

## Georgia Department of Education 21<sup>st</sup> Century Community Learning Centers FY 19 Common Data Elements Form

**Subgrantee:** Walton County Schools

**Date:** June 1, 2019

**Sites:** Atha Road Elementary, Carver Middle, Youth Middle

<b>1. Attendance</b>									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend $\geq$ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	<b>245</b>	Number:	<b>482</b>	Number:	<b>370</b>	Number:	<b>13</b>	Number:	<b>269</b>
<b>2. Objectives</b>									
Total Objectives		Met		Not Met		Other			
Number:	<b>11</b>	Number:	<b>10</b>	Number:	<b>0</b>	Number:	<b>1</b>		
<b>3. Standardized Testing</b>									
<b>3A. English Language Arts – Regular Attendees Achievement Levels</b>									
Beginning		Developing		Proficient		Distinguished			
Number:	<b>94</b>	Number:	<b>111</b>	Number:	<b>84</b>	Number:	<b>16</b>		
Regular Attendees without scores who took standardized test						Number:	<b>0</b>		
Regular Attendees who did not take standardized test						Number:	<b>65</b>		
Retake Data (If applicable)						Number of Retakes:	<b>NA</b>		
Beginning		Developing		Proficient		Distinguished			
Number:	<b>NA</b>	Number:	<b>NA</b>	Number:	<b>NA</b>	Number:	<b>NA</b>		
<b>3B. Math – Regular Attendees Achievement Levels</b>									
Beginning		Developing		Proficient		Distinguished			
Number:	<b>66</b>	Number:	<b>108</b>	Number:	<b>99</b>	Number:	<b>32</b>		
Regular Attendees without scores who took standardized test						Number:	<b>0</b>		

Regular Attendees who did not take standardized test						Number:	65
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 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
<b>56</b>	<b>33</b>	<b>67</b>	<b>159</b>	<b>35</b>	<b>20</b>
Identify if subgrantee utilized numeric (preferred) or letter grades			<b>Numeric</b>		

##### 4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
<b>44</b>	<b>68</b>	<b>60</b>	<b>144</b>	<b>36</b>	<b>18</b>
Identify if subgrantee utilized numeric (preferred) or letter grades			<b>Numeric</b>		

#### 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	
<b>240</b>	<b>184</b>	<b>48</b>	<b>210</b>	<b>22</b>	<b>198</b>	<b>28</b>

##### 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	
<b>185</b>	<b>133</b>	<b>48</b>	<b>164</b>	<b>18</b>	<b>170</b>	<b>11</b>

##### 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	
386	115	127	186	97
6. Partners				
Number of Partners	Total Amount of Contributions			
29	\$12,771			



21<sup>st</sup> Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION  
Monroe, Georgia

**2019**  
**PROGRAM EVALUATION**

Atha Road Elementary School  
Carver Middle School  
Youth Middle School

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## Evaluator Certification

This certification confirms that program objectives were independently analyzed as part of 21<sup>st</sup> CCLC grant requirements for funding and continuation of funding. The External Evaluator's certification of Walton County Schools' 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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](http://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 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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**

The 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 21<sup>st</sup> CCLC expectations. This year, the program registered an impressive 482 youth and served 370 regularly. This far exceeds the 245 targeted number of students!

Over the last 8 years, the number of 30+ day students has been impressive and consistently exceeded the target number. Specifically,

YEAR	30+ day Students Served
2011-2012	<b>251</b>
2012-2013	<b>385</b>
2013-2014	<b>374</b>



2014-2015	<b>399</b>
2015-2016	<b>392</b>
2016-2017	<b>375</b>
2017-2018	<b>315</b>
2018-2019	<b>370</b>

Additionally, average daily attendance (ADA) has remained steady or increased over the last 8 years at ARES. At YMS, a Site Coordinator shift has resulted in an impressive gain and the team should be commended!

