



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



**Subgrantee: Walton County Schools**

**Schools: MES, MAHS, HES** **Date: June 15, 2020**

**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: 251	Number: 427	Number: 298	Number: 10	Number: 198

**2. Objectives**

Total Objectives	Met	Not Met	Other
Number: 8	Number: 4	Number: 2	Number: 2

**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			
Regular Attendees who did not take standardized test			
Retake Data (If applicable)			
Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
Number of Retakes:			

**3B. Math – Regular Attendees Achievement Levels**

Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
Regular Attendees without scores who took standardized test			
Regular Attendees who did not take standardized test			
Retake Data (If applicable)			
Beginning	Developing	Proficient	Distinguished
Number:	Number:	Number:	Number:
Number of Retakes:			

**4. Report Card Grades**

**4A. English Language Arts – Regular Attendees**

Regular Attendees without Grades	Regular Attendees with grade increase (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade decrease (1 <sup>st</sup> )	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
95	44	53	85	15	6
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

**4B. Math – Regular Attendees**

Regular Attendees without Grades	Regular Attendees with grade increase (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade decrease (1 <sup>st</sup> )	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
107	45	49	80	11	6
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

**5. Surveys**

**5A. Student Surveys**

Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number	Number	Number	Number	Number	Number
150	104	39	128	18	138	10

**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	Number	Number	Number
116	67	45	101	9	112	2

**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	Number	Number
248	66	93	126	44

**6. Partners**

Number of Partners	Total Amount of Contributions
11	\$78,254



21<sup>st</sup> Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION  
Monroe, Georgia

**2020**  
**PROGRAM EVALUATION**

Monroe Elementary School  
Monroe Area High School  
Harmony Elementary School

Dr. Donna Van Natten  
External Evaluator  
donnavannatten@gmail.com  
423.314.4141



## Evaluator Certification

This certification confirms that program objectives were independently analyzed as part of 21<sup>st</sup> CCLC grant requirements for funding and continuation of funding. The External Evaluator's certification of Walton County Schools' 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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](http://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](http://afterschool.org)).

With continued funding and efforts to ensure that 21<sup>st</sup> CCLC monies remain in the federal budget, Georgia's young people will experience short and long-term gains. Quality programs, like 21<sup>st</sup> 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**

Even through these three respective schools have operated 21<sup>st</sup> CCLC after school programs in previous grant years, this is Year 1 for MES, MAHS, and HES as one subgrantee. Therefore, there is no history of previous operation.

**Program Progress and Growth over the Past Years of Operation**

In that this is MES, MAHS, and HES's Year 1 of operation, program progress and growth are not applicable or measurable until Year 2.

**2. STUDENT ATTENDANCE AND ENROLLMENT**

**Total Student Enrollment Per Site**

**MES:** 166 registered

**MAHS:** 131 registered

**HES:** 130 registered

**Regularly Participating Student Enrollment Per Site**

**MES:** 140 students

**MAHS:** 49 students

**HES:** 109 students

**Student Demographics Per Site**

**MES:**

**Regularly Attending Students: By Racial Group/Ethnicity**

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black or African American:	82
Hispanic or Latino:	10
Two or more races:	9
White:	38
Unknown:	0

**Regularly Attending Students: By Gender**

Male:	73 (52%)
Female:	67 (48%)

**Regularly Attending Students: By Grade Level**

Pre-K/K:	20
1 <sup>st</sup> Grade:	20
2 <sup>nd</sup> Grade:	25
3 <sup>rd</sup> Grade:	28
4 <sup>th</sup> Grade:	27
5 <sup>th</sup> Grade:	20

**Number of Regularly Attending Students with Limited English Proficiency:** 3

**Number of Regularly Attending Students Eligible for Free/Reduced Lunch:** 124

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

**MAHS:**

**Regularly Attending Students: By Racial Group/Ethnicity**

**Regularly Attending Students: By Racial Group/Ethnicity**

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

Black or African American:	27
Hispanic or Latino:	3
Two or more races:	19
White:	0
Unknown:	0

**Regularly Attending Students: By Gender**

Male:	16 (33%)
Female:	33 (67%)

