



**Georgia Department of Education
21st Century Community Learning Centers
FY 20 Common Data Elements Form**



Subgrantee: Walton County Schools		Date: June 15, 2020	
Schools: ARES, CMS, YMS			
1. Attendance			
Total Number of Students Targeted	Registered Students	Regular Attendees (attend ≥ 30 days)	Total Number of Parent Opportunities
Number: 252	Number: 417	Number: 282	Number: 9
2. Objectives			
Total Objectives	Met	Not Met	Other
Number: 11	Number: 7	Number: 1	Number: 3
3. Standardized Testing			
3A. English Language Arts – Regular Attendees Achievement Levels			
Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
Regular Attendees without scores who took standardized test			Number:
Regular Attendees who did not take standardized test			Number:
Retake Data (If applicable)			Number of Retakes:
Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
3B. Math – Regular Attendees Achievement Levels			
Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
Regular Attendees without scores who took standardized test			Number:
Regular Attendees who did not take standardized test			Number:
Retake Data (If applicable)			Number of Retakes:
Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
4. Report Card Grades			
4A. English Language Arts – Regular Attendees			
Regular Attendees without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year
Number	Number	Number	"A" or "B"
44	57	75	76
			"C"
			19
			"D" or "F"
			11
Identify if subgrantee utilized numeric (preferred) or letter grades		Numeric	
4B. Math – Regular Attendees			
Regular Attendees without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year
Number	Number	Number	"A" or "B"
43	50	76	77
			"C"
			23
			"D" or "F"
			13
Identify if subgrantee utilized numeric (preferred) or letter grades		Numeric	
5. Surveys			
5A. Student Surveys			
Number of Student Surveys Completed	Behavior		Homework Completion
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree
Number	Number	Number	Satisfaction
140	103	20	Strongly/ Somewhat Agree
		Neither Agree nor Disagree	Number
		121	14
		110	14
5B. Parent Surveys			
Number of Parent Surveys Completed	Behavior		Homework Completion
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree
Number	Number	Number	Satisfaction
64	54	8	Strongly/ Somewhat Agree
		Neither Agree nor Disagree	Number
		57	4
		57	7
5C. Regular School Day Teacher Surveys			
Number of Teacher Surveys Completed	Behavior		Homework Completion
	Significant/ Moderate/ Slight Improvement	No Need to Improve	Significant/ Moderate/ Slight Improvement
Number	Number	Number	No Need to Improve
282	63	130	128
		88	
6. Partners			
Number of Partners	Total Amount of Contributions		
12	\$65,781		



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2020
PROGRAM EVALUATION

Atha Road Elementary School
Carver Middle School
Youth Middle School

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Evaluator Certification

This certification confirms that program objectives were independently analyzed as part of 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 is 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 were collected, and confidentiality 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

It goes without saying that the 2019-2020 school year for all American after school programs has been a challenge due to COVID-19. The ability to serve students during out of school time has changed significantly given the ceasing of traditional school in March 2020 and leaping to online video platforms. However, after school programs still must provide quality and enriching opportunities for youth to learn and thrive. According to afterschoolalliance.org, afterschool remains in high demand between the hours of 3 and 6 pm for thousands of families. Over the last 10 years, participation has consistently increased such that 10.2 million children (18%) participate nationally. Yet, there are more than 11 million children without supervision between the hours of 3 and 6 pm. The unmet demand for afterschool programs continues to escalate. Specifically, for every child in a program, there are two waiting to get in. Continued barriers to participation include cost and lack of a safe way to come and go (transportation) for low-income households.

In Georgia, the Department of Education and Division of Family and Children Services fund hundreds of afterschool and youth development programs. These vital programs impact 57,000+ Pre-K - 12 youth in 68 counties. Yet, 66 of 159 Georgia counties do have not any state funded programs (afterschool.org).

With continued funding and efforts to ensure that 21st CCLC monies remain in the federal budget, Georgia's young people will experience short and long-term gains. Quality programs, like 21st CCLC funded out-of-school time (before and after school and summer), help children close the achievement gap in reading/ELA and math, improve individual wellness, gain confidence and self-efficacy, and help parents become more informed and less stressed. Out-of-

school safe, healthy, and quality programs have a proven track record for helping Georgia's youth succeed in school, careers, and life. Building awareness and support remain top priorities for advocates in childcare.

