



**21st Century Community Learning Centers
FY 22 Common Data Elements Form**

Subgrantee: Walton County Schools (MES, MAI)	Date: June 27, 2022
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1. Attendance									
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour		# of Students Attending ≥ 30 days or 30 hours		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending	
Number:	251	Number:	321	Number:	199	Number:	12	Number:	170

2. Objectives							
Total Objectives		Met		Not Met		Other	
Number:	8	Number:	6	Number:	2	Number:	0

3. GTID	
Number of Student GTIDs Reported in Cayen	348

4. Report Card Grades

4A. English Language Arts								
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Registered Students Attending at least 1 day or 1 hour 2 nd Semester ELA Grade			
	A	B	C	D or F	A	B	C	D or F
70 (1st sem)	70	66	51	64	46	61	60	65
32	Identify the preferred if it is not letter grades					Numeric		

4B. Math								
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Registered Students Attending at least 1 day or 1 hour 2 nd Semester Math Grade			
	A	B	C	D or F	A	B	C	D or F
61 (1st sem)	84	65	38	73	96	72	65	66
22 (2nd)	Identify the preferred if it is not letter grades					Numeric		

5. Teacher Reported Engagement in Learning Survey

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant		Slight Decline		Did not need to		Slight		Significant	
	%	8	%	7	%	34	%	27	%	24
	Survey Question #2: Participates in class and is attentive?									
	Significant		Slight Decline		Did not need to		Slight		Significant	
	%	6	%	8	%	31	%	27	%	28
	Survey Question #3: Demonstrates a motivation to learn?									
Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
%	8	%	6	%	29	%	32	%	25	

6. Partners	
Number of	Total Amount of Contributions
6	\$37,399



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2022
PROGRAM EVALUATION

Monroe Elementary School
Monroe Area High School
Harmony Elementary School

Dr. Donna Van Natten
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

Two years beyond the onset of the COVID-19 pandemic, Georgia afterschool and summer programs are slowly returning to in-person instruction and the “new normal.” However, the unmet demand for afterschool and summer programs in Georgia remains “high” according to the Afterschool Alliance. For every child in afterschool, two are waiting for an available program. Additionally, almost 500,000 youth would enroll in a summer program if one were available to them.

The benefits of participating in an afterschool program are notable. According to the Afterschool Alliance, 71% of children stay safe and out of trouble, 80% build life skills, 71% engage in STEM activities, and 79% of working parents have peace of mind.

Overall, 86% of parents support public funding for afterschool in which \$45 million federal dollars are allocated to support Georgia 21st Century Community Learn Center (CCLC) programs throughout the state. Afterschool programs helps students academically by 1. Closing the achievement gap, 2. Improving academic performance, and 3. Making gains in math and ELA. Regular school day attendance is also improved for students who attend afterschool activities in addition to decreasing the likelihood of dropping out of school.

Quality programs keeps students engaged through fun, high-quality, and evidence-based activities. Foundational skill development, less disciplinary actions, fewer risky behaviors, and making new friends are also evidenced for youth who attend programs. Critical nutrition and food gaps are met during the afterschool setting in that youth receive a daily snack and drink. Many programs partner with the USDA to provide summer food and dinners to bridge the gap.

The data remains strong for youth who attend 21st CCLC programs. Almost half have improved their math and ELA grades. More than 2 in 3 have improved their homework completion, classroom participation, and classroom behavior.

On average, most programs operate 13.8 hours per week, 5 days per week, and for 32 weeks per year. On average, K-12 programs receive \$122,000 per site to provide free, daily out of school time programming.

Per 21st CCLC data, every dollar invested in an afterschool program saves three dollars by 1. Increasing kids' earning potential, 2. Improving students' performance at school, and 3. Reducing crime and welfare costs. Quality afterschool and summer programs significantly benefit students and families (<http://afterschoolalliance.org/documents/21stCCLC-Overview-2021.pdf>).