**Regularly Attending Students: By Grade Level**

9th Grade:	11
10th Grade:	19
11th Grade:	9
12th Grade:	10

**Number of Regularly Attending Students with Limited English Proficiency:** 2

**Number of Regularly Attending Students Eligible for Free/Reduced Lunch:** 39

**Number of Regularly Attending Students with Special Needs/Disabilities:** 10

**HES:**

**Regularly Attending Students: By Racial Group/Ethnicity**

**Regularly Attending Students: By Racial Group/Ethnicity**

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	64
Hispanic or Latino:	3
Two or more races:	7
White:	35
Unknown:	0

**Regularly Attending Students: By Gender**

Male:	43 (39%)
Female:	66 (621%)

**Regularly Attending Students: By Grade Level**

Pre-K/K: 11  
1<sup>st</sup> Grade: 12  
2<sup>nd</sup> Grade: 24  
3<sup>rd</sup> Grade: 22  
4<sup>th</sup> Grade: 20  
5<sup>th</sup> Grade: 20

**Number of Regularly Attending Students with Limited English Proficiency:** 3

**Number of Regularly Attending Students Eligible for Free/Reduced Lunch:** 96

**Number of Regularly Attending Students with Special Needs/Disabilities:** 6

**Average Daily Attendance Per Site**

**MES:** 112 Youth

**MAHS:** 40 Youth

**HES:** 91 Youth

**3. PROGRAM OPERATION**

<b><u>SITE</u></b>	<b><u>School Year</u></b>			<b><u>Summer</u></b>		
	<b><u>Days Open per Week</u></b>	<b><u>Hours Open per Week</u></b>	<b><u>Weeks of Operation</u></b>	<b><u>Days Open per Week</u></b>	<b><u>Hours Open per Week</u></b>	<b><u>Weeks of Operation</u></b>
MES	4	12	24	3	12	4
MAHS	4	12	24	5	15	4

**4. QUALITY OF STAFFING**

**MES**

**Staff:Student Ratio:** 1:10 Academic



1:15 Enrichment  
1:5 Tutoring

**Staff Training:**

<b>Staff Training</b>
PBIS Training Classroom Behavioral Training/Reading Curriculum/planning/Reading ASYD #3 STEAM Activity Training ASYD State Monitoring/Math Guided Reading /Math Classroom Behavior/Reading /Responsive Classroom Training Culturally Responsive Classroom

**Background Checks:**

100% Current – 2020 - Confirmed

**MAHS**

**Staff:Student Ratio:**                      1:10 Academic  
   1:15 Enrichment  
   1:5 Tutoring

**Staff Training:**

<b>Staff Training</b>
WRiTE BRAiN Virtual Training Human Trafficking Awareness Stop the Bleed - Bleeding Control Basic v. 1.0 program Summertime STEM-Three-Part Virtual Series Planning Your Journey: Literacy Components Virtual & In-Person Icebreakers Excursions and Adventures: Explicit vs. Embedded Activities Who’s Coming Along?: Leveraging Partnerships Enjoy the Amazing Journey!: Successful Literacy in Action STEM in Summer Learning Getting to Know the New Summer Activity Guide



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

**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.**

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) EOGT/EOCT eligible students will meet or exceed state standards EOGT reading for elementary students and EOCT English for high school students.**

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 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.

<b><u>MATH</u></b>	<b>MES</b>	<b>MAHS</b>	<b>HES</b>	<b>SITES COMBINED</b>
Increased Grade	51	0	37	88
No Change in Grade	7	1	3	11
<b>Total Increase/No Change</b>	<b>58</b>	<b>1</b>	<b>40</b>	<b>99</b>
<b>Total Students</b>	<b>106</b>	<b>1</b>	<b>84</b>	<b>191</b>
<b>No Grades</b>	34	48	25	107
<b>30 day students - Total</b>	140	49	109	298

Analysis:    58 / 106        =    55% MES  
                   1 / 1                =    100% MAHS  
                   40 / 84                =    48% HES  
                   99 / 191                =    **52%** 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.

<b><u>READING/LANGUAGE ARTS</u></b>	<b>MES</b>	<b>MAHS</b>	<b>HES</b>	<b>SITES COMBINED</b>
Increased Grade	48	2	38	88
No Change in Grade	6	2	5	13
<b>Total Increase/No Change</b>	<b>54</b>	<b>4</b>	<b>43</b>	<b>101</b>
<b>Total Students</b>	<b>106</b>	<b>11</b>	<b>86</b>	<b>203</b>
<b>No Grades</b>	34	38	23	95
<b>30 day students - Total</b>	140	49	109	298

Analysis:     54 / 106       =     51% MES  
                   4 / 11           =     36% MAHS  
                   43 /   86       =     50% HES  
                   101 / 203     =     **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 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.