History of Previous Operation

For approximately 15 years, the Walton County School System served, on average, 1000 students daily through 10-14 school-based site programs, including elementary, middle, and high schools scattered throughout Walton County. Last year, Walton County programs had an average daily attendance of 818 students with more than 975 attending 30 days or more. Impacting the lives of hundreds of families on a daily basis is critical for changing the trajectory of lives for both students and their families in Walton County.

The program's history had been led by competent, commitment leaders eager to see the 21st CCLC thrive and school level support has been consistent. Many staff members and certified teachers have worked in various programs for years.

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.

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.

Even through the global pandemic, each program worked diligently to serve students and assist with spring academics to ensure that learning losses were minimal during turbulent times. The

program should be commended for its continued efforts to address academics, whole child development, and family dynamics with sustainable partners who share the mission of the 21st CCLC program.

Program Progress and Growth over the Past Years of Operation

The sites have worked diligently to meet and exceed their proposed objectives. Additionally, the program has made consistent gains to serve students more than 30 days (regular) as defined by 21st CCLC expectations. This year, the program registered an impressive 417 youth and served 282 regularly. This far exceeded the 252 targeted number of students!

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

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	315
2018-2019	370
2019-2020	282

Additionally, average daily attendance (ADA) has remained steady or increased over the last 9 years at ARES and CMS. At YMS, a Site Coordinator shift has resulted in an impressive gain and the team should be commended!

SITE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
ARES	88	99	124	120	96	102	104	86	95
CMS	72	108	115	99	89	85	87	69	117
YMS	0	50	50	69	86	88	41	92	70

In terms of the parent/guardian voice in support of the program, feedback has been outstanding over the last 9 years. Annual confidential surveys have consistently demonstrated positive program satisfaction by parents/families. Those working with parents should be praised for their ability to “satisfy” parents during after school hours. Specifically,

SITE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
ARES	100%	95%	100%	100%	100%	100%	100%	98%	100%
CMS	100%	96%	93%	100%	100%	100%	97%	100%	100%
YMS	0%	89%	96%	100%	100%	98%	100%	95%	100%

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

ARES: 126 registered
CMS: 194 registered
YMS: 87 registered

Regularly Participating Student Enrollment Per Site

ARES: 95 students
CMS: 116 students
YMS: 70 students

Student Demographics Per Site

ARES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native: 0

Asian/Pacific Islander:	0
Black or African American:	40
Hispanic or Latino:	12
Two or more races:	9
White:	34
Unknown:	0

Regularly Attending Students: By Gender

Male:	51 (54%)
Female:	44 (46%)

Regularly Attending Students: By Grade Level

Pre-K/K:	0
1 st Grade:	19
2 nd Grade:	24
3 rd Grade:	22
4 th Grade:	20
5 th Grade:	10

Number of Regularly Attending Students with Limited English Proficiency: 7

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 60

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

CMS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	1
Black or African American:	71
Hispanic or Latino:	2
Two or more races:	8
White:	33
Unknown:	0

Regularly Attending Students: By Gender

Male:	57 (49%)
Female:	60 (51%)

Regularly Attending Students: By Grade Level

6th Grade: 46
7th Grade: 43
8th Grade: 28

Number of Regularly Attending Students with Limited English Proficiency: 1

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 108

Number of Regularly Attending Students with Special Needs/Disabilities: 17

YMS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black or African American: 17
Hispanic or Latino: 5
Two or more races: 3
White: 45
Unknown: 0

Regularly Attending Students: By Gender

Male: 22 (31%)
Female: 48 (69%)

Regularly Attending Students: By Grade Level

6th Grade: 28
7th Grade: 32
8th Grade: 10

Number of Regularly Attending Students with Limited English Proficiency: 2

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 42

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

Average Daily Attendance Per Site

ARES: 73 Youth

CMS: 89 Youth

YMS: 61 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>
ARES	4	12	24	3	12	4
CMS	4	12	24	3	12	4
YMS	4	12	24	3	12	4

4. QUALITY OF STAFFING

ARES

Staff:Student Ratio: 1:15 Academic
1:15 Enrichment
1:5 Tutoring

Staff Training:

Staff Training
Walton County 21st Century Community Learning Centers After School Youth Development Training Safety Drills Training Brown Bag Lunch(Educational Research) Mental Health Training CPR Training School Safety Training with Leap Staff Brown Bag in Winder, GA Supporting Staff and Families During School Closure webinar Georgia Statewide After School Network (Virtual and In Person Ice Breakers Y4Y Literacy: An In-Depth Expedition, Webinar #3: Who's Coming Along? Y4Y Literacy: An In-Depth Expedition, Webinar #4