SITE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ARES	<b>88</b>	<b>99</b>	<b>124</b>	<b>120</b>	<b>96</b>	<b>102</b>	<b>104</b>	<b>86</b>
CMS	<b>72</b>	<b>108</b>	<b>115</b>	<b>99</b>	<b>89</b>	<b>85</b>	<b>87</b>	<b>69</b>
YMS	<b>0</b>	<b>50</b>	<b>50</b>	<b>69</b>	<b>86</b>	<b>88</b>	<b>41</b>	<b>92</b>

In terms of the parent/guardian voice in support of the program, feedback has been outstanding over the last 8 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,

SITE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ARES	<b>100%</b>	<b>95%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>98%</b>
CMS	<b>100%</b>	<b>96%</b>	<b>93%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>97%</b>	<b>100%</b>
YMS	<b>0%</b>	<b>89%</b>	<b>96%</b>	<b>100%</b>	<b>100%</b>	<b>98%</b>	<b>100%</b>	<b>95%</b>

## **2. STUDENT ATTENDANCE AND ENROLLMENT**

### **Total Student Enrollment Per Site**

**ARES:** 138 registered

**CMS:** 158 registered

**YMS:** 186 registered

### **Regularly Participating Student Enrollment Per Site**

**ARES:** 123 students

**CMS:** 108 students

**YMS:** 139 students

### **Student Demographics Per Site**

#### **ARES:**

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

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	61
Hispanic or Latino:	8
Two or more races:	8
White:	46
Unknown:	0

#### **Regularly Attending Students: By Gender**

Male:	54 (44%)
Female:	69 (56%)

#### **Regularly Attending Students: By Grade Level**

Pre-K/K:	4
1 <sup>st</sup> Grade:	23
2 <sup>nd</sup> Grade:	22
3 <sup>rd</sup> Grade:	26
4 <sup>th</sup> Grade:	23
5 <sup>th</sup> Grade:	25

**Number of Regularly Attending Students with Limited English Proficiency:** 3

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

**Number of Regularly Attending Students with Special Needs/Disabilities:** 14

**CMS:**

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

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	0
Black or African American:	68
Hispanic or Latino:	3
Two or more races:	6
White:	31
Unknown:	0

**Regularly Attending Students: By Gender**

Male:	52 (48%)
Female:	56 (52%)

**Regularly Attending Students: By Grade Level**

6th Grade:	32
7th Grade:	36
8th Grade:	40

**Number of Regularly Attending Students with Limited English Proficiency:** 0

**Number of Regularly Attending Students Eligible for Free/Reduced Lunch:** 19

**Number of Regularly Attending Students with Special Needs/Disabilities:** 13

**YMS:**

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

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black or African American:	38
Hispanic or Latino:	6
Two or more races:	3
White:	90
Unknown:	0

**Regularly Attending Students: By Gender**

Male: 67 (48%)  
 Female: 72 (52%)

**Regularly Attending Students: By Grade Level**

6th Grade: 42  
 7th Grade: 41  
 8th Grade: 41  
 Not Available: 15

**Number of Regularly Attending Students with Limited English Proficiency:** 0

**Number of Regularly Attending Students Eligible for Free/Reduced Lunch:** 31

**Number of Regularly Attending Students with Special Needs/Disabilities:** 11

**Average Daily Attendance Per Site**

**ARES:** 86 Youth

**CMS:** 69 Youth

**YMS:** 92 Youth

**3. PROGRAM OPERATION**

<b><u>SITE</u></b>	<b><u>School Year</u></b>			<b><u>Summer</u></b>		
	<b><u>Days Open per Week</u></b>	<b><u>Hours Open per Week</u></b>	<b><u>Weeks of Operation</u></b>	<b><u>Days Open per Week</u></b>	<b><u>Hours Open per Week</u></b>	<b><u>Weeks of Operation</u></b>
<b>ARES</b>	4	12	30	3	12	4
<b>CMS</b>	4	12	30	3	12	4
<b>YMS</b>	4	12	30	3	12	4

