

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

Subgrantee: Walton County Schools

Date: June 11, 2019

Sites: Bay Creek Elementary School and Loganville Middle 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:	186	Number:	257	Number:	215	Number:	10	Number:	130
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	11	Number:	9	Number:	1	Number:	1		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	32	Number:	66	Number:	48	Number:	13		
Regular Attendees without scores who took standardized test							Number:	0	
Regular Attendees who did not take standardized test							Number:	56	
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:	29	Number:	65	Number:	50	Number:	15		
Regular Attendees without scores who took standardized test							Number:	0	

Regular Attendees who did not take standardized test						Number:	56
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”
51	21	24	98	16	5
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”
48	27	38	74	15	13
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	96	23	95	20	111	16

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	
76	57	15	67	7	71	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	
215	66	54	86	51
6. Partners				
Number of Partners	Total Amount of Contributions			
11	\$3,270			



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

**2019
PROGRAM EVALUATION**

Bay Creek Elementary School
Loganville Middle 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

This is the program's completed its second year of operation specific to BCES; LMS has operated a program for several years under a previously funded grant award. Collectively, the two sites performed well. BCES had a Site Coordinator change and the position will filled by the regular school day counselor. This was a good fit for the school principal. Both sites had strong ADA, students registered, and 30+ day attendance. Respective to parent satisfaction, 100% at both sites were 'satisfied' with their child's after school program. This is commendable.

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

BCES: 136 registered

LMS: 121 registered

Regularly Participating Student Enrollment Per Site

BCES: 117 students

LMS: 98 students

Student Demographics Per Site

BCES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	3
Black or African American:	69
Hispanic or Latino:	24
Two or more races:	3
White:	17
Unknown:	1

Regularly Attending Students: By Gender

Male:	58 (50%)
Female:	59 (50%)

Regularly Attending Students: By Grade Level

Pre-K/K:	14
1 st Grade:	8
2 nd Grade:	18
3 rd Grade:	26
4 th Grade:	25
5 th Grade:	15
Unknown:	11

Number of Regularly Attending Students with Limited English Proficiency: 23

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 22

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

LMS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black or African American:	54
Hispanic or Latino:	9
Two or more races:	3
White:	31
Unknown:	0

Regularly Attending Students: By Gender

Male:	37 (38%)
Female:	61 (62%)

Regularly Attending Students: By Grade Level

6th Grade:	56
7th Grade:	26
8th Grade:	14
Not available:	2

Number of Regularly Attending Students with Limited English Proficiency: 1

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 23

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

Average Daily Attendance Per Site

BCES: 95 Youth

LMS: 63 Youth

Background Checks:

100% Current – 2019 - Confirmed

LMS

Staff:Student Ratio:

1:15 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:

14 Certified Teachers = 43%

Background Checks:

100% Current – 2019 – Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 55% of regularly attending students (those attending 30 or more days) Georgia Milestones EOGT eligible students will meet or exceed state standards on the EOGT – Math.

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>BCES</u>	<u>LMS</u>	<u>TOTAL</u>
Level 1: Beginning Learner	18	11	29
Level 2: Developing Learner	24	41	65
Level 3: Proficient Learner	22	28	50
Level 4: Distinguished Learner	5	10	15
Level 2-4 Total	51	79	130
Regularly Attending Students	117	98	215
No available scores	48	8	56
30 days students with scores	69	90	159
55% of students to pass objective	64	54	118
By site and total	74%	88%	

82% students Met or Exceeded the objective

Target: 55%

OBJECTIVE 1: **MET**

OBJECTIVE 2: 60% of regularly attending students (those attending 30 or more days) Georgia Milestones EOGT eligible students will meet or exceed state standards on the EOGT – ELA.