Y4Y STEM in Summer Learning Webinar
 Zoom Back to Basics
 Trail of Tiers - Social and Emotional Learning
 Positive Discipline
 Brain Rules #4 - Stressed Brains Don't Learn the Same Way
 Strong Communities through Social Emotional Learning
 Suicide Protocols
 Technology Cyber Safety
 Staff Performance Management
 Afterschool Youth Development Standards
 Student Recruitment and Retention Strategies
 Staff Handbooks
 Monitoring
 21st CCLC Brown Bags
 Safe Schools Training (health emergencies, school violence, bullying, sexual harassment,
 mandated reporter, de-escalation strategies, sports, and playground safety, FERPA)

Background Checks:

100% Current – 2020 - Confirmed

CMS

Staff:Student Ratio: 1:15 Academic
 1:15 Enrichment
 1:5 Tutoring

Staff Training:

Staff Training
Trail of Tiers - Social and Emotional Learning Positive Discipline Brain Rules #4 - Stressed Brains Don't Learn the Same Way Strong Communities through Social Emotional Learning Suicide Protocols Technology Cyber Safety Staff Performance Management Afterschool Youth Development Standards Student Recruitment and Retention Strategies Staff Handbooks Monitoring

<p>21st CCLC Brown Bags Safe Schools Training (health emergencies, school violence, bullying, sexual harassment, mandated reporter, de-escalation strategies, sports, and playground safety, FERPA)</p>
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Background Checks:

100% Current – 2020 – Confirmed

YMS

Staff:Student Ratio:

1:15 Academic
 1:15 Enrichment
 1:5 Tutoring

Staff Training:

Staff Training
<p>STEAM Leadership Conference You for Youth Webinar Series: Literacy – An In-Depth Expedition Who’s Coming Along? Partnerships Enjoy the Amazing Journey: Successful Literacy in Action STEM in Summer Learning Trail of Tiers - Social and Emotional Learning Positive Discipline Brain Rules #4 - Stressed Brains Don't Learn the Same Way Strong Communities through Social Emotional Learning Suicide Protocols Technology Cyber Safety Staff Performance Management Afterschool Youth Development Standards Student Recruitment and Retention Strategies Staff Handbooks Monitoring 21st CCLC Brown Bags Safe Schools Training (health emergencies, school violence, bullying, sexual harassment, mandated reporter, de-escalation strategies, sports, and playground safety, FERPA)</p>

Background Checks:

100% Current – 2020 – 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.

Due to the global pandemic, the Georgia Department of Education, under the request of the State School Superintendent, requested mandated state testing be suspended. The US Department of Education confirmed that Georgia could bypass all testing requirements included in the Every Student Succeeds Act for the current academic year. As a result of this statewide act, the Evaluator was unable to analyze Georgia Milestones data specific to this objective. Per Georgia Department of Education guidance, the objective will be deemed “Other” as it is unmeasurable this academic year (Spring 2020) through no fault of the subgrantee.

NA% students Met or Exceeded the objective

55% Target

OBJECTIVE 1: **OTHER**

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.

Due to the global pandemic, the Georgia Department of Education, under the request of the State School Superintendent, requested mandated state testing be suspended. The US Department of Education confirmed that Georgia could bypass all testing requirements included in the Every Student Succeeds Act for the current academic year. As a result of this statewide act, the Evaluator was unable to analyze Georgia Milestones data specific to this objective. Per Georgia Department of Education guidance, the objective will be deemed “Other” as it is unmeasurable this academic year (Spring 2020) through no fault of the subgrantee.

NA% students Met or Exceeded the objective

60% Target

OBJECTIVE 2: OTHER

OBJECTIVE 3: 55% of regularly attending students (those attending 30 or more days) will increase or maintain their numeric classroom math grades from the fall to the spring.

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

<u>MATH</u>	ARES	CMS	YMS	SITES COMBINED
Increased Grade	35	42	23	100
No Change in Grade	3	8	4	15

Total Increase/No Change	38	50	27	115
Students with grades	72	110	57	239
No Grades	23	7	13	43
30 day students - Total	95	117	70	282

Analysis: 38 / 72 = 53% ARES

50 / 110 = 45% CMS

27 / 57 = 47% YMS

115 / 239 = **48%** 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 from the fall to the spring.