**4. QUALITY OF STAFFING**

**ARES**

**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:**

7 Certified Teachers = 27%

**Background Checks:**

100% Current – 2019 - Confirmed

**CMS****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:**

8 Certified Teachers = 53%

**Background Checks:**

100% Current – 2019 – Confirmed

**YMS**

**Staff:Student Ratio:**

1:15 Academic  
 1:15 Recreation  
 1:5 Tutoring

**Staff Training:**

Staff Training
<p>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 &amp; 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</p>

**Use of Certified Teachers:**

5 Certified Teachers = 35%

**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.

<b><u>MATH</u></b>	<b><u>ARES</u></b>	<b><u>CMS</u></b>	<b><u>YMS</u></b>	<b><u>TOTAL</u></b>
Level 1: Beginning Learner	20	25	21	66
Level 2: Developing Learner	22	38	48	108
Level 3: Proficient Learner	25	34	40	99
Level 4: Distinguished Learner	1	5	26	32

Level 2-4 Total	<b>48</b>	<b>77</b>	<b>114</b>	<b>239</b>
Regularly Attending Students	123	108	139	370
No available scores	55	6	4	65
30 days students with scores	<b>68</b>	<b>102</b>	<b>135</b>	<b>305</b>
55% of students to pass objective	37	60	76	173
By site and total	70%	75%	84%	

**78%** 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.

<b><u>ELA</u></b>	<b><u>ARES</u></b>	<b><u>CMS</u></b>	<b><u>YMS</u></b>	<b><u>TOTAL</u></b>
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Level 1: Beginning Learner	22	41	31	94
Level 2: Developing Learner	26	44	41	111
Level 3: Proficient Learner	18	16	50	84
Level 4: Distinguished Learner	2	1	13	16
Level 2-4 Total	<b>46</b>	<b>61</b>	<b>104</b>	<b>211</b>
Regularly Attending Students	123	108	139	370
No available scores	55	6	4	65
30 days students with scores	<b>68</b>	<b>102</b>	<b>135</b>	<b>305</b>
60% of students to pass objective	74	65	83	222
By Site and Total	68%	60%	77%	

**69%** 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 to determine if the objective was met.

<b><u>MATH</u></b>	<b>ARES</b>	<b>CMS</b>	<b>YMS</b>	<b>SITES COMBINED</b>
Increased Grade	53	49	65	167
No Change in Grade	11	3	14	28
<b>Total Increase/No Change</b>	<b>64</b>	<b>52</b>	<b>79</b>	<b>195</b>
<b>Total Students</b>	<b>105</b>	<b>92</b>	<b>129</b>	<b>326</b>
<b>No Grades</b>	18	16	10	44

Analysis:      64 / 105            =      61% ARES

                     52 / 92                =      56% CMS

                     79 / 129                =      61% YMS

                     195 / 326            =      **60%** 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 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 to determine if the objective was met.

<b><u>READING/LANGUAGE ARTS</u></b>	<b>ARES</b>	<b>CMS</b>	<b>YMS</b>	<b>SITES COMBINED</b>
Increased Grade	44	35	45	124
No Change in Grade	5	6	14	25
<b>Total Increase/No Change</b>	<b>49</b>	<b>41</b>	<b>59</b>	<b>149</b>
<b>Total Students</b>	<b>94</b>	<b>94</b>	<b>126</b>	<b>314</b>
<b>No Grades</b>	29	14	13	56

Analysis:      49 / 94            =      52% ARES

                     41 / 94                =      44% CMS

59 / 126 = 47% YMS  
149 / 314 = **47%** 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.