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>BCES</u>	<u>LMS</u>	<u>TOTAL</u>
Level 1: Beginning Learner	17	15	32
Level 2: Developing Learner	31	35	66
Level 3: Proficient Learner	14	34	48
Level 4: Distinguished Learner	7	6	13
Level 2-4 Total	52	75	127
Regularly Attending Students	117	98	215
No available scores	48	8	56
30 days students with scores	69	90	159
60% of students to pass objective	70	59	129
By Site and Total	75%	83%	

80% 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 from the fall to the 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>	BCES	LMS	SITES COMBINED
Increased Grade	53	15	68
No Change in Grade	3	2	5
Total Increase/No Change	56	17	73
Total Students	82	85	167
No Grades	35	13	48

Analysis: 56 / 82 = 68% BCES

 17 / 85 = 20% LMS

 73 / 167 = **44%** Combined Sites

 45% Target

OBJECTIVE 3: DID NOT MEET

OBJECTIVE 4: 45% of regularly attending students (those attending 30 or more days) will increase or maintain their numeric classroom ELA grades from the fall to the 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>	BCES	LMS	SITES COMBINED
Increased Grade	46	36	82
No Change in Grade	2	6	8
Total Increase/No Change	48	42	90
Total Students	79	85	164
No Grades	38	13	51

Analysis: 48 / 79 = 61% BCES
 42 / 85 = 49% LMS
 90 / 164 = **55%** 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		BCES	LMS
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	78%	86%
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	98%	97%
Teacher	<i>“He/she turns in homework on time.”</i>	97%	88%
Teacher	<i>“Completes homework to my satisfaction.”</i>	97%	88%
Average by Site		97%	88%

Results:

BCES	97% Improved/Maintained Homework Completion
LMS	88% Improved/Maintained Homework Completion
Combined Sites	92% Improved/Maintained Homework Completion
	75% Target
OBJECTIVE 5: MET	

Objective 6: 60% 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	BCES	LMS
<i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i>	94%	94%

Results:	BCES	94% Improved/Maintained Level of Classroom Participation
	LMS	94% Improved/Maintained Level of Classroom Participation
	Combined Sites	94% 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 maintain or improve behavior. A baseline will be established using behavior as noted in Infinite Campus and school day teacher reports. Progress will be monitored in IC database by day and program teachers, the Site Coordinators, the Project Director, and through staff and student surveys.

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.

BCES	83% self-reported Improved/Maintained Behavior
LMS	86% self-reported Improved/Maintained Behavior
Combined Average	84% 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.

BCES 100% reported "Satisfaction" with their child's program

LMS 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 participating students' family members will attend at least two parent night activities.

BCES
ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>Hispanic Heritage Showcase</i>
<i>Literacy Showcase Family Night</i>
<i>Parent University</i>
<i>End of Year Success</i>

LMS
ADULT FAMILY MEMBER ACTIVITIES

<i>Open House</i>
<i>Reverse College Fair</i>
<i>Leap Meet and Greet</i>
<i>Halloween STEM Bash</i>
<i>End of Year Success</i>

Analysis:

	BCES	LMS	Combined
Number of Parents attending events	55	75	130
Number of 30 day Students	117	98	215

Results: **60%** family members attending parent night activities

45% Target

OBJECTIVE 9: MET

OBJECTIVE 10: 50% of parents of regularly participating students will report that they have learned ways to help their student be more successful in school.

Parents were asked to complete surveys specific to their experience with the program and ways in which their involvement would help their child/ren. Parent responses targeted their child's behavior, reading, math, and homework needs. The following analysis averaged four survey questions to address this objective. Results are provided by site and then averaged to determine if the proposed objective was met.

Results:

BCES	97% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
LMS	92% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
Combined Average	94% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
	50% Target
	OBJECTIVE 10: MET

OBJECTIVE 11: Increased parent knowledge of program activities and opportunities for involvement.

The language of the awarded grant application did not include a percentage (%) targeting increased parent knowledge of program activities and opportunities for involvement. Therefore, this objective, as written was unable to be measured. As noted in the Common Data Elements form at the beginning of the report, this objective has been marked as “Other.” Additionally, the Evaluator has noted in the Recommendations section of this evaluation that this objective be edited to include a specific percentage (%) or be edited to address parent-specific elements of the program.