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

<u>READING/LANGUAGE ARTS</u>	ARES	CMS	YMS	SITES COMBINED
Increased Grade	31	49	27	107
No Change in Grade	0	3	6	9
Total Increase/No Change	31	52	33	116
Students with grades	71	110	57	238
No Grades	24	7	13	44
30 day students - Total	95	117	70	282

Analysis: 31 / 71 = 44% ARES
52 / 110 = 47% CMS
33 / 57 = 58% YMS
116 / 238 = **49%** 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 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.

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.

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				
2019-2020				
Survey Question		ARES	CMS	YMS
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	93%	83%	100%
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	97%	100%	93%
Teacher	<i>“He/she turns in homework on time.”</i>	97%	92%	81%
Teacher	<i>“Completes homework to my satisfaction.”</i>	99%	91%	81%
Average by Site		97%	92%	89%

Results:

ARES 97% Improved/Maintained Homework Completion

CMS 92% Improved/Maintained Homework Completion

YMS 89% 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.

<i>“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES</i> Regular Day Teacher Surveyed By Site 2019-2020			
Survey Question	ARES	CMS	YMS
<i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i>	96%	91%	89%

- Results: ARES 96% Improved/Maintained Level of Classroom Participation
- CMS 91% Improved/Maintained Level of Classroom Participation
- YMS 89% 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.

ARES	88% self-reported Improved/Maintained Behavior
CMS	83% self-reported Improved/Maintained Behavior
YMS	96% self-reported Improved/Maintained Behavior
Combined Average	89% self-reported Improved/Maintained Behavior
	75% 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.

ARES	100% reported "Satisfaction" with their child's program
CMS	100% reported "Satisfaction" with their child's program

YMS 100% reported “Satisfaction” with their child’s program

Combined Average **100%** reported “Satisfaction” with their child’s program

83% Target

OBJECTIVE 8: MET

OBJECTIVE 9: 45% of participating students’ family members will attend at least two parent night activities.

ARES
ADULT FAMILY MEMBER ACTIVITIES
<i>Family Literacy Night</i>
<i>Math and Science Family Night</i>
<i>Arts and Crafts Showcase</i>

CMS
ADULT FAMILY MEMBER ACTIVITIES
<i>Open House</i>
<i>Showcase</i>
<i>Student/Parent Success Expo</i>

YMS
ADULT FAMILY MEMBER ACTIVITIES
<i>Family Night: Drama – Willy Wonka, Jr.</i>
<i>Student Success Parent Class</i>
<i>Student/Parent Success Expo</i>

Analysis:

	ARES	CMS	YMS	Combined
Number of Parents attending events	61	102	101	264
Number of 30 day Students	95	117	70	282

Results: **94%** 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:

ARES	98% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
CMS	91% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
YMS	95% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
Combined Average	95% reported satisfaction specific to behavior, reading, math, and homework needs/expectations

50% Target

OBJECTIVE 10: MET

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

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

Unknown Target

OBJECTIVE 11: OTHER

6. OTHER OBSERVATIONS

Stakeholders’ Luncheon

Due to the COVID-19 global pandemic and school closures, the Evaluator was unable to host the annual Stakeholder’s Luncheon which traditionally brought together 10 school-based sites under 4 grant awards for the opportunity to share program highlights, network, and learn about other

programs within Walton County Schools. After speaking with the Program Director, the Evaluator participated in Walton County's spring Advisory Council and learned valuable information about each program while garnishing stakeholder feedback.

Advisory Council

Stakeholder representation included community business leaders, school system personnel, non-profit directors, program partners, and directors with other community programs. Zoom (online/virtual) meeting highlights included:

- An extremely engaged grandparent shared her love of the program and noted, “What a difference it makes.” Her grandchild is “doing better” and she is achieving. The grandparent remains actively involved in the 21st CCLC program.
- A long-standing program partner shared that her nonprofit is heavily involved in the high school program and works well with the Site Coordinator who “does a phenomenal job with students.” This partner attended the Author Program at the school along with students’ families. Students presented their authored books and dedicated them to someone special. It was shared the Write Brains Program will be expanded to other schools focusing on student-authored and illustrated children’s books.
- Strong 21st CCLC and Walton County partner, FISH, was praised for their unwavering commitment to feeding children and families without cost. The FISH partner shared that she saw the Dance program and it was “touching” with “such talented students who did a fabulous job.” This partner continues to feed every child lunch everyday including summer, regardless of regular school day operations.

