



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: Harmony Elementary School and Walker Park Elementary 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:	195	Number:	231	Number:	211	Number:	10	Number:	240
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	9	Number:	8	Number:	1	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	46	Number:	33	Number:	30	Number:	4		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	98		
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:	27	Number:	49	Number:	32	Number:	5		
Regular Attendees without scores who took standardized test						Number:	0		

Regular Attendees who did not take standardized test						Number:	98
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”
33	22	16	114	14	12
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”
38	38	15	96	13	11
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	
154	130	16	143	10	143	2

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	
115	94	15	103	9	110	5

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	
200	70	58	125	36
6. Partners				
Number of Partners	Total Amount of Contributions			
10	\$12,790			



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

**2019
PROGRAM EVALUATION**

Harmony Elementary School
Walker Park Elementary School

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External Evaluator
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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

All sites have worked diligently to meet and exceed their proposed objectives. Both sites have operated a program for several years and have been a part of previously funded grants. Exceeding last year's numbers, the program exceeded its target number of 195 students by serving 211 children on a regular (30+ day) basis. The previous year was 200 30+ day students.

The program completed its 4th year of operations under this specific 21st CCLC grant. Both sites have operated after school programs during previous grant years with other school sites. The Evaluator was able to capture 9 years of data for the sites in a few areas. Specifically, average daily attendance (ADA) remained steady or increased over the last 9 years.

SITE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
HES	93	103	114	136	130	113	97	111	98
WPES	56	66	85	80	73	78	71	62	64

Additionally, parent/guardian support for the program has been outstanding over the last several years. Annual confidential surveys have consistently demonstrated positive program satisfaction by parents/families. The program should be commended for its ability to “satisfy” parents during after school hours. Both of these sites have been outstanding specific to this measure for almost a decade!

SITE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
HES	100%	95%	100%	100%	100%	100%	99%	100%
WPES	100%	96%	93%	100%	100%	100%	100%	100%

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

HES: 146 registered

WPES: 85 registered

Regularly Participating Student Enrollment Per Site

HES: 132 students

WPES: 79 students

Student Demographics Per Site

HES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	83
Hispanic or Latino:	4
Two or more races:	3
White:	33

Regularly Attending Students: By Gender

Male:	58 (44%)
Female:	74 (56%)

Regularly Attending Students: By Grade Level

Pre-K/K:	12
1 st Grade:	24
2 nd Grade:	23
3 rd Grade:	25
4 th Grade:	23
5 th Grade:	25

Number of Regularly Attending Students with Limited English Proficiency: 4

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 12

Number of Regularly Attending Students with Special Needs/Disabilities: 9

WPES:**Regularly Attending Students: By Racial Group/Ethnicity**

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	33
Hispanic or Latino:	9
Two or more races:	8
White:	29
Unknown:	0

Regularly Attending Students: By Gender

Male: 38 (48%)
 Female: 41 (52%)

Regularly Attending Students: By Grade Level

Pre-K/K: 7
 1st Grade: 15
 2nd Grade: 13
 3rd Grade: 18
 4th Grade: 15
 5th Grade: 11

Number of Regularly Attending Students with Limited English Proficiency: 4

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 10

Number of Regularly Attending Students with Special Needs/Disabilities: 12

Average Daily Attendance Per Site

HES: 98 Youth

WPES: 64 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>
HES	4	12	30	3	12	4
WPES	4	12	30	3	12	4

4. QUALITY OF STAFFING

HES

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:

13 Certified Teachers = 21%

Background Checks:

100% Current – 2019 - Confirmed

WPES

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:

9 Certified Teachers = 26%

Background Checks:

100% Current – 2019 – Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 55% of regularly attending students (those attending 30 or more days)

EOGT eligible students will meet or exceed state standards on EOGT math for elementary 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>HES</u>	<u>WPES</u>	<u>TOTAL</u>
Level 1: Beginning Learner	16	11	27
Level 2: Developing Learner	29	20	49
Level 3: Proficient Learner	22	10	32
Level 4: Distinguished Learner	4	1	5
Level 2-4 Total	55	31	86
Regularly Attending Students	132	79	211
No available scores	61	37	98
30 days students with scores	71	42	113
55% of students to pass objective	73	43	116
By site and total	77%	74%	

76% 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 eligible students will meet or exceed state standards on the EOGT reading for elementary 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>HES</u>	<u>WPES</u>	<u>TOTAL</u>
Level 1: Beginning Learner	23	23	46
Level 2: Developing Learner	23	10	33
Level 3: Proficient Learner	21	9	30
Level 4: Distinguished Learner	4	0	4
Level 2-4 Total	48	19	67
Regularly Attending Students	132	79	211
No available scores	61	37	98
30 days students with scores	71	42	113
60% of students to pass objective	79	47	127
By Site and Total	68%	45%	

59% students Met or Exceeded the objective

Target: 60%

OBJECTIVE 2: **DID NOT MEET**

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>	HES	WPES	SITES COMBINED
Increased Grade	47	51	98
No Change in Grade	9	0	9
Total Increase/No Change	56	51	107
Total Students	108	66	174
No Grades	24	13	37

Analysis: 56 / 108 = 52% HES

 51 / 66 = 77% WPES

 107 / 174 = **61%** 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>	HES	WPES	SITES COMBINED
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Increased Grade	45	34	79
No Change in Grade	6	3	9
Total Increase/No Change	51	37	88
Total Students	110	68	178
No Grades	22	11	33

Analysis: 51 / 110 = 46% HES

 38 / 69 = 55% WPES

 88 / 178 = **49%** 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		HES	WPES
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	99%	100%
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	100%	94%
Teacher	<i>“He/she turns in homework on time.”</i>	98%	96%
Teacher	<i>“Completes homework to my satisfaction.”</i>	98%	100%
Average by Site		99%	98%

Results:

HES 99% Improved/Maintained Homework Completion

WPES 98% Improved/Maintained Homework Completion

Combined Sites

98% 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	HES	WPES
<i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i>	100%	100%

Results:	HES	100% Improved/Maintained Level of Classroom Participation
	WPES	100% Improved/Maintained Level of Classroom Participation
	Combined Sites	100% 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.

