



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



Subgrantee: Walton County Schools		Date: June 15, 2020				
Schools: BCES, LMS						
1. Attendance						
Total Number of Students Targeted	Registered Students	Regular Attendees (attend \geq 30 days)	Total Number of Parent Opportunities			
Number: 181	Number: 270	Number: 182	Number: 7			
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 <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”			
32	46	26	54			
Identify if subgrantee utilized numeric (preferred) or letter grades			“C”			
			16			
			“D” or “F”			
			8			
			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”			
34	38	37	55			
Identify if subgrantee utilized numeric (preferred) or letter grades			“C”			
			10			
			“D” or “F”			
			8			
			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	
100	78	12	80	11	84	5
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	
30	24	6	25	4	29	1
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	No Need to Improve		
Number	Number		Number			
163	47	75	78	49		
6. Partners						
Number of Partners	Total Amount of Contributions					
9	\$43,473					



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2020
PROGRAM EVALUATION

Bay Creek Elementary School
Loganville Middle School

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External Evaluator
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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 270 youth and served 182 regularly. This exceeded the 181 targeted number of students.

Over the last 3 years, the number of 30+ day students have been impressive and consistently exceeded the target number. Specifically,

YEAR	30+ day Students Served
2017-2018	213
2018-2019	215
2019-2020	182

Additionally, average daily attendance (ADA) has remained steady over the last 3 years. Specifically,

	2017-2018	2018-2019	2019-2020
BCES	135	95	94
LMS	78	63	68

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	2017-2018	2018-2019	2019-2020
BCES	100%	100%	100%
LMS	100%	100%	100%

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

BCES: 110 registered

LMS: 160 registered

Regularly Participating Student Enrollment Per Site

BCES: 102 students

LMS: 80 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:	52
Hispanic or Latino:	26
Two or more races:	2
White:	20

Regularly Attending Students: By Gender

Male:	54 (53%)
Female:	48 (47%)

Regularly Attending Students: By Grade Level

Pre-K/K:	14
1 st Grade:	21
2 nd Grade:	8
3 rd Grade:	13
4 th Grade:	24
5 th Grade:	22

Number of Regularly Attending Students with Limited English Proficiency: 25

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 88

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

LMS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black or African American:	44
Hispanic or Latino:	7
Two or more races:	4
White:	23

Regularly Attending Students: By Gender

Male:	26 (33%)
Female:	54 (68%)

Regularly Attending Students: By Grade Level

6th Grade:	38
7th Grade:	29
8th Grade:	13

Number of Regularly Attending Students with Limited English Proficiency: 1

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 59

Number of Regularly Attending Students with Special Needs/Disabilities: 4

Average Daily Attendance Per Site

BCES: 94 Youth

LMS: 68 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	24	3	12	4
LMS	4	12	24	3	12	4

4. QUALITY OF STAFFING

BCES

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

Staff Training:

Staff Training
Bullying: Recognition and Response, Online Safe Schools Training Child Abuse: Mandatory Reporting, Online Safe Schools Training FERPA: Confidentiality of Records, Online Safe Schools Training Students and Homelessness, Online Safe Schools Training Employee Handbook and Policies, LEAP and WCSD, Online Safe Schools Training Student Mental Health, Online Safe Schools Training Youth Suicide Awareness, Online Safe Schools Training First Aid, Online Safe Schools Training Human Trafficking Awareness, Online Safe Schools Training Sexual Harassment, Online Safe Schools Training Parent Involvement Training, Online through Y4Y Trail of Tiers - Social and Emotional Learning Positive Discipline

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 – 2019 – Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 55% of regularly attending students (those attending 30 or more days)

Georgia Milestones EOGT eligible students will meet or exceed state standards on the EOGT – Math.

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 in order to determine if the objective was met.

<u>MATH</u>	BCES	LMS	SITES COMBINED
Increased Grade	47	22	69
No Change in Grade	5	6	11
Total Increase/No Change	52	28	80
Students with Grades	85	63	148
No Grades	17	17	34
30 day students - Total	102	80	182

Analysis: 52 / 85 = 61% BCES
 28 / 63 = 44% LMS
 80 / 148 = 54% Combined Sites
 45% Target

OBJECTIVE 3: MET

OBJECTIVE 4: 45% of regularly attending students (those attending 30 or more days) will increase or maintain their numeric classroom ELA grades from the fall to the spring.