History of Previous Operation

Similar to previous years, the Walton County School System has successfully served hundreds of K-12 youth and their families through the 21st CCLC program in several elementary, middle, and high schools scattered throughout Walton County. Without a doubt, the impact of serving youth after school and during the summer has positively impacted hundreds of families in the community.

Led by competent and invested leaders, the Program Director and all Site Coordinators were eager to see the 21st CCLC thrive, and school level support was consistent. Many staff members and certified teachers have worked with the program for several years.

Annually, the after school and summer programs provide academic, enrichment, and parent/guardian opportunities to address approved grant goals and objectives. Additionally, partnerships at each site have stayed strong.

Daily bus transportation has always been a part of Walton County awarded grants; thereby, eliminating a barrier. Several 21st CCLC sites run multiple buses after school. During the summer session, elementary, middle, and high school sites, respectively, share resources and merge for weekly programming. This has been a successful model, as well, encouraging youth to work together, enabling partners to access the program, planning fieldtrips, and providing daily meals.

Program Progress and Growth over the Past Years of Operation

The sites worked diligently to meet and exceed their proposed objectives through this unique and challenging year. This year, the program registered 348 youth and served 199 regularly. Given that this last year included numerous pandemic-related challenges, the program should be commended in that it served hundreds of youth during out of school time programming.

Over the last 3 years, the number of 30+ day students have been consistent, considering serving the unique needs of high school students. Even though on-going pandemic-related challenges and working with high school youth could serve as barriers for regular attendance, program staff worked diligently to serve students. Specifically,

YEAR	30+ day Students Served
2019-2020	298
2020-2021	210
2021-2022	199

Additionally, average daily attendance (ADA) remained steady or increased over the last 3 years with a slight increase for MAHS. The other two sites had a slight decline; perhaps in part to the lingering attendance impact of the pandemic.

SITE	2019-2020	2020-2021	2021-2022
MES	112	56	51
MAHS	40	31	33
HES	91	74	65

In terms of the parent/guardian voice in support of the program, feedback has been noteworthy the last two 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	2019-2020	2020-2021	2021-2022
MES	92%	100%	94%
MAHS	100%	91%	100%
HES	100%	96%	100%

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

- MES:** 82 registered
- MAHS:** 143 registered
- HES:** 123 registered

Regularly Participating Student Enrollment Per Site

- MES:** 67 students

MAHS: 47 students

HES: 85 students

Student Demographics Per Site

MES:

All Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black or African American:	43
Hispanic or Latino:	12
Two or more races:	3
White:	16
Unknown:	0

All Students: By Gender

Male:	34 (45%)
Female:	42 (55%)

All Students: By Grade Level

K:	12
1 st Grade:	10
2 nd Grade:	10
3 rd Grade:	13
4 th Grade:	15
5 th Grade:	16

Number of Students with Limited English Proficiency: 4

Number of Students Eligible for Free/Reduced Lunch: 30

Number of Students with Special Needs/Disabilities: 7

MAHS:

All Students: By Racial Group/Ethnicity

All Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	3
Black or African American:	68
Hispanic or Latino:	9
Two or more races:	8
White:	41
Unknown:	0

All Students: By Gender

Male:	78 (60%)
Female:	51 (40%)

All Students: By Grade Level

9th Grade:	65
10th Grade:	33
11th Grade:	14
12th Grade:	17

Number of Students with Limited English Proficiency: 2

Number of Students Eligible for Free/Reduced Lunch: 42

Number of Students with Special Needs/Disabilities: 24

HES:

All Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	75
Hispanic or Latino:	1
Two or more races:	9
White:	31
Unknown:	0

All Students: By Gender

Male:	55 (47%)
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Female: 61 (53%)

All Students: By Grade Level

K: 18
1st Grade: 22
2nd Grade: 23
3rd Grade: 23
4th Grade: 16
5th Grade: 14

Number of Students with Limited English Proficiency: 0

Number of Students Eligible for Free/Reduced Lunch: 61

Number of Students with Special Needs/Disabilities: 4

Average Daily Attendance Per Site

MES: 51 Students

MAHS: 33 Students

HES: 65 Students

3. PROGRAM OPERATION

<u>SITE</u>	<u>School Year</u>			<u>Summer</u>		
	<u>Days Open per Week</u>	<u>Hours Open per Week</u>	<u>Weeks of Operation</u>	<u>Days Open per Week</u>	<u>Hours Open per Week</u>	<u>Weeks of Operation</u>
MES	4	12	32	3	12	4
MAHS	4	12	32	5	12	4
HES	4	12	32	3	12	4