***“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES***

**By Student, Parent, and Regular School Day Teacher**

**Site Specific**

2018-2019				
Survey Question		ARES	CMS	YMS
Student	<i>"The program helps me complete and turn in my homework on time."</i>	<b>100%</b>	<b>92%</b>	<b>91%</b>
Parent	<i>"The program helps my child complete and turn in his/her homework on time."</i>	<b>99%</b>	<b>100%</b>	<b>95%</b>
Teacher	<i>"He/she turns in homework on time."</i>	<b>96%</b>	<b>90%</b>	<b>93%</b>
Teacher	<i>"Completes homework to my satisfaction."</i>	<b>96%</b>	<b>91%</b>	<b>93%</b>
Average by Site		<b>98%</b>	<b>93%</b>	<b>93%</b>

Results:

ARES            98% Improved/Maintained Homework Completion

CMS            93% Improved/Maintained Homework Completion

YMS            93% Improved/Maintained Homework Completion

Combined Sites

**95%** 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.

<b><i>“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES</i></b> <b>Regular Day Teacher Surveyed</b> <b>By Site</b> <b>2018-2019</b>			
<b>Survey Question</b>	<b>ARES</b>	<b>CMS</b>	<b>YMS</b>
<i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i>	<b>97%</b>	<b>92%</b>	<b>98%</b>

Results:       ARES       97% Improved/Maintained Level of Classroom Participation

                  CMS       92% Improved/Maintained Level of Classroom Participation

                  YMS       98% Improved/Maintained Level of Classroom Participation

          Combined Sites       **96%** 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.

<b>ARES</b>	100% self-reported Improved/Maintained Behavior
<b>CMS</b>	89% self-reported Improved/Maintained Behavior
<b>YMS</b>	95% self-reported Improved/Maintained Behavior
Combined Average	<b>95%</b> 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 21<sup>st</sup> 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.

<b>ARES</b>	98% reported "Satisfaction" with their child's program
<b>CMS</b>	100% reported "Satisfaction" with their child's program
<b>YMS</b>	95% reported "Satisfaction" with their child's program
Combined Average	<b>98%</b> 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.

<b>ARES</b>
<b>ADULT FAMILY MEMBER ACTIVITIES</b>
<i>Open House</i>
<i>Curriculum Night</i>
<i>Family Literacy Night</i>
<i>GA Milestones Night</i>
<i>Math &amp; Science Family Night</i>

<b>CMS</b>
<b>ADULT FAMILY MEMBER ACTIVITIES</b>
<i>Open House</i>
<i>Leap Reverse College Fair</i>
<i>Parent University-Being A Tech Savvy Parent</i>
<i>Parent University-Healthy Meals To Go</i>
<i>Parent University-How to Protect Your Children on the Internet</i>

<b>YMS</b>
<b>ADULT FAMILY MEMBER ACTIVITIES</b>
<i>Open House</i>
<i>Winter Family Literacy &amp; Fine Arts Exhibition</i>
<i>Literacy Showcase Family Night</i>
<i>Spring Family Literacy &amp; Fine Arts Exhibition</i>

Analysis:

	<b>ARES</b>	<b>CMS</b>	<b>YMS</b>	<b>Combined</b>
<b>Number of Parents attending events</b>	143	58	68	269
<b>Number of 30 day Students</b>	123	108	139	370

Results: **73%** 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:

<b>ARES</b>	98% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
<b>CMS</b>	97% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
<b>YMS</b>	90% reported satisfaction specific to behavior, reading, math, and homework needs/expectations



Combined Average    **95%** 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**

### **Stakeholders’ 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, 21<sup>st</sup> 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 4<sup>th</sup> graders. Students wrote letters with 4<sup>th</sup> 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, 21<sup>st</sup> 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 21<sup>st</sup> CCLC program!

CMS: A myriad of activities were captured this year, including an academic focus and counselor working closely with 7<sup>th</sup> and 8<sup>th</sup> 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 donated from the community 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 ensued 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.