- A non-21st CCLC partner school Site Director complimented the long-standing FISH partnership and ensuring that bus logistics were in place for food delivery.
- Another member stated that he also attended the Write Brain book author program event and saw a “passion these kids had for reading and writing.” He noticed how student “broke out of their shells” with this event as they proudly shared their works of the heart.

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 Voice			
Statement	ARES	CMS	YMS
<i>I like the after school program.</i>	78%	90%	100%
<i>I feel better about myself because of the program.</i>	77%	85%	92%
<i>I have made new friends because of the program.</i>	89%	90%	96%

PARENT Voice			
Statement	ARES	CMS	YMS
<i>The program helps my child’s reading improve.</i>	97%	86%	96%
<i>The program helps my child’s math improve.</i>	97%	86%	96%

TEACHER Voice			
Statement	ARES	CMS	YMS
<i>My students volunteer more after going to the program.</i>	98%	93%	90%
<i>My students who attend the program are attentive in class.</i>	89%	91%	88%
<i>My students come to school motivated to learn.</i>	95%	94%	87%
<i>My students get along well with other students.</i>	91%	94%	93%

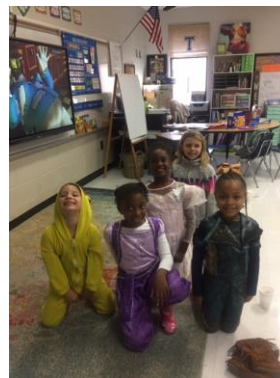
Additional Stakeholder Survey Feedback

ARES

Quotes

Unable to gather due to COVID-19 school closures

Photographs





CMS

Quotes

Unable to gather due to COVID-19 school closures

Photographs





YMS

Quotes

Unable to gather due to COVID-19 school closures

Photographs



7. PROGRESS TOWARDS SUSTAINABILITY

Walton County's 21st CCLC program has maintained a strong alliance of partnerships with like-minded community agencies in the community. Health, financial, child-centered, and education focused partners have given time, resources, and materials to the hundreds of students in 10 school-based programs scattered throughout the county serving elementary, middle, and high schools. On average, more than 800 students attended one of the after school and summer programs with almost 1,000 students coming on a regular basis (more than 30 days). This is impressive.

Communities in Schools (Student Success Alliance) is the co-applicant for Loganville Middle, Bay Creek Elementary, Youth Middle, Carver Middle and Atha Road Elementary. The Partnership for Families, Children and Youth (collaborative of 70+ organization) is the co-applicant for Monroe Elementary, Monroe High, Harmony Elementary, Walnut Grove Elementary and Walker Park Elementary. Both co-applicants also serve as partner organizations through an MOU with all sites. Both organizations are strong partner in terms of personnel, materials, and on-going support. FISH (Faith in Serving Humanity) continues 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. Walton Youth Project volunteers teach youth leadership, facilitate service

projects, and help bring community awareness for issues facing Walton County youth. 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. This Council also meets monthly with strong participation and representation.

Contributions to the Program

Respective of Walton County’s 4 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 10 years!

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

<u>Partner</u>	<u>Value</u>
Community Donations - ARES	\$130
CIS - CMS	\$200
Community Donations - CMS	\$885
Faith in Serving Humanity	\$340
CIS - LMS	\$1200
Community Donations – LMS	\$4124
FISH (\$6 x # 30 day kids x 30 weeks)	\$50760
USDA Snack Program	\$8142
TOTAL	\$65781

Other partners include Student Success Alliance, Downtown Development Authority, Walton Youth Project, and Walton Teen Advocacy Board. These 4 partners are in development stages or contributed time for various activities as co-applicants.

8. OVERALL RECOMMENDATIONS

Throughout the program, they maintained appropriate practices aligned with ASYD Quality Standards. Specifically,

Element	Standard	Program Alignment
1	Programming & Youth Development	Ample hands-on, project-based activities. Activities built on youths' strengths and capabilities. Staff verbally recognizes students' accomplishments.
2	Linkages with the School Day	Program utilized State standards and benchmarks. Staff intentionally taught academic skills with practice opportunities. Offered daily academic support, including homework time.
3	Environment & Climate	Program had access to space and supplies for students. Students had daily opportunities for direct contact with outside/outdoors. Sites were consistently clean with ample access to classroom, cafeteria, and outside spaces. Program was sensitive to students' home language needs.
4	Relationships	Staff treated students with respect and listened. Staff asked about students' interests and were positive. 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. Staff provided additional resources based on family needs.
6	Staffing & Professional Development	Frequent professional development activities were offered. Staff to youth ratios were appropriate. Professional Development correlated with staff needs.