<b>“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES</b>				
<b>By Student, Parent, and Regular School Day Teacher</b>				
<b>Site Specific</b>				
<b>2019-2020</b>				
<b>Survey Question</b>		<b>MES</b>	<b>MAHS</b>	<b>HES</b>
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	<b>95%</b>	<b>100%</b>	<b>97%</b>
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	<b>92%</b>	<b>100%</b>	<b>92%</b>
Teacher	<i>“He/she turns in homework on time.”</i>	<b>97%</b>	<b>93%</b>	<b>95%</b>
Teacher	<i>“Completes homework to my satisfaction.”</i>	<b>94%</b>	<b>96%</b>	<b>95%</b>
Average by Site		<b>95%</b>	<b>97%</b>	<b>95%</b>

Results:

**MES**            95% Improved/Maintained Homework Completion

**MAHS**          97% Improved/Maintained Homework Completion

**HES**            95% Improved/Maintained Homework Completion

Combined Sites

**96%** 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.

<b><i>“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES</i></b>			
<b>Regular Day Teacher Surveyed</b>			
<b>By Site</b>			
<b>2019-2020</b>			
<b>Survey Question</b>	<b>MES</b>	<b>MAHS</b>	<b>HES</b>
<i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i>	<b>97%</b>	<b>96%</b>	<b>93%</b>

Results:     **MES**           97% Improved/Maintained Level of Classroom Participation

**MAHS**          96% Improved/Maintained Level of Classroom Participation



**HES** 93% Improved/Maintained Level of Classroom Participation  
Combined Sites **95%** Improved/Maintained Level of Classroom Participation

60% Target

**OBJECTIVE 6: MET**

**OBJECTIVE 7: 50% of parents/caregivers of regularly attending students (those attending 30 days or more) will report that they have learned ways to help their child be more successful in school.**

As part of the 21<sup>st</sup> 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** 92% reported "Satisfaction" with their child's program

**MAHS** 100% reported "Satisfaction" with their child's program

**HES** 100% reported "Satisfaction" with their child's program

Combined Average **97%** reported "Satisfaction" with their child's program

50% Target

**OBJECTIVE 7: MET**

**OBJECTIVE 8: 45% of parents/caregivers of regularly attending students (those attending 30 days or more) will attend at least two parent nights.**

<b>MES</b>
<b>ADULT FAMILY MEMBER ACTIVITIES</b>
<i>Curriculum Night</i>
<i>Fall Literacy Night</i>
<i>Holiday Program</i>
<i>Parent Survey Night</i>

<b>MAHS</b>
<b>ADULT FAMILY MEMBER ACTIVITIES</b>
<i>21<sup>st</sup> CCLC Student Success Parent Class</i>
<i>Showcase</i>

<b>HES</b>
<b>ADULT FAMILY MEMBER ACTIVITIES</b>
<i>Christmas Literacy Night</i>
<i>Family Literacy Night – Reading is Out of This World</i>
<i>Curriculum Night</i>
<i>Fall Community Night</i>

Analysis:

	<b>MES</b>	<b>MAHS</b>	<b>HES</b>	<b>Combined</b>
<b>Number of Parents attending events</b>	61	15	122	198
<b>Number of 30 day Students</b>	140	49	109	298

Results:

**66%** family members attending parent night activities

45% Target

## OBJECTIVE 8: MET

### **6. OTHER OBSERVATIONS**

#### **Stakeholder's 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 21<sup>st</sup> 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 21<sup>st</sup> 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-21<sup>st</sup> 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.