<b>STUDENT Voice</b>			
<b>Statement</b>	<b>ARES</b>	<b>CMS</b>	<b>YMS</b>
<i>I like the after school program.</i>	<b>100%</b>	<b>91%</b>	<b>98%</b>
<i>I feel better about myself because of the program.</i>	<b>86%</b>	<b>88%</b>	<b>91%</b>
<i>I have made new friends because of the program.</i>	<b>89%</b>	<b>89%</b>	<b>93%</b>

<b>PARENT Voice</b>			
<b>Statement</b>	<b>ARES</b>	<b>CMS</b>	<b>YMS</b>
<i>The program helps my child's reading improve.</i>	<b>100%</b>	<b>96%</b>	<b>84%</b>
<i>The program helps my child's math improve.</i>	<b>100%</b>	<b>96%</b>	<b>86%</b>

TEACHER Voice			
Statement	ARES	CMS	YMS
<i>My students volunteer more after going to the program.</i>	<b>98%</b>	<b>92%</b>	<b>98%</b>
<i>My students who attend the program are attentive in class.</i>	<b>92%</b>	<b>92%</b>	<b>91%</b>
<i>My students come to school motivated to learn.</i>	<b>95%</b>	<b>91%</b>	<b>97%</b>
<i>My students get along well with other students.</i>	<b>91%</b>	<b>94%</b>	<b>93%</b>

## **Additional Stakeholder Survey Feedback**

### **ARES**

#### **Quotes**

*“It’s good. We get homework done. I get our homework done first and talk to our friends that are not in our class.”*

*“We get to see teachers and do centers. Computers, lego blocks, reading, and math puzzles.”*

*“I like Bingo and building games.”*

*“We go outside.”*

*-1<sup>st</sup> grade group*

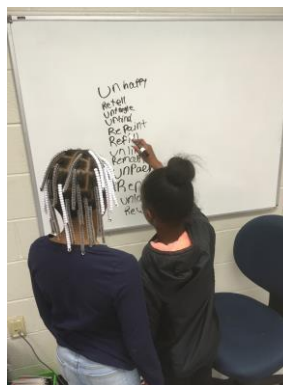
*“I like how they help us with life and brick stuff if needed.”*

*“I like STEM – we do activities. We get to help the younger kids with it. We all do.”*

*“We learn, do activities like STEM, drama, art, and going outside.”*

*-5<sup>th</sup> grade group*

#### **Photographs**





## CMS

### Quotes

*"I like LEAP. I can spend time with my friends."*

*"I actually like it, but there are some people here who are really annoying."*

*"It helps me with my grades. My grades when I'm in LEAP go up. If I don't go on a regular basis, they go down."*

*"I like to go outside."*

*"We do our work and we do projects. Like the College Project. You pick a college. They give you posterboard. It's pretty fun."*

*"Riding the LEAP bus is like riding the regular bus."*

*-Group of 7<sup>th</sup>/8<sup>th</sup> grade girls*

*"I like going outside. And, doing our homework. That's why I come here – to go outside and do work."*

*"It's alright. Some kids don't like to listen."*

*"My mom works, so I come here."*

*"I come to LEAP to get help with my homework. They help me with Social Studies and Science. Some of my friends can help me, too."*

*-Group of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade boys*

## **Photographs**







## YMS

### Quotes

*"It's great. I like Dungeons and Dragons, writing prompts, and mostly cooking. I come here all week. I have old and new friends. I make new ones that I didn't know. I also came here in the 6<sup>th</sup> and 7<sup>th</sup> grades. Enrichments are my favorite."*

*-8<sup>th</sup> grade boy*

*"Here you have time to socialize, eat, and do different stuff. We come for Drama. We really like Drama. Right now we're working on the Fairytale Courtroom."*

*-6<sup>th</sup>-8<sup>th</sup> grade group of girls*

*"We get to meet new people, do enrichments, and do my homework. In PE, my favorite, I like Basketball."*

*"It helps me get my math and ELA work done and my grades have gone up."*

*"I get my homework done, especially math."*

*-7<sup>th</sup> and 8<sup>th</sup> grade girls*

### 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 21<sup>st</sup> 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.