4. QUALITY OF STAFFING

MES

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

Staff Training:

Staff Training
FY22 Training and Planning Workshop 21 st CCLC Training – Virtual Your Role: Internet Security and You Mandatory Safety Training Site Coordinator Roundtables (several) Monitoring Training Cayen and GPRA Training Google Drive and Other Resources to Make Your Job Easier! Lesson Plan Training Google Drive: Tips and Tricks Summer School Planning CPR

Background Checks:

100% Current – 2022 – Confirmed – None Incomplete

MAHS

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

Staff Training:

Staff Training
FY22 Training and Planning Workshop 21 st CCLC Training – Virtual Your Role: Internet Security and You Mandatory Safety Training Site Coordinator Roundtables (several)

Monitoring Training
 Cayen and GPRA Training
 Google Drive and Other Resources to Make Your Job Easier!
 Lesson Plan Training
 Google Drive: Tips and Tricks
 Summer School Planning
 CPR

Background Checks:

100% Current – 2022 – Confirmed – None Incomplete

HES

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

Staff Training:

Staff Training
FY22 Training and Planning Workshop 21 st CCLC Training – Virtual Your Role: Internet Security and You Mandatory Safety Training Site Coordinator Roundtables (several) Monitoring Training Cayen and GPRA Training Google Drive and Other Resources to Make Your Job Easier! Lesson Plan Training Google Drive: Tips and Tricks Summer School Planning CPR

Background Checks:

100% Current – 2022 – Confirmed – None Incomplete

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

Regularly attending students took an ELA Milestones assessment or EOC assessment during the Spring. Note that some high school students did not take the assessment due to their spring/fall schedule. The following key was utilized to analyze individual student scores. Specifically, the student demonstrated proficiency if the score was a Level 2, 3, or 4.

ELA: Scoring by Level	HES	MES	MAHS	Total
<i>Level 1 Beginning Learner</i>	20	13	3	36
<i>Level 2 Developing Learner</i>	12	16	1	29
<i>Level 3 Proficient Learner</i>	6	4	3	13
<i>Level 4 Distinguished Learner</i>	1	2	0	3
No scores	48	52	40	140
Total Level 2-4	19	22	4	45
Total Taken	39	35	7	81

Results: **HES** **19 / 39** = 49% Scored Level 2-4

MES **22 / 35** = 63% Scored Level 2-4

MAHS **4 / 7** = 57% Scored Level 2-4

56% Scored Level 2-4 (averaged)

55% Target

OBJECTIVE 2: **DID NOT MEET**

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

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

<u>MATH</u>	MES	MAHS	HES	SITES COMBINED
Increased Grade	21	24	23	68
No Change in Grade	3	5	1	9
Total Increase/No Change	24	29	24	77
Total Students	43	46	59	148
No Grades	24	1	26	51
30 day students – Total	67	47	85	199

Analysis: 24 / 43 = 56% MES
 29 / 46 = 63% MAHS
 24 / 59 = 41% HES
 77 / 148 = **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.

<u>READING/LANGUAGE ARTS</u>	MES	MAHS	HES	SITES COMBINED
Increased Grade	20	21	24	65
No Change in Grade	3	5	3	11
Total Increase/No Change	23	26	27	76
Total Students	43	45	59	147
No Grades	24	2	26	52
30 day students - Total	67	47	85	199

Analysis: 23 / 43 = 53% MES
 26 / 45 = 58% MAHS
 27 / 59 = 46% HES
 76 / 147 = **52%** 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				
2021-2022				
Survey Question		MES	MAHS	HES
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	NA	96%	NA
Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	89%	100%	100%
Teacher	<i>“He/she satisfactorily completes homework assignments”</i>	100%	82%	100%
Teacher	<i>“He/she turns in his/her homework on time.”</i>	100%	82%	97%

Average by Site	96%	90%	99%
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Results:

MES 96% Improved/Maintained Homework Completion

MAHS 90% Improved/Maintained Homework Completion

HES 99% 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 need of improving their classroom participation will increase their level of classroom participation.