<b>STUDENT Voice</b>			
<b>Statement</b>	<b>MES</b>	<b>MAHS</b>	<b>HES</b>
<i>I like the after school program.</i>	<b>95%</b>	<b>100%</b>	<b>100%</b>
<i>I feel better about myself because of the program.</i>	<b>88%</b>	<b>100%</b>	<b>97%</b>
<i>I have made new friends because of the program.</i>	<b>95%</b>	<b>100%</b>	<b>89%</b>

<b>PARENT Voice</b>			
<b>Statement</b>	<b>MES</b>	<b>MAHS</b>	<b>HES</b>
<i>The program helps my child’s reading improve.</i>	<b>96%</b>	<b>100%</b>	<b>96%</b>

<i>The program helps my child's math improve.</i>	<b>100%</b>	<b>100%</b>	<b>94%</b>
---	-------------	-------------	------------

<b>TEACHER Voice</b>			
<b>Statement</b>	<b>MES</b>	<b>MAHS</b>	<b>HES</b>
<i>My students volunteer more after going to the program.</i>	<b>97%</b>	<b>98%</b>	<b>95%</b>
<i>My students who attend the program are attentive in class.</i>	<b>94%</b>	<b>92%</b>	<b>93%</b>
<i>My students come to school motivated to learn.</i>	<b>98%</b>	<b>89%</b>	<b>93%</b>
<i>My students get along well with other students.</i>	<b>94%</b>	<b>94%</b>	<b>98%</b>

### **Additional Stakeholder Survey Feedback**

#### **MES**

##### **Quotes**

*Unable to gather due to COVID-19 school closures*

##### **Photographs**



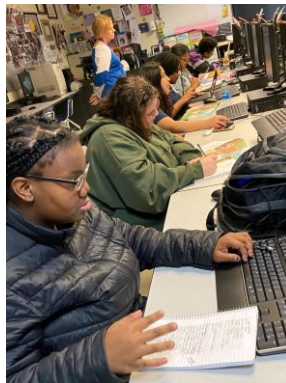


## **MAHS**

### **Quotes**

*Unable to gather due to COVID-19 school closures*

### **Photographs**



## HES

### 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 21<sup>st</sup> 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.

<b>Partner</b>	<b>Value</b>
Community Donations – MES	\$410
Community Donations – MES	\$523
Faith in Serving Families - MES	\$12000
CIS – MAHS	\$226
Community Donations – MAHS	\$2320
Faith in Serving Families – MAHS	\$60
FISH (\$6 x # 30 day kids x 30 weeks)	\$53640
USDA Snack Program	\$8142
<b>TOTAL</b>	<b>\$78254</b>

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,

<b>Element</b>	<b>Standard</b>	<b>Program Alignment</b>
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	Program utilized State standards and benchmarks. Staff intentionally taught academic skills with practice

	School Day	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 respectful 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 <sup>st</sup> 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**

- ❖ 4 of 8 objectives were Met. 2 were Other in that they could not be measured. The program had 2 Did Not Meet findings.
- ❖ 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 21<sup>st</sup> CCLC program.
- ❖ Teacher, student, and parent survey feedback specific to homework, classroom participation, and student behavior yielded strong outcomes.
- ❖ Both sites provided high interest, quality parent workshops and opportunities aligned with the school day targeting academic and parent support topics.
- ❖ At MES, The program was highly oriented to reading and creative writing. Students had pen pals with other schools. They also participated in arts and crafts, nutrition, wellness, and music. They loved STEAM activities - especially fun math games.
- ❖ At MAHS, the Teen Author's Expo celebrated teens who became published authors, writing and sharing children's books through the WRiTe BRAiN curriculum. This project was several months in the making and is planned again for next year. Several successful

events were held in which students, families, and friends participated in literacy and STEM activities together. Students also participated in dance, art, photography, college & career exploration and learned how to create & share podcasts.

- ❖ At HES, the program was highly oriented towards literacy. Student read aloud and silently daily. They participated in technology, science, and nature adventures. Always popular was the annual afterschool talent show. The students and parents love it - students created their "costumes," rehearsed and created group performances. Students also participated in "Random Acts of Kindness" and "Give Back and Be Grateful Days." This year, they made Christmas cards for the elderly and children's healthcare and collected a huge amount of animal supplies for Walton County Animal Shelter as part of the 21st Century Animal Food & Supply Drive. Students also wrote about what they are thankful for and presented their papers to teachers, other school staff, fellow students, and parents.

### **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 21<sup>st</sup> 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 Coordinator should meet with the 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 only 1 MAHS student grade was available for review in that high schools have block scheduling and not all students are required to take math. MES did meet the objective, but HES did not meet the objective.
5. All sites did not pass the **ELA grades objective** as detailed in this report. The Site Coordinators should meet with their 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.