

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



Georgia Department of Education 21st Century Community Learning Centers FY 18 Common Data Elements Form

Subgrantee: Walton County Schools

Date: June 12, 2018

Sites: Bay Creek Elementary School and Loganville Middle 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:	186	Number:	225	Number:	213	Number:	10	Number:	363
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:	44	Number:	56	Number:	39	Number:	5		
Regular Attendees without scores who took standardized test							Number:	0	
Regular Attendees who did not take standardized test							Number:	69	
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:	39	Number:	57	Number:	39	Number:	9		
Regular Attendees without scores who took standardized test							Number:	0	

Regular Attendees who did not take standardized test					Number:	69	
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”
65	26	52	49	17	4
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”
56	17	73	46	13	8
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	
148	102	32	121	12	113	17

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	
45	33	12	40	5	45	0

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	
205	18	65	45	56
6. Partners				
Number of Partners	Total Amount of Contributions			
7	\$3,060			



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

**2018
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

In 2018, approximately 41,000 children were enrolled in a Georgia 21st CCLC program via federally-funded support. However, even with multimillion-dollar funding, almost 600,000 K-12 Georgia youth were waiting for an available program and, of concern, more than 315,000 youth were left alone and unsupervised after school. With current funding, though, support enabled more than Georgia 282,000 students to receive vital academic and enrichment-based services. Sadly though, 3 out of every 5 applications were not funded.

The State also collected feedback from a variety of stakeholders committed to after school programming. Parent support was strong and confirmed that:

- ✓ 88% of parents supported public funding for after school.
- ✓ 78% stated that after school helps parents keep their jobs
- ✓ 59% believed that after school excites kids about learning
- ✓ 70% felt that after school reduced the likelihood that kids would engage in risky behavior

These statistics were powerful affirmations about the impact of after school for children and their families. Additionally, Afterschool Alliance, and partner, research confirmed the fact that after school programs “kept children safe, inspired learning, and helped working families” across the country. Research also confirmed that 1 in 5 children were alone and unsupervised from 3PM – 6 PM. While parents were at work, children needed and deserved a safe and enriching place to flourish, receive nourishment, and build healthy relationships. 21st CCLC programs do just that as documented by student feedback. As evidenced by the Afterschool Alliance (2018), regularly participating students (30+ day of attendance):

- ✓ Developed social skills

- ✓ Were excited about learning
- ✓ Improved work habits and grades
- ✓ Improved school day attendance
- ✓ Had higher graduation rates
- ✓ Explored career paths and gained workforce skills

In the average Georgia classroom, 65% of students improved their homework completion and class participation. 57% of students improved their behavior in class, and almost half have improved their math and reading grades. This, without a doubt, is powerful for every youth. 59% of Georgia parents also agreed that their child's after school program excited them about learning.

Impressively, a 2017 Georgia Department of Education report on the 21st CCLC program found that 75% of youth who regularly attended a program improved or maintained passing grades in math (76%) and reading (76%). Specific to program satisfaction, 95% of parents and 87% of students reported satisfaction. Georgia parent feedback also found that:

- ✓ 8 in 10 Georgia afterschool programs gave them peace of mind and helped them keep their jobs
- ✓ 7 in 10 Georgia parents believed afterschool reduced the likelihood that kids would engage in risky behaviors
- ✓ 88% of Georgia parents supported public funding for afterschool programs

Statewide, 238 communities were served with 21st CCLC support during the regular school year and during summer programming. Partner support was also strong with \$67,000 (average) support contributed to each funded entity. From 2006 to 2010, more than one billion partner contributions were contributed to these important programs.

Numerous fact sheets and reports confirmed the need for out-of-school time programs for Georgia (all) youth. Data confirmed that after school programs promoted healthy eating and physical activity while improving academics and classroom behaviors.

Specific to rural communities, the number of rural children taking part continued to grow; however, a large number were still unable to participate due to funding demands. The overall request of programs specifically came from minority and low-income families and participation was strong. Research also confirmed that parents in rural communities valued the role that after school played for both children and their families. This was confirmed in Walton County, as well, through small group interviews and annual surveys.

Stakeholders know that after school programs help youth reach their potential and parents stated that affordability, availability accessibility, and knowledge of programs remained critical for participation. As confirmed by the Rural Communities Report, “support is very strong for increased investment in after school programs serving rural communities, to ensure that all children have the supports they need to thrive in school and beyond.” This is the case for Georgia families and youth, as well.