<b>DIRECT SERVICE PARTNERS:</b>	<b>ARES, CMS, YMS</b>	
CIS of Walton County	\$2,775	Supplies, coordination of services, PBIS incentives, food for cooking groups
Breanna Lewis	\$120	Office help based on 6 hr wkly @ \$10 per hr for 2 wks/by 1 quarters
Casey Kozozemski	\$35	Cupcake supplies and decorating items for enrichment
Checkers	\$70	Donation of 35 meals @ \$2 each for grade incentives.
Dana Landy (SC)	\$350	Costs that are not covered by 21st CCLC (incentives, LEAP celebrations, miscellaneous supplies)
Danielle Parks	\$36	Candy for grade incentives

Debbie Byrd	\$140	Soccer balls
Deborah Walker	\$150	Volunteer Hours
Eli Fenn	\$150	Pop-up Soccer Goals, Storage containers
FISH	\$4,410	Food/supplies for families and students (backpack buddies at \$5 each for wks)
Graham Fenn	\$1,100	Instruction based on 5 hr wkly @ \$25 per hr for 8 wks/by 2 quarters, Books
Grant Parker	\$50	Receiver gloves for Flag Football enrichment
LEAP Teachers/Instructors	\$250	Costs that are not covered by 21st CCLC (incentives, LEAP celebrations, miscellaneous supplies)
Lesa Dowdy	\$20	Food Supplies for Classroom Learning Activities and Celebrations.
Madison Kor	\$500	Local business partner supply donations, services, volunteers
Mary Ann Lisle	\$650	STEM Project Supplies, Art Supplies and Food Items
Nancy Akin	\$50	Dock dogs demonstration based on 2 hrs @ \$25 per hour
Nancy Williams	\$25	Supplies to lead ice cream enrichment
Nicholas Baynes	\$600	Instruction based on 6 hr wkly @ \$10 per hr for 6 wks/by 2 quarters
Other	\$30	Volunteer self-defense instructor based on 1 hr/day x 2 classes @ \$15 per hour
Rene Thompson	\$10	Food, Serving Supplies for Holiday and End of Year Celebration. Also purchased paper products.
Rhonda Stephens	\$10	Food Supplies for Holiday Celebration
Tally Fischer	\$60	Scripts, Dice
Tishia Fenn	\$60	First Aid Supplies (Amazon Receipt)
Walnut Grove High School	\$320	8 used football jerseys at \$40 each
Walton Co. K-9 unit	\$100	Instruction based on 2 hrs @ \$25 per hr times 2 instructors
Walton Co. Sheriff Unit	\$50	Hispanic Heritage Month presentation based on 2

		hrs @ \$25 per hour
Walton Co. Traffic Unit	\$100	Traffic Safety Instruction based on 2 hrs @ \$25 per hr times 2 instructors
Youth Middle School	\$550	Used P.E. Supplies donated: Hockey sticks, basketballs, soccer balls, frisbees,
<b><i>TOTAL</i></b>	<b>\$12,771</b>	

## **8. OVERAL 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,

<b>Element</b>	<b>Standard</b>	<b>Program Alignment</b>
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 <sup>st</sup> 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**

- ❖ 10 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.
- ❖ 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.
- ❖ Objectives specific to homework, classroom participation, and student behavior yielded strong outcomes.
- ❖ 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 demonstrated strong student, teacher, and parent/guardian feedback about homework completion and timeliness.

- ❖ 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.
- ❖ ARES Parent/Guardian feedback was impressive specific to assistance with their child's reading and math needs.
- ❖ ARES: This site had 100% for improved student behavior. Excellent!
- ❖ CMS: A strong 100% of parents were satisfied with the program. Good job.
- ❖ ARES had strong parent participation.
- ❖ Math Milestones were Met this year. The program struggled last year. Fantastic work!
- ❖ Classroom math grade-related objectives were Met this year compared to last year's challenge. Commendable.

### **Recommendations**

1. CMS: The site did not meet the target goal specific to **ELA classroom grades**. A discussion with regular school day teachers should be scheduled to discuss ELA strategies. Maintain documentation of related activities.
2. 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.

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 21<sup>st</sup> 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, 21<sup>st</sup> 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.