Regular day classroom teachers of students participating in the program were asked the extent to which their students attending the after school program had shown improvement in or maintained their classroom participation and attentiveness. Note that the Cayen-generated system surveyed teachers for all students attending the program even though the objective is written for regularly attending students. This subset of data was not able to be extrapolated from Cayen; however, yielded comparable results for teacher feedback about students in the program.

“SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE” RESPONSES

Regular Day Teacher Surveyed

By Site

2021-2022			
Survey Question	MES	MAHS	HES
<i>Students participates in class and is attentive.</i>	89%	82%	88%

Results: **MES** 89% Improved/Maintained Level of Classroom Participation

MAHS 82% Improved/Maintained Level of Classroom Participation

HES 88% Improved/Maintained Level of Classroom Participation

Combined Sites **86%** 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 21st CCLC program, parent/guardian involvement was a requirement, and their feedback was solicited throughout the year. Specifically, parents/guardians completed surveys about their child’s after school experience and their degrees of *satisfaction* with the program. Results are provided by site and then averaged to determine if the proposed objective was met.

MES 94% 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 **98%** 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.

MES

ADULT FAMILY MEMBER ACTIVITIES

How to Help Your Child to Succeed

How to Empty the Nest – Virtual

Curriculum Night - Virtual

MAHS

ADULT FAMILY MEMBER ACTIVITIES

How to Help Your Child to Succeed

RISE Family Game Night

How to Empty the Nest – Virtual

Open House

HES

ADULT FAMILY MEMBER ACTIVITIES

Curriculum Night

End of Year Success Performance

Family STEAM Night

LEAP into Success Christmas Program

How to Empty the Nest – Virtual

Analysis:

	MES	MAHS	HES	Combined
Number of Parents attending events	18	49	103	170
Number of 30 day Students	67	47	85	199

Results: **85%** family members attending parent night activities

45% Target

OBJECTIVE 8: MET

6. OTHER OBSERVATIONS

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	MES	MAHS	HES
<i>I like the after school program.</i>	94%	100%	94%
<i>I feel better about myself because of the program.</i>	82%	100%	100%
<i>I have made new friends because of the program.</i>	88%	96%	100%

PARENT Voice			
Statement	MES	MAHS	HES
<i>The program helps my child's reading improve.</i>	94%	100%	100%
<i>The program helps my child's math improve.</i>	94%	100%	100%

TEACHER Voice			
Statement	MES	MAHS	HES
<i>My students volunteer more after going to the program.</i>	100%	84%	94%
<i>My students who attend the program are attentive in class.</i>	100%	76%	94%

<i>My students come to school motivated to learn.</i>	89%	73%	90%
<i>My students get along well with other students.</i>	89%	94%	90%

Additional Stakeholder Survey Feedback

Reflections from Carolyn Akridge, Program Director

1. How did the year go for the students, families, staff, and you?

The WCSD 21st CCLC programs had a great year! Our programs were conducted face to face with Covid protocols lifting after the first few weeks and months of school. Student participation increased overall. Students were engaged and enjoyed the program. Students and staff were able to move through schools without having to consider Covid mitigation protocols. This meant pre-Covid teaching strategies and activities returned. While some beginning of the year family events were held virtually, as Covid policies changed, families enjoyed being allowed back on campus to attend in-person parent events.

Staffing was a little easier than last year. Revised Covid protocols allowed staff to return to work sooner in cases of quarantining. The availability of vaccines and treatments for Covid led to an increase in the number of applications we received for open positions. This led to an improvement of the quality of our new staff and reduced attrition. Some sites occasionally struggled with staff, but overall staffing was easier.

Overall, this year felt more normal. We look forward to continuing to revitalize our programs.