History of Previous Operation

Starting with 2 sites in 2002, the school system currently operates 11 programs in elementary, middle and high schools throughout the county. Walton County’s 15+-year history with out of school time programs has yielded consistently strong results in terms of academic, behavior, and family successes. On average, Walton County serves approximately 1,000 students per day with before and after school opportunities.

Each site has continued to document impressive student gains, parent/guardian involvement, meaningful teacher input, and stakeholder perspectives. Partnerships and resource contributions have remained steady and grown over a decade of operations. Bus transportation has remained a part of every site operating budget; thereby, consistently eliminating a barrier to access for hundreds of Walton County families.

Leadership throughout the program has remained consistent. The Program Director, a seasoned professional with the 21st CCLC program in Walton County, led the program this year with unwavering commitment.

Program Progress and Growth over the Past Years of Operation

This is the program’s first year of operation specific to BCES; LMS has operated a program for several years under a previously funded grant award. Therefore, program progress and growth over the part years of operation will be addressed in Year 2 (2018-2019).

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

BCES: 135 registered

LMS: 90 registered

Regularly Participating Student Enrollment Per Site

BCES: 135 students

LMS: 78 students

Student Demographics Per Site

BCES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black or African American:	67
Hispanic or Latino:	21
Two or more races:	15
White:	29
Unknown:	1

Regularly Attending Students: By Gender

Male:	80 (59%)
Female:	55 (41%)

Regularly Attending Students: By Grade Level

Pre-K/K:	10
1 st Grade:	15
2 nd Grade:	22
3 rd Grade:	30
4 th Grade:	27
5 th Grade:	24

Number of Regularly Attending Students with Limited English Proficiency: 1

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 75

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

LMS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	0

Black or African American: 35
 Hispanic or Latino: 6
 Two or more races: 7
 White: 28
 Unknown: 0

Regularly Attending Students: By Gender

Male: 35 (45%)
 Female: 43 (55%)

Regularly Attending Students: By Grade Level

6th Grade: 33
 7th Grade: 19
 8th Grade: 26

Number of Regularly Attending Students with Limited English Proficiency: 2

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 32

Number of Regularly Attending Students with Special Needs/Disabilities: 7

Average Daily Attendance Per Site

BCES: 97 Youth

LMS: 67 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>
BCES	4	12	30	3	12	4
LMS	4	12	30	3	12	4

21st CCLC administration training (by State 21st CCLC)
Afterschool Youth Development (ASYD) Elements 1-9
Data Collection (by State 21st CCLC)
Internet security
Leadership
PBIS (positive behavior intervention & support)
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)
Site Coordinator training
Student engagement through technology
You for Youth 21st Century training - various topics for afterschool programming

Use of Certified Teachers:

14 Certified Teachers = 56%

Background Checks:

100% Current – 2018 – 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 2018 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	23	16	39
Level 2: Developing Learner	27	30	57
Level 3: Proficient Learner	20	19	39
Level 4: Distinguished Learner	4	5	9
Level 2-4 Total	51	54	105
Regularly Attending Students	135	78	213
No available scores	61	8	69
30 days students with scores	74	70	144
55% of students to pass objective	41	38	79
By site and total	69%	77%	

73% 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 2018 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	28	16	44
Level 2: Developing Learner	22	34	56
Level 3: Proficient Learner	21	18	39
Level 4: Distinguished Learner	3	2	5
Level 2-4 Total	46	54	100
Regularly Attending Students	135	78	213
No available scores	61	8	69
30 days students with scores	74	70	144
60% of students to pass objective	44	42	86
By Site and Total	62%	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 in order to determine if the objective was met.

<u>MATH</u>	BCES	LMS	SITES COMBINED
Increased Grade	17	19	36
No Change in Grade	5	3	8
Total Increase/No Change	22	22	44
Total Students	96	61	157
No Grades	39	17	56

Analysis: 22 / 96 = 23% BCES
 22 / 61 = 36% LMS
 44 / 157 = **28%** 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

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			
2017-2018			
Survey Question		BCES	LMS
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	94%	91%
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	100%	100%
Teacher	<i>“He/she turns in homework on time.”</i>	85%	88%
Teacher	<i>“Completes homework to my satisfaction.”</i>	97%	89%
Average by Site		94%	92%

Results:

BCES 94% Improved/Maintained Homework Completion

LMS 92% Improved/Maintained Homework Completion

Combined Sites

93% 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.

