



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 11, 2019

Sites: Walnut Grove Elementary School and Walnut Grove High School

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	150	Number:	376	Number:	264	Number:	10	Number:	193
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	9	Number:	9	Number:	0	Number:	0	Number:	0
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	22	Number:	37	Number:	50	Number:	25	Number:	0
Regular Attendees without scores who took standardized test							Number:	0	
Regular Attendees who did not take standardized test							Number:	130	
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:	11	Number:	42	19	51	Number:	19		
Regular Attendees without scores who took standardized test							Number:	0	

Regular Attendees who did not take standardized test					Number:	141	
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
92	26	14	114	11	7
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
84	27	22	117	8	6
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	
188	158	28	173	12	181	7

5B. Parent Surveys

Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
128	101	26	117	7	125	3

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	
264	114	104	113	125
6. Partners				
Number of Partners	Total Amount of Contributions			
12	\$1,989			



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2019
PROGRAM EVALUATION

Walnut Grove Elementary School
Walnut Grove High School

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Evaluator Certification

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

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

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

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

Thank you.

Donna Van Natten

Dr. Donna Van Natten
Accountability Measures, LLC

1. OVERVIEW AND HISTORY

General Overview

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

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

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

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

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

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

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

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

History of Previous Operation

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

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

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

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

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

Program Progress and Growth over the Past Years of Operation

Both sites have worked diligently to meet and exceed their proposed objectives. Additionally, the program has made consistent gains to serve students more than 30 days (regular) as defined by 21st CCLC expectations. This year, the program served 264 youth during after school on a regular basis and should be celebrated. This far exceeds the 150 targeted number of students and was a significant 50 student increase from last year!

Over the last 8 years, the number of 30+ days has been impressive and consistently exceeded the target number. This year the program made impressive gains for serving students more than 30 days. Excellent!

YEAR	# Students Served
2011-2012	251
2012-2013	385
2013-2014	374
2014-2015	399
2015-2016	392
2016-2017	375
2017-2018	210
2018-2019	264

The parent/guardian voice in support of the program has been outstanding over the last 8 years. Annual confidential surveys have consistently demonstrated positive program satisfaction by parents/families. Staff 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
WGES	100%	95%	100%	100%	100%	100%	99%	100%
WGHS	100%	96%	93%	100%	100%	100%	100%	100%

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

WGES: 210 registered

WGHS: 166 registered

Regularly Participating Student Enrollment Per Site

WGES: 195 students

WGHS: 69 students

Student Demographics Per Site

WGES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black or African American:	13
Hispanic or Latino:	12
Two or more races:	5
White:	164
Unknown:	0

Regularly Attending Students: By Gender

Male:	90 (46%)
Female:	105 (54%)

Regularly Attending Students: By Grade Level

Pre-K/K:	29
1 st Grade:	25
2 nd Grade:	32
3 rd Grade:	31
4 th Grade:	32
5 th Grade:	29
Not Available:	17

Number of Regularly Attending Students with Limited English Proficiency: 8

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 43

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

WGHS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black or African American:	21
Hispanic or Latino:	2
Two or more races:	3

White: 41
 Unknown: 0

Regularly Attending Students: By Gender

Male: 30 (43%)
 Female: 39 (57%)

Regularly Attending Students: By Grade Level

9th Grade: 13
 10th Grade: 23
 11th Grade: 24
 12th Grade: 9

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 24

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

Average Daily Attendance Per Site

WGES: 152 Youth

WGHS: 37 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>
WGES	4	12	30	3	12	4
WGHS	4	12	30	5	20	4

4. QUALITY OF STAFFING

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:

5 Certified Teachers = 58%

Background Checks:

100% Current – 2019 – Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 55% of regularly attending (those attending 30 or more days) EOG eligible students will meet or exceed state standards on EOG math (for high school students, the EOC math will be used as the measure).