2. What worked this year?

Staff members were committed to providing a quality experience for the students. The staff navigated the lingering impact of Covid protocols with grace. This included supporting students who were struggling academically and socially. Despite what often felt like increased need, the staff was persistent in their commitment to provide quality programs for our students.

We added high school education interns to the staff at a few of our elementary schools. This provided practical experiences for these aspiring educators and an extra set of hands for small group academic lessons (tutoring/reading buddies) and enrichment activities.

Students and families were eager to experience a normal school year. Students enjoyed connecting with friends in a face to face after school environment. Students enjoyed participating in the wide variety of enrichment activities we were able to offer this year. The return of face-to-face parent performances was well received. Students and families showed gratitude for the opportunity to participate in their school's 21st CCLC after school program.

Site Coordinators and after schoolteachers re-established contact with day schoolteachers. Day school teaching strategies returned to pre-Covid times as well. After schoolteachers engaged students in hands-on learning activities and focused on essential skills in an attempt to mitigate

the impact the pandemic had on student learning. Students participated in STEM activities, Art, Music, Drama, PE, and academic enrichment activities. The use of guest speakers became more common this year as building level restrictions to visitors returned to normal. One of our programs even took a field trip to the Georgia Aquarium.

3. What were the biggest challenges?

While overall participation has improved, some sites are still struggling occasionally with student participation, student discipline/emotional needs and staffing. We are finding the road to recovery from Covid protocols is taking longer for some of our programs.

During the 2022-2023 school year, we had new Site Coordinators at Bay Creek Elementary School, Carver Middle School, Loganville Middle School, Monroe Area High School and Monroe Elementary School. The learning curve required of new Site Coordinators slowed the progress towards our pre-Covid student and staff numbers at some of these sites. A mid year change in the Site Coordinator at Carver Middle School led to inconsistent staffing and staffing shortages. This impacted student attendance. Some sites need to improve their communication with Day School teachers, provide additional staff development for inexperienced staff and utilize community partners. As the Site Coordinators develop a better understanding of the 21st CCLC program and revamp the climate and culture of their school's program, we anticipate improvements in student participation, staffing, and programming across all sites.

Bussing was a struggle at the beginning of the school year. We didn't have enough drivers to staff the routes for all of our 21st CCLC after school program sites. Harmony ES, Monroe ES and Atha Rd. ES did not have bus transportation for the first 3 weeks of the program. Only students with car rider transportation could participate. This impacted daily student attendance the first few weeks. WCSD decided to provide an incentive of \$1500 per driver for the 2022-2023 school year. These bonuses were funded with CARES act money and given to all 21st CCLC bus drivers as a means of mitigating the staffing shortage.

Connections to our partners need attention. Organizations are dealing with staffing, supply chain and other pandemic related factors. As they continue to move back to Pre-pandemic conditions, our interactions with them will continue to improve. One example, FISH supplies lunches for our summer camps. This year, they had to scale back the items included in the lunches due to supply chain issues. Shepherd's Staff was able to supplement the lunches with an extra snack. All our partners work together to do the best they can with the resources they have available.

MES

Site Coordinator Responses

1. How did the year go for the students, families, staff, and you?

The year for me was great (all things considered). This was my first year, so I was a bit worried. It was hard to get staff, but the staff that I have stayed with the program all

year!! Families had a few bumps in the road, as we did not have bus transportation, but I believe once that was settled, families were happy. I formed many relationships in this new role at MES!

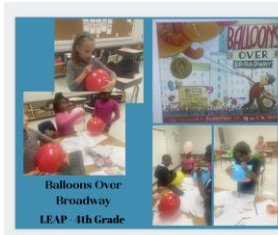
2. What worked this year?

Flexibility worked this year! It just had to be. We had some people that could work, but not the whole time. We just all hung in together and it worked!

3. What were your biggest challenges?

Our biggest challenge was not having bus transportation at the beginning of the year.