HES	96% self-reported Improved/Maintained Behavior
WPES	100% self-reported Improved/Maintained Behavior
Combined Average	98% 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.

HES	100% reported "Satisfaction" with their child's program
WPES	100% reported "Satisfaction" with their child's program
Combined Average	100% 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.

HES
ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>Curriculum Night</i>
<i>Harmony Christmas Literacy Program</i>
<i>HES Superheroes Literacy Night</i>
<i>End of Year Success</i>

WPES
ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>Curriculum Night</i>
<i>STEM Night</i>
<i>WPES Christmas Literacy Program</i>
<i>End of Year Success</i>

Analysis:

	HES	WPES	Combined
Number of Parents attending events	111	130	240
Number of 30 day Students	132	79	211

Results: **114%** 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 community 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.

Student Statement	HES	WPES
<i>I like the after school program.</i>	92%	95%
<i>I feel better about myself because of the program.</i>	92%	97%
<i>I have made new friends because of the program.</i>	96%	92%

Parent Statement	HES	WPES
<i>The program helps my child's reading improve.</i>	97%	92%
<i>The program helps my child's math improve.</i>	98%	92%

Teacher Statement	HES	WPES
<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>	99%	99%
<i>My students come to school motivated to learn.</i>	99%	99%
<i>My students get along well with other students.</i>	99%	96%

Additional Stakeholder Survey Feedback

HES

Quotes

“We get to go to PE and the computer lab.”

“Also, our mom and dad have to work.”

“We got our homework done!”

“We get to sing.”

“The only reason I don’t like to come here is that I can’t get outside at home.”
-3rd grade group

“It’s fun. It’s great. You get to eat food.”

“You get double PE – once in your regular class and then here.”

“We used to have art, but now they switched it to PE.”

“Sometimes your grandma or whoever you live with has to work, so you come here.”

“They help you with your homework.”

“My favorite part is PE ... and food!”

“We have an ice cream party this Thursday. It was Parents’ Homework. They filled out a form and returned it. We get a party!”

-2nd grade group

Photographs





WPES

Quotes

“I can do homework here and I get extra help. I like the music we have here – like 70s and 80s. I love nutrition. We plant stuff in the outside garden. PE – we have free time and also do laps with our friends.”

-5th grade girl

“I like it. You can do work here – like your homework.”

I like it because you get your work done fast.”

“When we finish our work, we go out PE – We can do laps first and then we play.”

“We play games like basketball.”

-Two 4th grade boys

Photographs





7. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Maintenance

The Walton County program has continually worked to develop 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:	HES, WPES	
CIS of Walton County	\$200	Supplies, coordination of services, mentors
FISH	\$8,450	Food/supplies for families and students (backpack buddies at \$5 each for 26 wks) and 65 kids
BOE		Costs that are not covered by 21st CCLC (Repair for Site Coord ipad)
Other	\$3,000	Local business partner supply donations, services, volunteers from churches,
Walton EMC	\$400	Shirts for Christmas Program and STEM materials
Pilot Club	\$240	Ice cream, Pizza, End of year celebration
John's Supermarket	\$70	Parent Night items
Quality Foods	\$100	Parent Night items
Lost Three Amigos	\$150	Food for parent night

Individuals	\$180	Decorations, student of the month, STEM items
<i>TOTAL</i>	\$12,790	

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

- ❖ 8 of 9 objectives were Met.
- ❖ Parent satisfaction was strong across all sites. 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.
- ❖ 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.
- ❖ The program had 100% class participation from teachers specific to Objective 6. Fantastic!
- ❖ WPES: 100% of teachers reported improved or maintained student behavior.
- ❖ Several program objectives were 100% and this is impressive. Program stakeholders should celebrate and share these results with invested parties.

Recommendations

1. All sites: Ensure that the **utilization of certified teachers** is considered when hiring after school staff in that their experience and academic expertise can complement reading and math needs. The Evaluator reports the percentage of certified teachers working in the after school program.
2. All sites: Specific to **professional development** planning/staff training, ensure that district and school specific training opportunities align with the Fall Professional Needs survey. Programs may also wish to share resources for professional development across sites. Continue to document all professional development.
3. 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.

4. 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.
5. 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.
6. The **objective** was not met specific to **ELA Milestones**. An in-depth review of ELA assessment content and sub-area content should be reviewed. Ideas for incorporating specific math content to address the assessment testing areas should be reviewed and incorporated, as appropriate. Collectively, the Program Director and Site Coordinators should work with regular school day ELA teachers to develop a plan for addressing assessment specifics in which the after school program can consistently address. Maintain appropriate documentation.

7. WPES: The **objective** was not met specific to **ELA Milestones**. Specifically, the site did not meet the target. An in-depth review of ELA assessment content and school day classroom/teacher recommendations should be scheduled in that content specific to each grade level be considered with after school activities. Maintain changes to ELA activities.
8. HES: The **objective** was not met specific to **Math Grades**. Specifically, the site did not meet the target. An in-depth review of math classroom content and school day classroom/teacher recommendations should be scheduled in that content specific to each grade level be considered with after school activities. Maintain changes.