“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES		
Regular Day Teacher Surveyed		
By Site		
2017-2018		
Survey Question	BCES	LMS
<i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i>	91%	93%

Results: ARES 91% Improved/Maintained Level of Classroom Participation

 CMS 93% Improved/Maintained Level of Classroom Participation

 Combined Sites **92%** 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	95% self-reported Improved/Maintained Behavior
LMS	91% self-reported Improved/Maintained Behavior
Combined Average	93% 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
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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.

ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>Curriculum Night</i>
<i>Literacy Night</i>
<i>21st Century Parent University</i>
<i>End of Year Success</i>

Analysis:

	BCES	LMS	Combined
Number of Parents attending events	227	136	363
Number of 30 day Students	135	78	213

Results: **100+%** 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	100% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
LMS	100% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
Combined Average	100% 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

During the spring of each school year, the External Evaluator hosts a luncheon in which all 11 after school sites in 21st CCLC-funded Walton County receive funds for services. Attendees include parents, students, school administrators, volunteers, partners, regular school day and after school staff members, and program support staff. In order to reduce the ‘silo effect’ all too common between after school programs, this opportunity brings sites together to share highlights, new ideas, challenges, and successes.

In its 6th year, the event was well received, and sites were eager to visit, have lunch, and learn from each other. All sites were represented, and lunch was provided by program partners, including FISH and the Partnership. The program’s Program Director was present and engaging in addition to school leadership and partner engagement.

Highlights and feedback from the luncheon included strong support at each site. Specifically:

1. LMS: New and exciting student activities included art, Step team, and chorus. The school’s principal shared his support for the program and parental present was strong.

2. BCES: A December student event highlighting reading was shared in addition to the program's passion for reading. Attendees included a volunteer, retired teacher, and program staff confirming their commitment to science, arts and crafts, mentoring, and drama activities liked by all students.
3. LMS: Fresh student activities included life skills, drama, pottery, and nutrition with strong high school youth feedback!
4. BCES: This program also served students before school with impressive attendance. Increasing grades have been the focus this school year, per the SC and her team.
5. ARES: Two parents and bus drivers shared their appreciation of the program and its impact on their family and work lives. Administrative support was also present.
6. CMS: Life Skills Day was a highlight into addition to the many laughs surrounding the need for hygiene classes. Students were also presented with Crash Dynamics, a popular and well-attended driving skills activity. Adults also shared their commitment to the program as well as Communities in Schools' partnership for helping youth.
7. YMS: Nutrition and life skills activities were detailed in addition to college and career activities thoroughly enjoyed by students at the middle grade level.
8. BCES: A first year-funded program, the Site Coordinator and her team were enthusiastic and detailed program components. The site had strong administrative support.
9. LMS: The team highlighted program details and its desire to learn more. This opportunity provided time for middle school programs (and others) to discuss activities, challenges, and successes.

10. HES: The team expressed their desire to continue to build a strong connection with regular school day teachers. The school’s principal and parents were enthusiastic about sharing the program’s safe and loving environment. Details about a Step class coming to them from the high school (student team) was well-received by students!
11. WPES: The school principal detailed the program’s approach to servant leadership and respect of the regular school day teachers in that these programs worked well together. Piano and nutrition were highlighted as well as the program’s partner, the Pilot Club. The team shared details about the site’s great chorus program.

Student, Parent, and Teacher Feedback

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

Statement	BCES	LMS
<i>I like the after school program.</i>	96%	91%
<i>I feel better about myself because of the program.</i>	86%	87%
<i>I have made new friends because of the program.</i>	83%	98%

Statement	BCES	LMS
<i>The program helps my child’s reading improve.</i>	100%	100%
<i>The program helps my child’s math improve.</i>	100%	100%

Statement	BCES	LMS
<i>My students volunteer more after going to the program.</i>	95%	95%
<i>My students who attend the program are attentive in class.</i>	74%	88%
<i>My students come to school motivated to learn.</i>	76%	84%
<i>My students get along well with other students.</i>	73%	94%

Additional Stakeholder Survey Feedback

BCES

Quotes

“Thumbs up. We get to do centers – we play, work on homework, and recess.” - K boy
“I like it. Sometimes we go on fieldtrips or they come to us. We did one fieldtrip. They help us with homework. We do centers, play outside, get snacks, sometimes extra recess and watch movies. Sometimes thought, I get home late, and I don’t like that. Other days, I get checked out.” - 1st grade girl