Photographs





MAHS

Site Coordinator Responses

1. How did the year go for the students, families, staff, and you?

This year started out very challenging with COVID. Enrollment gradually picked up as students invited their friends to attend. Staffing issues are and continue to be a big issue. The program did not have a lot of face-to-face family gatherings this year again due to the pandemic. With all this in mind we had a GREAT year and hope to do much better next year.

2. What worked this year?

The staff that I have worked extremely hard to help support our students, they were flexible and dedicated despite our limited resources.

3. What were your biggest challenges?

Having Parental response is very challenging. Getting adequate staffing is also important and challenging.

Photographs





HES

Leader Responses

1. How did the year go for the students, families, staff, and you?

The overall year went well even though there were a few challenges. The students were great once I dismissed a couple of students from the program. The students loved going to STEM classes. I received great feedback from the teachers about the LEAP students and how they saw improvement.

The parents were so dedicated that they were willing to pick up the students for about two months until we received buses for our LEAP Program. I also received great support from the families. At our last family event, all but about 10 students attended the performance. with their parents!

I have an amazing staff. We had to work as a team and that is just what we did! Whenever we were short staffed, we would pull together. We only had one sub for the entire year, who only wanted to work with the younger students, but we were able to make it. We were also able to come together to plan strategically about what we needed to work on with the students. We lost our fifth-grade teacher several months before LEAP ended, therefore, we had to split the class up for most of the time we had left. We were also able to discuss our strengths and weaknesses, and I tried to address the areas needed.

I grew a lot this year because of the students, parents, and staff. I had to make some tough decisions, concerning students and staff. I never had to let a staff member go before, but I did. I never had to let any students go, but I did have to let two of them go. I also learned how much my parents really care about their children because of the sacrifices they made. Getting to know my parents really help them to support our program.

2. What worked this year?

I believe teamwork worked for us. That is teamwork within the staff and with the parents. I believe that finding out what the staff needed and helping them to get it made things work for us. Communication with the staff and the parents helped us as well. Being able to work with the daytime teachers and administration was a plus, too.

3. What were the biggest challenges?

As stated earlier, staffing was a big challenge. Bussing was another big challenge for about two months.

Photographs





7. PROGRESS TOWARDS SUSTAINABILITY

Efforts by downtown authority agencies are increasing and having positive effects in some areas, but local economic downturn has increased in more pockets of the community. This has been most evident in the last five years of the Walton County 21st CCLC grant cycle creating an atmosphere in which Partners have a more challenging time mobilizing resources. Walton

County conducted its most recent Community Needs Assessment. Organizations from all over the county participated (civic, service, faith based, municipalities, business, educational, youth and family services, physical and mental health services). The number of those in need has increased, putting more of a strain on existing resources. Mental illness, homelessness, and substance abuse is on the rise. Vaping, binge drinking, sex trafficking and teen suicide is increasing. More frequently, grandparents are raising the children with no parent in the home. The number of students who qualify for free and reduced lunch has increased.

21st CCLC will seize this opportunity to engage more families who, in these times, should be more willing to cooperate with paperwork requirements for help. It will also be an excellent teachable moment for the community at-large, many of whom have been impacted by the hard economic environment for the first time. Also, more students are moving to the school district, and this will allow for continuity of services.

Walton County's population has steadily increased since 2000. At the same time, the median household income has decreased. Currently, Walton County School District has ten schools that are designated Title I; only five are not. Ten years ago, only five schools were Title I. This has created some negative perceptions in the community as the students and families are frequently stereotyped in a negative way. 21st CCLC recognizes this will bring more resources into schools; thereby creating an opportunity for programmatic and strategic linkage to meet objectives.

Walton County is reviving abandoned or run-down areas with niche communities for both active adult and for young adults to attract and encourage people to live and be active in community growth, sprout economic growth, and attract visitors and new residents. However, there is disconnect between those in need and those who can experience these improvements. This will provide opportunities for 21st CCLC to bridge gaps, recruit more volunteers, resources, educational and cultural opportunities to the students who need help. It will also model and

encourage youth to become active good citizens within their own community - whether returning to contribute after college or becoming employed in an exciting new industry within their community.

