



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: Monroe Elementary School and Monroe Area 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:	175	Number:	295	Number:	204	Number:	10	Number:	377
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	9	Number:	8	Number:	1	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	38	Number:	40	Number:	25	Number:	9		
Regular Attendees without scores who took standardized test							Number:	0	
Regular Attendees who did not take standardized test							Number:	92	
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:	34	Number:	38	Number:	27	Number:	9		
Regular Attendees without scores who took standardized test							Number:	0	

Regular Attendees who did not take standardized test					Number:	96	
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”
38	44	28	72	15	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	“A” or “B”	“C”	“D” or “F”
43	48	33	55	17	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	
131	91	24	109	18	107	9

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	
54	36	15	43	7	48	5

5C. Regular School Day Teacher Surveys

Number of Teacher Surveys	Behavior	Homework Completion
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Completed	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve
Number	Number		Number	
128	43	31	68	11
6. Partners				
Number of Partners	Total Amount of Contributions			
10	\$25,350			



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2018
PROGRAM EVALUATION

Monroe Elementary School
Monroe Area 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

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

All 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 204 youth during after school on a regular basis and should be celebrated. Over the last 6 years, the number of 30+ days has been impressive and consistently exceeded the target number. This year, due in part to critical staff (Site Coordinator) changes, the number of youth declined, but still exceeded the program’s target number of 175 youth.

YEAR	# 30 day Students Served
2011-2012	251
2012-2013	385
2013-2014	374
2014-2015	399
2015-2016	392
2016-2017	375
2017-2018	295

The parent/guardian voice in support of the program has been outstanding over the last 5 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
MES	100%	95%	100%	100%	100%	100%	97%
MAHS	100%	96%	93%	100%	100%	100%	100%

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

MES: 135 registered

MAHS: 160 registered

Regularly Participating Student Enrollment Per Site

MES: 128 students

MAHS: 76 students

Student Demographics Per Site

MES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native: 0
 Asian/Pacific Islander: 2
 Black or African American: 76
 Hispanic or Latino: 4

Two or more races:	8
White:	38
Unknown:	0

Regularly Attending Students: By Gender

Male:	66 (52%)
Female:	62 (48%)

Regularly Attending Students: By Grade Level

Pre-K/K:	2
1 st Grade:	19
2 nd Grade:	19
3 rd Grade:	30
4 th Grade:	29
5 th Grade:	29

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 79

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

MAHS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	43
Hispanic or Latino:	0
Two or more races:	3
White:	30
Unknown:	0

Regularly Attending Students: By Gender

Male:	30 (39%)
Female:	46 (61%)

Regularly Attending Students: By Grade Level

9th Grade:	10
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10th Grade: 26
 11th Grade: 23
 12th Grade: 17

Number of Regularly Attending Students with Limited English Proficiency: 1

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 35

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

Average Daily Attendance Per Site

MES: 89 Youth

MAHS: 41 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>
MES	4	12	30	3	12	4
MAHS	4	12	30	5	15	4

4. QUALITY OF STAFFING

MES

Staff:Student Ratio: 1:10 Academic
 1:15 Recreation
 1:5 Tutoring

Staff Training:

<u>Staff Training</u>
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
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Use of Certified Teachers:

10 Certified Teachers = 43%

Background Checks:

100% Current – 2018 - Confirmed

MAHS

<u>Staff:Student Ratio:</u>	1:10 Academic 1:15 Recreation 1:5 Tutoring
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Staff Training:

Staff Training
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

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Use of Certified Teachers:

19 Certified Teachers = 79%

Background Checks:

100% Current – 2018 – Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 55% of regularly attending students (those attending 30 or more days) EOGT/EOCT eligible students will meet or exceed state standards EOGT math for elementary students and EOCT math for high school students.

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>MES</u>	<u>MAHS</u>	<u>TOTAL</u>
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Level 1: Beginning Learner	23	11	34
Level 2: Developing Learner	30	8	38
Level 3: Proficient Learner	21	6	27
Level 4: Distinguished Learner	6	3	9
Level 2-4 Total	57	17	74
Regularly Attending Students	128	76	204
No available scores	48	48	96
30 days students with scores	80	28	108
55% of students to pass objective	44	15	59
By site and total	71%	61%	

68% students Met or Exceeded the objective

Target: 55%

OBJECTIVE 1: **MET**

OBJECTIVE 2: 60% of regularly attending students (those attending 30 or more days) EOGT/EOCT eligible students will meet or exceed state standards EOGT reading for elementary students and EOCT English for high school students.