Unknown Target

OBJECTIVE 11: OTHER

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	BCES	LMS
<i>I like the after school program.</i>	88%	93%
<i>I feel better about myself because of the program.</i>	86%	93%
<i>I have made new friends because of the program.</i>	87%	98%

Parent Statement	BCES	LMS
<i>The program helps my child's reading improve.</i>	96%	87%
<i>The program helps my child's math improve.</i>	100%	94%

Teacher Statement	BCES	LMS
<i>My students volunteer more after going to the program.</i>	98%	94%
<i>My students who attend the program are attentive in class.</i>	87%	89%
<i>My students come to school motivated to learn.</i>	86%	88%
<i>My students get along well with other students.</i>	83%	91%

Additional Stakeholder Survey Feedback

BCES

Quotes

“Well, we go outside, play games, go to centers – legos and art. We do Chromebooks. We play ABCYA on the computer; it’s a reading and math game.”

-1st grade boy

“We get to play with the toys – the blocks.”

-Kindergarten boy

“They help me with my homework. And, at home, my mommy helps.”

-Kindergarten girl

“It’s awesome. We get to do fun projects. We did a marble project and did an egg drop thing.”

“We’re going to Summer Camp.”

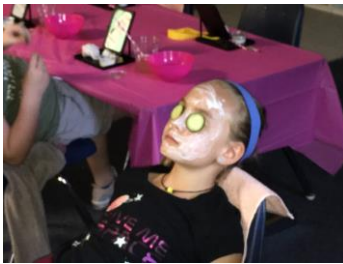
“And, we made a pot out of a bottle.”

“We study over our homework a lot – so we can get it memorized and stuff.”

“It’s a great thing! We do fun stuff. The snacks are great. We have PE, computer lab, recess, and homework help. We do that and then we go outside.”

-4th grade group of girls

Photographs





LMS

Quotes

“It’s nice. They help me with my homework and stuff.”

“You get to meet new people.”

“You get food!”

“My favorite is going outside – We play, talk, and do dances.”

“There’s a talent show coming up and we practice for it.”

“Academically, they teach us new stuff. Math stuff. Homework done and tutoring. They teach us about math like Keep, Change, and Flip with fractions.”

-6th-8th grade group

“You get to interact with people. Afterschool has more freedom. I need extra help with math. They do a good job. Especially with stuff from months ago. They really do a good job.”

-8th grade boy

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:	BCES, LMS	
Bethlehem AMC	\$100	Passes
CIS	\$1,130	Pizza, Chips, Food, Fieldtrip, Transportation, Guest speakers, catered meal/dinner
Day Staff Donation	\$360	Cupcakes for events, end of year celebration, supplies
Home Depot	\$300	Material for 2 wooden picnic tables
Individuals	\$750	Speakers, candy, soda, paper products, food
LHS JROTC	\$100	Assembly
Meat Market	\$100	End of Year Celebration
Souls 4 Christ	\$100	Food and paper products
Subway	\$150	Free Kids Meal Incentives for LEAP students
Walton Co 4-H	\$120	Budgeting Workshop
Walton County EMC	\$60	Power line Safety Demonstration
<i>TOTAL</i>	\$3,270	

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 11 objectives were Met. One (1) objective was unable to be measured (Other).
- ❖ Parent satisfaction was strong across all sites.
- ❖ Program sites had strong average daily attendance with 100%!
- ❖ 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.

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. 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. LMS: The **objective** was not met specific to **Math Grades**. Specifically, this 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. Site Coordinators should monitor fall numeric grades and spring progress reports for objective alignment.
7. Overall, Objective 3, **math classroom grades**, was not met. Collectively, the Program Director and Site Coordinators should work with regular school day math teachers to develop a plan for addressing classroom needs and expectations in which the after school program can consistently address. Documentation should be maintained and shared among program staff.
8. Objective 11 – As written and approved in the original grant, **Objective 11**, “Increased parent knowledge of program activities and opportunities for involvement,” fails to have a target percentage for measurement. Therefore, the objective is denoted as “Other” on the Common Data Elements chart and unmeasurable on the summative report. The Program Director should submit an amendment to address this objective and either delete the objective or develop a reasonable and measurable target percentage (i.e.: 50% of parents will ...) with a specific tool for measurement (i.e.: as measured by surveys). The Program Director should inform the Evaluator of the approved amendment and maintain documentation.