Through purposeful contact with key champions in Walton County, new opportunities for funding and in-kind support will be recognized and encouraged. These are people who are aware of financial opportunities, such as grants or donors, and resources that may be shared. Communication will be achieved through personal contact, social media, brochures, fliers, and other media presentations at meetings.

Walton 21st CCLC will maintain the positive relationship established with key community leaders. Working together on collaborative boards enables opportunities to work together on mutually helpful projects. Those identified have been working on funding strategies since the onset of the program:

- Dena Huff, Director - Family Connection, The Partnership
- Dr. Nathan Franklin, Superintendent - Walton School District
- Shane Short, Director - Development Authority
- Local community foundations

Effort will be made to recruit business leaders to serve on more committees and promote 21st CCLC through partner Walton Chamber of Commerce, social media, news outlets. At every opportunity, 21st CCLC leadership and partners will demonstrate partnering on mutually helpful projects, and most importantly, will frequent their business.

Unique in Walton County is the ability to get immediate input, affirmation, or suggestions from leadership throughout the county – largely in part to The Partnership for Families, Children and Youth, who holds monthly community collaborative meetings. The Partnership is a central hub for many community partners and leaders - with diverse membership. Serving in the advisory capacity for 21st CCLC, connected organizations are frequently apprised of 21st CCLC

outcomes; the needs and future plans of 21st CCLC. Those members are an integral part of promotion and continuation of the program as its value in our community is realized.

Most importantly for sustainability, Partners are aware that the strategies of 21st CCLC are too valuable in addressing community problems to be abandoned. There is sincere commitment to sustaining and maintaining the project over time, while reviewing evaluations to eliminate what does not work and build on past successes. Since the goals, visions, and strategies of 21st CCLC are completely aligned with the community partners, there is plan linkage with the key Partners.

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.

Organization	Type of Organization	Primary Contribution	Estimated Value of Contribution	Site
Community Donations	Other	Provided In-Kind Donations	\$200.00	Harmony Elementary School - 2014 Grantees LEAP
Community Donations	Other	Provided Goods/Materials	\$1,330.00	Monroe Area High School - 2014 Grantees - Monroe
Community Donations	Other	Provided In-Kind Donations	\$690.00	Monroe Elementary School- 2014 Grantees - Monroe
Faith In Serving Humanity	Faith-Based Organization	Provided Goods/Materials	\$15,660.00	Monroe Elementary School- 2014 Grantees - Monroe
Student Success Alliance	Community-Based Organization or other Non-Profit	Provided Goods/Materials	\$121.00	Harmony Elementary School - 2014 Grantees LEAP
Walton County School District	School District	Provided Paid Staffing	\$19,398.00	Monroe Area High School - 2014 Grantees - Monroe
			Total: \$37,399.00	

8. OVERALL RECOMMENDATIONS

Throughout the program’s years of operations, they have maintained appropriate practices aligned with ASYD Quality Standards. Specifically,

Element	Standard	Program Alignment
1	Programming & Youth Development	<ul style="list-style-type: none"> -Materials enrich the program. -Youth are actively involved in making choices. -Staff engage youth in structured time for what they learned. -Lessons/Activities are hands-on and engaging. -Activities are open-ended and allow youth to be creative. -Youth needs are the center for instructional programming. -Many youth are multi-year attendees which fosters healthy relationship building with both families and students. -A variety of academic and enrichment activities are offered daily and weekly.
2	Linkages with the School Day	<ul style="list-style-type: none"> -Program provides daily academic activities that incorporate a variety of age-appropriate instructional strategies to help youth build and master key academic skills and content -Homework assistance and/or tutoring are offered on a daily basis with sufficient time, space and staff assistance for youth to complete assignments
3	Environment & Climate	<ul style="list-style-type: none"> -The program space is well organized -There is access to enough equipment, supplies, and space to carry out a variety of academic, social, nutritional, and physical activities -Staff encourage youth to share control/responsibility for the activity (e.g., youth help set out materials for art project, youth are encouraged to take the lead in selecting and initiating activities) -Provides outdoor activities that engage youth in physical fitness and play -The program’s mission, policies and practices reflect a commitment to the development of ethical, responsible, and caring young people
4	Relationships	<ul style="list-style-type: none"> -The program is structured to create close, sustained relationships between individual participants and caring adults -Youth cooperate with each other -Peer interactions have a positive affective tone and peers seem to enjoy each other’s company -Staff apply rewards and consequences for participant behavior appropriately and consistently
5	Health & Well Being	<ul style="list-style-type: none"> - The program provides social, emotional, and mental health supports and resources for students involved in bullying, including bullies, victims, and bystanders -Youth have the opportunity to engage in daily moderate-to-vigorous physical activity -The program seeks information from parents and caregivers with regards to the individualized needs and health concerns of