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>MES</u>	<u>MAHS</u>	<u>TOTAL</u>
Level 1: Beginning Learner	26	12	38
Level 2: Developing Learner	32	8	40
Level 3: Proficient Learner	17	8	25
Level 4: Distinguished Learner	5	4	9
Level 2-4 Total	54	20	74
Regularly Attending Students	128	76	204
No available scores	48	44	92
30 days students with scores	80	32	112
60% of students to pass objective	48	19	67
By Site and Total	68%	62%	

66% 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 fall to spring.

The Evaluator reviewed fall and spring numeric grades to determine if the proposed objective was met. Specific to each site, the following tables capture increases and decreases in math grades relative to the length of time a student has participated in the after school program. Specific to the objective, the following table denotes classroom grade increases and no changes per site and then combined in order to determine if the objective was met.

<u>MATH</u>	<u>MES</u>	<u>MAHS</u>	<u>SITES</u>
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			COMBINED
Increased Grade	53	32	85
No Change in Grade	9	5	14
Total Increase/No Change	62	37	99
Total Students	110	76	186
No Grades	48	39	87

Analysis: 62 / 110 = 56% MES
37 / 76 = 49% MAHS
99 / 186 = **35%** Combined Sites
55% 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 fall to spring.

The Evaluator reviewed fall and spring data specific to numeric grading to determine if the proposed objective was met. Specific to each site, the following tables capture increases and decreases in reading/language arts grades relative to the length of time a student has participated in the after school program. Specific to the objective, the following table denotes classroom grade increases and no changes per site and then combined in order to determine if the objective was met.

<u>READING/LANGUAGE ARTS</u>	MES	MAHS	SITES COMBINED
Increased Grade	53	38	91
No Change in Grade	6	6	12
Total Increase/No Change	59	44	103
Total Students	128	76	204

No Grades	69	32	101
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Analysis: 59 / 128 = 46% MES
 44 / 76 = 58% MAHS
 103 / 204 = **50%** 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			
2017-2018			
Survey Question		MES	MAHS
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	95%	100%
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	89%	100%
Teacher	<i>“He/she turns in homework on time.”</i>	97%	97%
Teacher	<i>“Completes homework to my satisfaction.”</i>	98%	100%
Average by Site		95%	99%

Results:

MES 95% Improved/Maintained Homework Completion

MAHS 99% Improved/Maintained Homework Completion

Combined Sites

97% Improved/Maintained Homework Completion

75% Target

OBJECTIVE 5: MET

Objective 6: 75% of regularly attending (those attending 30 or more days) students in need of improving their classroom participation will increase their level of classroom participation.

Regular day classroom teachers of students participating in the program (at least 30 days) were asked the extent to which their students attending the after school program had shown improvement in or maintained their classroom participation.

Additional survey questions related to classroom activities (student volunteering, regular class attendance, and attentiveness in class) were also analyzed. Findings are provided in subsequent sections of this report.

<i>“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES</i> Regular Day Teacher Surveyed By Site 2017-2018		
Survey Question	MES	MAHS
<i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i>	99%	97%

Results:	ARES	99% Improved/Maintained Level of Classroom Participation
	CMS	97% Improved/Maintained Level of Classroom Participation
	Combined Sites	98% Improved/Maintained Level of Classroom Participation
		75% Target

OBJECTIVE 6: MET

<u>OBJECTIVE 7: 75% of regularly attending (those attending 30 or more days) students will self-report they have maintained or improved classroom behavior.</u>
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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.

MES	85% self-reported Improved/Maintained Behavior
MAHS	92% self-reported Improved/Maintained Behavior
Combined Average	88% 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.

MES	97% reported "Satisfaction" with their child's program
MAHS	100% reported "Satisfaction" with their child's program
Combined Average	98% reported "Satisfaction" with their child's program
	85% Target

OBJECTIVE 8: MET

OBJECTIVE 9: 45% of regularly participating students' family members will attend at

least one parent/family involvement activity.