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>WGES</u>	<u>WGHS</u>	<u>TOTAL</u>
Level 1: Beginning Learner	6	5	11
Level 2: Developing Learner	32	10	42
Level 3: Proficient Learner	45	6	51
Level 4: Distinguished Learner	6	13	19
Level 2-4 Total	83	29	112
Regularly Attending Students	195	69	264
No available scores	106	35	141
30 days students with scores	89	34	123
55% of students to pass objective	107	37	145
By site and total	93%	85%	

91% students Met or Exceeded the objective

Target: 55%

OBJECTIVE 1: **MET**

OBJECTIVE 2: 60% of regularly attending (those attending 30 or more days) EOG eligible students will meet or exceed state standards on EOG reading (for high school students, the EOC English will be used as the measure).

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>WGES</u>	<u>WGHS</u>	<u>TOTAL</u>
Level 1: Beginning Learner	15	7	22
Level 2: Developing Learner	31	6	37
Level 3: Proficient Learner	34	16	50
Level 4: Distinguished Learner	9	16	25
Level 2-4 Total	74	38	112
Regularly Attending Students	195	69	264
No available scores	106	24	130
30 days students with scores	89	45	134
60% of students to pass objective	117	41	158
By Site and Total	83%	84%	

84% students Met or Exceeded the objective

Target: 60%

OBJECTIVE 2: **MET**

OBJECTIVE 3: 55% of regularly attending (those attending 30 or more days) students 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

grade increases and no changes per site and then combined in order to determine if the objective was met.

<u>READING/LANGUAGE ARTS</u>	WGES	WGHS	SITES COMBINED
Increased Grade	64	19	83
No Change in Grade	13	5	18
Total Increase/No Change	77	24	101
Total Students	135	41	176
No Grades	60	28	88

Analysis: 77 / 135 = 57% WGES
 24 / 41 = 58% WGHS
 101 / 176 = **57%** Combined Sites
 45% Target

OBJECTIVE 4: MET

OBJECTIVE 5: 75% of regularly attending students (those who attend 30 or more days) in need of homework improvement, will improve their homework completion, as measured by surveys.

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		WGES	WGHS
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	98%	100%
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	96%	97%
Teacher	<i>“He/she turns in homework on time.”</i>	96%	99%
Teacher	<i>“Completes homework to my satisfaction.”</i>	97%	99%
Average by Site		96%	99%

Results:

WGES 96% Improved/Maintained Homework Completion

WGHS 99% Improved/Maintained Homework Completion

Combined Sites

98% Improved/Maintained Homework Completion

OBJECTIVE 6: MET

OBJECTIVE 7: 75% of regularly attending students (those who attend 30 or more days) will self-report they have maintained or improved their behavior, as measured by 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.

WGES	99% self-reported Improved/Maintained Behavior
WGHS	100% self-reported Improved/Maintained Behavior
Combined Average	100% self-reported Improved/Maintained Behavior
	76% Target

OBJECTIVE 7: MET

OBJECTIVE 8: 83% of parents of regularly attending students (those who attend 30 or more days) will report they are satisfied with program, as measured by surveys.

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.

WGES	100% reported "Satisfaction" with their child's program
WGHS	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 one parent event, as evidenced by sign in sheets.

WGES
ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>Leap Into Learning Literacy Night</i>
<i>Family Literacy Night</i>
<i>Leap Into Winter Break Literacy Night</i>
<i>Literacy Night</i>

WGHS
ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>Parent Orientation</i>
<i>Curriculum Night</i>
<i>9th Grade Orientation</i>
<i>Literacy Showcase Family Night</i>

Analysis:

	WGES	WGHS	Combined
Number of Parents attending events	128	65	193
Number of 30 day Students	195	69	264

Results: **73%** family members attending parent night activities
45% Target

OBJECTIVE 9: MET

6. OTHER OBSERVATIONS

Stakeholder's Luncheon

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

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

Student Statement	WGES	WGHS
<i>I like the after school program.</i>	100%	100%
<i>I feel better about myself because of the program.</i>	93%	97%
<i>I have made new friends because of the program.</i>	93%	97%

Parent Statement	WGES	WGHS
<i>The program helps my child's reading improve.</i>	91%	100%
<i>The program helps my child's math improve.</i>	93%	100%

Teacher Statement	WGES	WGHS
<i>My students volunteer more after going to the program.</i>	97%	99%
<i>My students who attend the program are attentive in class.</i>	97%	99%
<i>My students come to school motivated to learn.</i>	96%	99%
<i>My students get along well with other students.</i>	95%	100%

Additional Stakeholder Survey Feedback

WGES

Quotes

"I get to play with my friends, and they help me with my homework."