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

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		BCES	LMS
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	90%	100%
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	94%	100%
Teacher	<i>“He/she turns in homework on time.”</i>	95%	92%
Teacher	<i>“Completes homework to my satisfaction.”</i>	98%	94%
Average by Site		94%	96%

Results:

BCES 94% Improved/Maintained Homework Completion

LMS 96% Improved/Maintained Homework Completion

Combined Sites

95% Improved/Maintained Homework Completion

75% Target

OBJECTIVE 5: MET

Objective 6: 60% of regularly attending (those attending 30 or more days) students in

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	89% self-reported Improved/Maintained Behavior
LMS	100% self-reported Improved/Maintained Behavior
Combined Average	94% 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.

BCES	100% reported “Satisfaction” with their child’s program
LMS	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.

BCES
ADULT FAMILY MEMBER ACTIVITIES
<i>Curriculum Night</i>
<i>Art Show</i>
<i>Parent Night for Testing Information</i>
<i>Parent Involvement Night</i>

LMS
ADULT FAMILY MEMBER ACTIVITIES
<i>Halloween STEM Bash</i>
<i>Life Skills Fair</i>
<i>Drama Night and Information Event</i>

Analysis:

	BCES	LMS	Combined
Number of Parents attending events	75	45	120
Number of 30 day Students	102	80	182

Results: **66%** 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	97% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
LMS	96% reported satisfaction specific to behavior, reading, math, and homework needs/expectations
Combined Average	96% 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 Statement	BCES	LMS
<i>I like the after school program.</i>	88%	100%
<i>I feel better about myself because of the program.</i>	82%	100%
<i>I have made new friends because of the program.</i>	88%	86%

Parent Statement	BCES	LMS
<i>The program helps my child's reading improve.</i>	%	92%
<i>The program helps my child's math improve.</i>	%	92%

Teacher Statement	BCES	LMS
<i>My students volunteer more after going to the program.</i>	99%	97%
<i>My students who attend the program are attentive in class.</i>	90%	94%
<i>My students come to school motivated to learn.</i>	94%	94%
<i>My students get along well with other students.</i>	88%	96%

Additional Stakeholder Survey Feedback

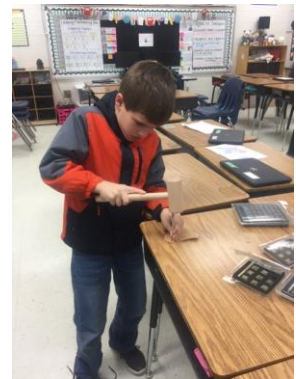
BCES

Quotes

Unable to gather due to COVID-19 school closures

Photographs



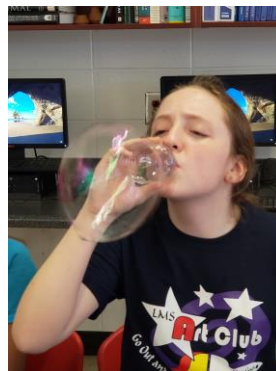


LMS

Quotes

Unable to gather due to COVID-19 school closures

Photographs



7. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Maintenance

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 – BCES	\$400
CIS – LMS	\$2100
Community Donations – LMS	\$2785
FISH (\$6 x # 30 day kids x 30 weeks)	\$32760
USDA Snack Program	\$5428
TOTAL	\$43473

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.

8. OVERAL 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 BCES, students made their own robots, and participated in art and music. They hosted an art exhibit that included the history behind the arts. Several night events were held for parents learn how to help their child prepare for tests. A talent showcase helped to draw parents in. Students were also taught test-taking skills. They also participated in basic life skills sessions - including how to make a grocery list and buy groceries on a budget.
- ❖ At LMS, students formed a Debate Club and participated in competitions. They also enjoyed cooking, drama, art, video club, basketball, dodgeball, journaling, and book club. LMS focused on STEM, including STEM challenges and STEM family nights. Students also participated in college & career exploration.
- ❖ 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. The program 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. Note that BCES did meet the objective, but collectively, the program did not meet the objective. LMS did not meet the objective.
5. LMS: 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.