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:

	MES	MAHS	Combined
Number of Parents attending events	217	160	377
Number of 30 day Students	128	76	204

Results: **100+%** family members attending parent night activities

45% Target

OBJECTIVE 9: MET

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. MAHS: 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. MES: 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. MAHS: Fresh student activities included life skills, drama, pottery, and nutrition with strong high school youth feedback!
4. MES: 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	MES	MAHS
<i>I like the after school program.</i>	85%	92%
<i>I feel better about myself because of the program.</i>	90%	97%
<i>I have made new friends because of the program.</i>	81%	97%

Statement	MES	MAHS
<i>The program helps my child's reading improve.</i>	89%	100%
<i>The program helps my child's math improve.</i>	97%	100%

Statement	MES	MAHS
<i>My students volunteer more after going to the program.</i>	99%	100%
<i>My students who attend the program are attentive in class.</i>	97%	100%
<i>My students come to school motivated to learn.</i>	97%	90%
<i>My students get along well with other students.</i>	96%	97%

Additional Stakeholder Survey Feedback

MES

Quotes

"It's the best program ever and everyone should stay in it – the teachers and my friends. They're always teaching us in a cool way. They give examples. It's stuff we've never learned. We also have help from the LEAP staff. We also get food and drinks and backpack buddies. My favorite parts are the enrichments – dance, gym, and ball time. I like dance. I like computers. On my bus, we get a prize every Tuesday for being good. I get to bring my doll – it's something for me to squoosh. They also teach us games like four square and a spelling bee things and hopscotch. Games help us learn self-control. We also had an ice cream party – no, an ice cream social. And, if you come every day, you get a popsicle at the end of the month." - Group of 4th graders

"It's good because I like people helping me with my homework. And, we go to the gym. All of grown-ups help s with homework. My favorite part is enrichments – I like gym. The snacks are good. Snack is our choice if we want it or not. Why can't we come on Fridays? Maybe because we don't have homework – only reading. Sometimes we play tag outside and we play kickball and hide and go seek. Or, shadow tag. On Thursdays, we get basketball." - Group of 3rd graders

Photographs



MAHS

Quotes

“It’s cool. We get transportation. Without transportation, I couldn’t do my clubs I’m in 5 different clubs and we didn’t have them last year. I am in art and Beta. I’m in STEM. We also have a Step Team and art club. I also go to tutoring every week. It’s good. If I need it, I stay for extra assistance and they help us. This has helped with my grades. It’s also created friendships. I’ve a lot of people through 21st Century. It’d be nice to have different snacks and drinks.” - Group of 10th grade girls

“I think it’s helpful. Making sure my classwork is done – I’m in credit recovery. I’m also in Manga club – it’s video games, Japanese art. I’m also in career club where different people come and talk. I want to be a Marine. And working with animals and then becoming a vet with a 20-year Marine career. I like the new break times. We get to move around more. We go to the inner courtyard and play around. It’s better.” - 12th grade girl

“It’s going well with a new SC in place. Better now and we finally understand the program’s expectations. The kids like it and it’s organized.” - School administration

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	MES MAHS	DESCRIPTION
CIS of Walton County	\$500	Supplies, coordination of services, mentors
Individuals	\$1400	7 guest motivational speakers throughout the school year
FISH	\$20,000	Food/supplies for families and students \$5 per child (100 per week for 30 weeks)
CIS	\$20	Refreshments
Individual	\$2300	Program enrichment activity sessions
MAHS	\$50	Refreshments for activity
MES	\$200	End of year pizza party
Volunteer	\$200	Drama teacher 2 days per week
Teacher donations	\$200	Mentor luncheon program and class t-shirts
Magic Show	\$480	Vendor show for 80 students
TOTAL	\$25350	

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 implemented the assessment process for Element 2 2016-2017 and implemented the action plan in 2017-2018.

Specifically,

Element	Standard	Program Alignment
1	Programming & Youth 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.
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

- ❖ 8 of 9 objectives were Met.
- ❖ 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.
- ❖ MAHS had a high percentage of certified teachers working in the program.
- ❖ MAHS: 100% of teachers stated that their students were more attentive in class and volunteered more due in part to the program. Fantastic!
- ❖ MAHS: 100% of parents indicated that their children's reading and math grades have improved with the help of the program. Noteworthy!

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. MAHS: The **objective** was not met specific to **Math 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.
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.