7	Organizational Practices	Comprehensive handbook is available as part of 21 st CCLC. 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. Program maintained current activity schedules and attendance documentation.
8	Evaluation & Outcomes	Goals and objectives were realistic and measurable. The program provided data/evidence to address/measure each objective. Goals and objectives were articulated to staff and stakeholders. Program evaluation was both quantitative and qualitative.
9	Family & Community Partnerships	Program accessed community resources (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. Staff learned family/caregiver names.

Highlights & Celebrations

- ❖ 7 of 11 objectives were Met. 3 were Other in that they could not be measured. The program had 1 Did Not Meet findings. Good job.
- ❖ The Project Director, her administrative team, and Site Coordinators remained in place from last year and provided consistency to program operations. Communication was strong as well as commitment to the program at both sites.
- ❖ Program sites had strong average daily attendance (ADA).
- ❖ Both sites maintained 100% clear and current background checks.
- ❖ Both sites maintained low staff to student ratios per grant requirements for academic and enrichment programming.

- ❖ Partnership development was solid, and the number of partnership contributors was commendable. The school system remains a strong supporter of the 21st CCLC program.
- ❖ Teacher, student, and parent survey feedback specific to homework, classroom participation, and student behavior yielded strong outcomes.
- ❖ The program had multi-year strong program satisfaction feedback from parents and students.
- ❖ Both sites provided high interest, quality parent workshops and opportunities aligned with the school day targeting academic and parent support topics.
- ❖ At ARES, personal enrichment sessions included arts & crafts, music, dance, yoga, story writing. Students participated very successfully in the 21st Century Animal Food & Supply Drive. Students put on a wonderful Arts and Crafts Showcase. The program Site Coordinator purposefully recruited more male instructors (that she knew to be good men) to serve as positive male role models and mentor the boys - focusing on manners, respect, their future, etc.
- ❖ At CMS, students participated in robotics activities (building /programming several robots). They participated in 3 dimensional science activities utilizing a program developed through a partnership between Hess and Baylor College. They linked up with a NASA scientist in California through the NASA GAVRT program where they got to control satellite dishes monitored in space. They also participated in cooking and dance classes.
- ❖ At YMS, students put on a full musical drama performance for the community and parents over 2 nights - Willy Wonka & the Chocolate Factory. The show was directed by people from On Stage. All students were allowed to participate in some way - if they did

not want to be on stage, they learned set design, tech support, costuming, makeup, etc. Students loved flag football- off season tournaments were held, including one combining Carver and Youth. They had a book club, dance classes and cooking as well.

- ❖ 100% parent satisfaction responses from all sites. Excellent!

Recommendations

1. Update **employee, staff, parent, and student handbooks** prior to the start of the 2020-2021 school year to include online and digital policies and procedures as a result of the global pandemic, school closures, and providing online learning.
2. 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 Site Coordinators or designees 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. Different individuals who contribute to the program may be categorized under one “individuals” label in terms of efficiency.
3. With annual staff changes, the Site Coordinators (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.
4. All sites did not pass the **math grades objective** as detailed in this report. The Site Coordinators should meet with their school’s regular school day teams or teachers to discuss ideas for helping students after school with homework and related projects or

activities. As appropriate, document meetings and activities for students and share with regular day schoolteachers to demonstrate school-afterschool connection.

5. ARES: The site did not pass the **ELA grades objective** as detailed in this report. The Site Coordinator should meet with the school's regular school day team or teacher to discuss ideas for helping students after school with homework and related projects or activities. As appropriate, document meetings and activities for students and share with regular day schoolteachers to demonstrate school-afterschool connection.
6. The Program Director should submit an amendment to the State specific to one objective unable to be measured. The objective specific to "Increasing parent knowledge of activities" is not able to be measured as currently written. The objective can be rewritten to include a percentage of (%) and what evidence will be used or should be deleted. The evaluator should be informed of this change and it should be documented in Cayen.