"Outside is my favorite part and so are the clubs. In clubs, we do arts and crafts, board games, legos, and computers."

"In morning care, we do reading and may also go on the computers. Nitro Time teaches you how to type – you race and type at the same time."

"On Fridays, we get Doritos. During birthdays, we might get cupcakes. The teachers bring them for everybody."

-3rd grade girls

"We get to finish our homework and then go outside. We make new friends. Then we have no homework when we go home."

"I like snacks, too."

"The teachers are fun."

"We socialize more with our friends afterschool."

“Everything is my favorite part! I also like the quiet time to get homework done.”

-4th grade group

Photographs





Social Media



WGHS

Quotes

“We like it. They’ve added Dance and Step. I can stay for tutoring if I have a class need.”

“We get to meet new people and bond.”

“We get to interact with the school day at Pep Rallies with our Dance and Step teams. The whole school was there.”

“Our favorite part I think is that you have something t do. If we were at home, we’d watch TV, sleep, and eat.”

“It’s different here!”

-9th-12th grade group of girls

Photographs





7. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Maintenance

The Walton County program has continually worked to developed health student-centered partnerships on behalf of its after school programs for both children and their families. On average, more than 1,000 students are served during out of school time hours with academic, enrichment, and support opportunities. Communities in Schools is both the County's co-

applicant and strong partner in terms of personnel, materials, and on-going support. The Partnership for Families, Children and Youth Collaborative (made up of 70+ community organizations) and FISH (Faith in Serving Humanity) continue to be strong sustaining partners in this work.

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

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

Contributions to the Program

Respective of Walton County's five 21st CCLC grant award programs, the Program Director, with her Site Coordinator team, was charged with maintaining and increasing, as required, contributions to the program. Walton County stakeholders should be proud of their continued commitment to after school operations serving hundreds annually and thousands for more than ten years!

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

DIRECT SERVICE PARTNERS:	WGES, WGHS	
Parent Donation	\$20	Candy for rewards for LEAP students
CIS of Walton County	\$74	Food supplies for Parent Orientation
Discount Meat Market	\$150	End of the Year celebration
FISH	\$440	Treats for Thursdays, End of year celebration
Graham Finn	\$120	Office help based on 6 hr wkly @ \$10 per hr for 2 wks/by 1 quarters
Kathy Ellington	\$30	Multi Game Set
Malcomb and Malcomb	\$200	End of the Year celebration
Marie Smith	\$25	Sugar, vanilla Cupcake making materials
Parent Donation	\$110	Candy for rewards for LEAP students, art
Tom Evans	\$70	Pizza Day Party
Wendy Bear State Farm	\$200	Food, paper, celebration, events
Youth Middle School	\$550	Used P.E. Supplies donated: Hockey sticks, basketballs, soccer balls, frisbees,
TOTAL	\$1,989	

8. OVERALL RECOMMENDATIONS

As part of operating a quality out of school time program, Walton County has continuously sought to improve its activities for all students and their families. Below is a chart with the 9 Elements of ASYD Quality Standards. Each site met and/or exceeded addressing principles of each element. The sites targeted Element 2 this school year by intentionally linking activities with the regular school day through academics, homework, parent involvement, and strengthening school administration/teacher relationships.

Specifically,

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

Highlights & Celebrations

- ❖ 9 of 9 objectives were Met. Fantastic!!

- ❖ Parent satisfaction was strong across all sites with 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 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.
- ❖ WGHS: 100% of teachers indicated improved student behavior. This is commendable!

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.