FISH also provided lunch each day for all students in the summer programs. Athens Tech partners for adult literacy programs as well as college/career programs for youth and adults. Numerous community partners have years of successful experience partnering and collaborating on sustaining successful initiatives.

Boards of numerous organizations with diverse membership (i.e., youth organizations, faith based, for-profit, non-profit, elected officials, health services) are apprised of 21st CCLC progress outcomes, needs and future plans of the program regularly. There is a comprehensive sustainability plan in place and maintained by the Advisory Council.

Contributions to the Program

Respective of Walton County's five 21st CCLC grant award programs, the Program Director, with her Site Coordinator team, was charged with maintaining and increasing, as required, contributions to the program. Walton County stakeholders should be proud of their continued

commitment to after school operations serving hundreds annually and thousands for more than ten years!

Specific to this program, the following direct service partners contributed necessary supplies, services, staff, and materials to enhance students' experiences.

DIRECT SERVICE PARTNERS:	MES, MAHS	
AMC Theater	\$250	Provided refreshments for students
Individuals	\$500	Pizza, refreshments, games, snacks, materials
Bank of America	\$250	Provided 2 sessions on better money habits for students and parents
CIS	\$200	Refreshments for programs
Foundations for Living	\$2,400	Provided 4 professional motivational speakers for 4 different workshop sessions and prizes for students
Longhorn Steakhouse	\$30	Prizes for Literacy Extravaganza
MAHS	\$190	Refreshments for events and cooking workshop
McDonald's Monroe, GA	\$120	Prizes for Literacy Extravaganza
Other	\$2,025	Books donated by members of the community to be given away to students and their families
Partnerships for FCY	\$230	Refreshments for 3 programs from Partnerships for Families Children and Youth
Shane's Rib Shack	\$20	Prizes for Literacy Extravaganza
Your Pie	\$50	Prizes for Literacy Extravaganza
<i>TOTAL</i>	\$6,265	

8. OVERALL RECOMMENDATIONS

As part of operating a quality out of school time program, Walton County has continuously sought to improve its activities for all students and their families. Below is a chart with the 9

Elements of ASYD Quality Standards. Each site met and/or exceeded addressing principles of each element. The sites targeted Element 2 this school year by intentionally linking activities with the regular school day through academics, homework, parent involvement, and strengthening school administration/teacher relationships.

Specifically,

Element	Standard	Program Alignment
1	Programming & Youth Development	Included whole child development. Offered project-based and hands-on activities frequently. Included opportunities for reflection and critical thinking.
2	Linkages with the School Day	Offered daily academic support, including homework time. Conferring with students' regular school days teachers. Building administrative support.
3	Environment & Climate	Sites were consistently clean with amply access to classroom, cafeteria, and outside spaces.
4	Relationships	Program maintained respective adult relationships. Youth interacted well. Increased teacher support for after school program. Solid parent-21 st CCLC relationships targeting the child's needs
5	Health & Well Being	PBIS behavior system utilized to align with school day. Students engaged in physical fitness and health activities. Snacks were provided daily. Parental involvement was encouraged.
6	Staffing & Professional Development	Staff attended State Brown Bag sessions for continued learning. Frequent professional development activities were offered. Staff to youth ratios were appropriate.
7	Organizational Practices	Attendance and participation expectations were evident. The program had strong data collection measures in place. All reports were completed and submitted on time. Youth behavior expectations were clear and shared with all stakeholders.
8	Evaluation & Outcomes	Goals and objectives were realistic and measurable. The program provided data/evidence to address/measure each objective.
9	Family & Community Partnerships	Families were encouraged to visit the program and participate in targeted parent activities. Site Coordinators interacted with parents and families using a variety of tools: email, in person, and telephone.

Highlights & Celebrations

- ❖ 9 of 9 objectives were Met. Commendable!!!
- ❖ Parent satisfaction was strong across all sites. MES had 100%!
- ❖ Program sites had strong average daily attendance.
- ❖ The program has done a good job of maintaining partners with deep commitment levels to help students and family members throughout the school year and summer.
- ❖ Site Coordinators were professional, engaging, and excited to work with the program, students, and their families throughout the year and should be commended for their commitment to education.
- ❖ All sites maintained 100% clear and current background checks.
- ❖ All sites maintained low staff to student ratios per grant requirements for academic and enrichment programming.
- ❖ All sites had representation at the Annual Stakeholders' Luncheon.
- ❖ The program provided ample parent opportunities throughout the year.
- ❖ MAHS exceeded the parent participation objective. Great!
- ❖ The program had multi-year strong program satisfaction feedback from parents.
- ❖ Parent/Guardian feedback was consistently strong specific to assistance with their child's reading and math needs.
- ❖ MAHS: A strong 100% of teacher feedback noted that students participated as indicated by Objective 6.

Recommendations

1. All sites: Continue to document new partnerships to specific programs and contributions made to the program. These partnerships and contributions are reported annually. The Evaluator recommends that the Site Coordinator or designee maintain a spreadsheet throughout the year to capture new partnerships, report on maintenance of existing partnerships, and contributions (field trips, speakers, materials, etc.) made to the program.
2. All sites: With annual staff changes, the Site Coordinator (with Program Director guidance) should review the 21st CCLC law as it pertains to staff activities and operating an effective after school program. The team should also review approved program objectives to ensure that they understand how activities align with program goals and objectives. This can be accomplished through a staff meeting/training session.
3. All sites: Continue to maintain adult family member activities and opportunities for parental involvement throughout the school year. Ensure that each opportunity has an agenda, 21st CCLC-logoed sign in sheet, and aligns with Goal 3 for addressing family needs. Note that the Parent Orientation should include additional academic content to align with family-targeted needs. The Site Coordinator may also wish to speak with respective school administrators to include additional opportunities for parent activities at school events. Maintain sign-in rosters and agendas as part of after school requirements. The Evaluator will report on adult family member activities as part of annual evaluation activities.
4. MAHS: The **objective** was not met specific to **Math Grades**. Specifically, the site did not meet the target. An in-depth review of math content and school day classroom/teacher recommendations should be scheduled in that content specific to each grade level be

considered with after school activities. The Site Coordinator should monitor fall numeric grades and spring progress reports for objective alignment.

5. MAHS: The **objective** was not met specific to **ELA Grades**. Specifically, the site did not meet the target. An in-depth review of ELA content and school day classroom/teacher recommendations should be scheduled in that content specific to each grade level be considered with after school activities. The Site Coordinator should monitor fall numeric grades and spring progress reports for objective alignment.