		youth (e.g. via meetings or written communication)
6	Staffing & Professional Development	<ul style="list-style-type: none"> -Training has been provided to all applicable persons and documentation of training is available -Staff members participate in a variety of professional development activities throughout the school year. -The Program Director is a healthy role model for staff. -Professional development is provided to support staff in planning suitable activities that correspond to the developmental needs of participants -Staff are hired via a rigorous process targeting youth skill sets. -Staff meetings are held to foster collaboration and planning. -Appropriate ratios are maintained.
7	Organizational Practices	<ul style="list-style-type: none"> -The mission, goals, and objectives of the program are clearly defined. -Staff and Parent/Student handbooks are annually updated and provided to staff and parents, respectively. -The program offers an annual orientation. -Attendance and staff expectations are understood by staff. -Staff members collect required data as a part of the 21st CCLC grant. -The program adheres to an approved budget. -The sufficient proportion of funds are allocated for direct services as defined by the 21st CCLC program. -Cayen data is maintained and current.
8	Evaluation & Outcomes	<ul style="list-style-type: none"> -Program objectives are SMART and provided to the evaluator. -Evaluation activities include both qualitative and quantitative data. -The Program Director shares and posts evaluation results throughout the school year and annually with stakeholders. -Annual reports are available for public review. -A dedicated data management specialist enters and maintains student, parent, and staff data. -Agendas, materials, and minutes are provided to foster continual improvement.
9	Family & Community Partnerships	<ul style="list-style-type: none"> -Program hosts regular orientations so that families and caregivers can learn about the program, meet the staff, and learn how afterschool programs can support their children's social and academic growth -Staff make a regular effort to share positive information with parents and caregivers about their child through both written updates and conversations

Highlights & Celebrations

- 🍎 6 of 8 objectives were Met. The program should be commended.
- 🍎 Strong parent opportunities and attendance throughout the year.
- 🍎 The program provided a variety of staff training throughout the year.
- 🍎 The program was aligned with several ASYD Quality Standards.
- 🍎 PD and SC feedback was honest, informative, and inspirational given operations during a season in which lingering pandemic related challenges could be an issue.
- 🍎 The program maintained 100% background checks.
- 🍎 Strong student, parent, and teacher survey feedback.
- 🍎 HES and MAHS had several 100% survey rates specific to parent feedback. Excellent.
- 🍎 Overall, the program should be commended for providing quality, consistent, and high interest after school activities for students while continuously adhering to safety guidelines during the pandemic.

Recommendations

1. Objective 2 was not met specific to ELA Milestones score. Specifically, HES did not meet the objective. As a program and also as a site, the Program Director and Site Coordinators may wish to meet with school day ELA teachers to discuss opportunities for skill development during the after school program. Document, as necessary.
2. Objective 3 was not met specific to maintaining or improving classroom math grades. Specifically, HES did not meet the objective. As a program and also as a school site, the Program Director may wish to meet with school day math teachers to discuss opportunities for skill development during the after school program. Document, as necessary.

3. MES: Did not meet, as a site, Objective 9 specific to parent participation at 21st CCLC-sponsored activities. The Program Director and Site Coordinator may wish to review the regular day parent calendar and add events to the after school calendar. As well, the program may wish to brainstorm with other 21st CCLC sites with high parent participation and include these in the schedule. Document, as necessary.