“I never check out. We get food and I like coming here. We get to do a lot of stuff and help us with our homework. And, our spelling words and sight words. Sometimes we do musical chairs. They also read to us. Sometimes we get to read to the whole class. Movies are only on Thursdays. Fridays – Halleluiah!” - 1st grade boy

“He’s getting better in math. We started five months ago. Reading is also much better. We love that he’s learning to play the piano. If he keeps going, we are going to get a piano for him. He does sports and the two work well together. At 6 PM, we go to his sports, so it works perfect for us.” - 2nd grade Dad

Photographs





LMS

Quotes

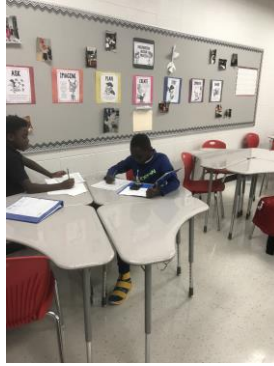
“I love it. This is where I got all my friends from. We do so many fun activities that you think and wish a school would let you do. For kids that don’t have gym during the regular day, after school is great. I went from Bs to As and the teachers are really helpful. Good stuff here. I’ve made some of the best memories here. When your teacher gives you a good report, you feel rewarded. I also like career day because it helps you with your future. We’ve formed a bond with the teachers. We also have bonded with our friends. The program provides friendly faces in the hallways. Without LEAP, we would not have each other since we don’t have class together during the school day. Also, the stress is gone since you can go home and relax because you get your homework done here.” - Group of 8th grade girls

“It’s fun. We get to hang out. I also get homework help. I like when we go outside.” - 8th grade boy

“I get help with my math and get to see my friends. I like classroom time and doing my homework.” - 8th grade boy

Photographs





7. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Maintenance

The Walton County 21st CCLC program has continually worked to developed health student-centered partnerships on behalf of its after school programs for both children and their families. As with previous year, approximately 1,000 Walton County K-12 students are served during out of school time hours with academic, enrichment, and support opportunities during the summer and school year.

Unwavering commitment levels with FISH, a food-based partner, fill enormous 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. Providing food and supplies for students and family members was also a part of their involvement and they should be commended. Also, the Partnership, school system, and local businesses are strong sustaining partners in this work.

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	DESCRIPTION
Individual	\$150	Nutritional taste testing
Individuals	\$180	Career fair judges
CIS of Walton County	\$1000	Food and drink, supplies, instruction
Individual	\$670	Arts, craft, sports equipment, games, supplies, food and drinks
Vendors	\$560	Food and drinks for celebration
BCES PTO	\$250	Games, puzzles, jump ropes, basketballs
Lowe’s	\$250	Picnic table
TOTAL	\$3060	

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 will be conducting the assessment and implementation of action plans for Element 2 and Element 5 during the 2018-2019 school year.

Specifically,

Element	Standard	Program Alignment
1	Programming & Youth	Offered project-based and hands-on activities frequently. Included opportunities for reflection and critical thinking.

	Development	
2	Linkages with the School Day	Offered daily academic support, including homework time.
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.
5	Health & Well Being	Students engaged in physical fitness and health activities. Snacks were provided daily. Parental involvement was encouraged.
6	Staffing & Professional Development	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.
- ❖ The program has done a stellar 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.
- ❖ Student feedback about the after school program, feelings of self-worth, and making new friends was splendid at all sites.
- ❖ Parent/Guardian feedback was consistently strong specific to assistance with their child's reading and math needs.
- ❖ BCES: 100% of parents stated that their child turned in their homework on time with the help of the program.
- ❖ BCES and LMS: 100% of parents at both programs indicated that their child's reading and math improved because of the program. Fantastic!
- ❖ Several program objectives were 100% which should be celebrated. Program stakeholders should be commended for exceeding target objectives specific to 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. The Site Coordinator may also wish to speak with

respective school administrators to include additional opportunities for parent activities at school events. Maintain sign-in rosters and agendas as part of after school requirements. The Evaluator will report on adult family member activities as part of annual evaluation activities.

6. BCES and LMS: The **objective** was not met specific to **Math Grades**. Specifically, these sites 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. LMS: The **objective** was not met specific to **ELA Grades**. Specifically, the site did not meet the target. An in-depth review of math content and school day classroom/teacher recommendations should be scheduled in that content specific to each grade level be considered with after school activities. The Site Coordinator should monitor fall numeric grades and spring progress reports for objective alignment.
9. 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.