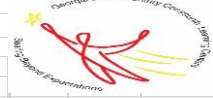




**Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers  
FY 20 Common Data Elements Form**



<b>Subgrantee: Walton County Schools</b>		<b>Date: June 15, 2020</b>				
<b>Schools: WGES, WPES</b>						
<b>1. Attendance</b>						
Total Number of Students Targeted	Registered Students	Regular Attendees (attend ≥ 30 days)	Total Number of Parent Opportunities			
Number: 216	Number: 254	Number: 223	Number: 7			
<b>2. Objectives</b>						
Total Objectives	Met	Not Met	Other			
Number: 8	Number: 4	Number: 2	Number: 2			
<b>3. Standardized Testing</b>						
<b>3A. English Language Arts – Regular Attendees Achievement Levels</b>						
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:			
<b>3B. Math – Regular Attendees Achievement Levels</b>						
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:			
<b>4. Report Card Grades</b>						
<b>4A. English Language Arts – Regular Attendees</b>						
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> and 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”			
51	27	51	72			
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
<b>4B. Math – Regular Attendees</b>						
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> and 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”			
50	36	41	73			
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
<b>5. Surveys</b>						
<b>5A. Student Surveys</b>						
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	
203	171	20	174	21	172	14
<b>5B. Parent Surveys</b>						
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	
114	87	26	104	9	112	2
<b>5C. Regular School Day Teacher Surveys</b>						
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			
218	80	81	126	62		
<b>6. Partners</b>						
Number of Partners	Total Amount of Contributions					
16	\$46,814					



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

WALTON COUNTY BOARD OF EDUCATION  
Monroe, Georgia

**2020**  
**PROGRAM EVALUATION**

Walnut Grove Elementary School  
Walker Park 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 WGES and WPES 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 WGES and WPES'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**

**WGES:** 155 registered

**WPES:** 99 registered

### **Regularly Participating Student Enrollment Per Site**

**WGES:** 158 students

**WPES:** 75 students

**Student Demographics Per Site**

**WGES:**

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

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black or African American:	6
Hispanic or Latino:	11
Two or more races:	7
White:	124
Unknown:	0

**Regularly Attending Students: By Gender**

Male:	65 (44%)
Female:	83 (56%)

**Regularly Attending Students: By Grade Level**

Pre-K/K:	18
1 <sup>st</sup> Grade:	26
2 <sup>nd</sup> Grade:	23
3 <sup>rd</sup> Grade:	28
4 <sup>th</sup> Grade:	22
5 <sup>th</sup> Grade:	31
Not Available:	0

**Number of Regularly Attending Students with Limited English Proficiency:** 6

**Number of Regularly Attending Students Eligible for Free/Reduced Lunch:** 92

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

**WPES:**

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

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black or African American:	38

Hispanic or Latino: 6  
 Two or more races: 4  
 White: 26  
 Unknown: 0

**Regularly Attending Students: By Gender**

Male: 40 (53%)  
 Female: 35 (47%)

**Regularly Attending Students: By Grade Level**

Pre-K/K: 9  
 1<sup>st</sup> Grade: 9  
 2<sup>nd</sup> Grade: 11  
 3<sup>rd</sup> Grade: 15  
 4<sup>th</sup> Grade: 17  
 5<sup>th</sup> Grade: 14  
 Not Available: 0

**Number of Regularly Attending Students with Limited English Proficiency:** 4

**Number of Regularly Attending Students Eligible for Free/Reduced Lunch:** 65

**Number of Regularly Attending Students with Special Needs/Disabilities:** 15

**Average Daily Attendance Per Site**

**WGES:** 125 Youth

**WPES:** 65 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>
<b>WGES</b>	<b>4</b>	<b>12</b>	<b>24</b>	<b>3</b>	<b>12</b>	<b>4</b>
<b>WPES</b>	<b>4</b>	<b>12</b>	<b>24</b>	<b>5</b>	<b>20</b>	<b>4</b>







**students, the EOC math will be used as the measure).**

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 (those attending 30 or more days) EOG eligible students will meet or exceed state standards on EOG reading (for high school students, the EOC English will be used as the measure).**

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 (those attending 30 or more days) students 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><b>MATH</b></u>	<b>WGES</b>	<b>WPES</b>	<b>SITES COMBINED</b>
Increased Grade	45	30	75
No Change in Grade	10	2	12
<b>Total Increase/No Change</b>	<b>55</b>	<b>32</b>	<b>87</b>
<b>Total Students</b>	<b>114</b>	<b>59</b>	<b>173</b>
<b>No Grades</b>	34	16	50
<b>30 day students - Total</b>	148	75	223

Analysis:     55 / 114       =     48% WGES  
                   32 / 59         =     54% WPES  
                   87 / 173       =     **50%** Combined Sites

55% Target

**OBJECTIVE 3: DID NOT MEET**

**OBJECTIVE 4: 45% of regularly attending (those attending 30 or more days) students will increase or maintain their numeric classroom language arts 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.

<b><u>READING/LANGUAGE ARTS</u></b>	<b>WGES</b>	<b>WPES</b>	<b>SITES COMBINED</b>
Increased Grade	37	21	58
No Change in Grade	7	4	11
<b>Total Increase/No Change</b>	<b>44</b>	<b>25</b>	<b>69</b>
<b>Total Students</b>	<b>113</b>	<b>59</b>	<b>172</b>
<b>No Grades</b>	35	16	51
<b>30 day students - Total</b>	148	75	223

Analysis: 44 / 113 = 39% WGES  
25 / 59 = 42% WPES  
69 / 172 = **40%** Combined Sites  
45% Target

**OBJECTIVE 4: DID NOT MEET**

**OBJECTIVE 5: 75% of regularly attending students (those who attend 30 or more days) in need of homework improvement, will improve their homework completion, as measured by surveys.**

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>WGES</b>	<b>WPES</b>
Student	<i>“The program helps me complete and turn in my homework on time.”</i>	<b>98%</b>	<b>93%</b>

Parent	<i>“The program helps my child complete and turn in his/her homework on time.”</i>	<b>100%</b>	<b>97%</b>
Teacher	<i>“He/she turns in homework on time.”</i>	<b>99%</b>	<b>100%</b>
Teacher	<i>“Completes homework to my satisfaction.”</i>	<b>99%</b>	<b>99%</b>
Average by Site		<b>99%</b>	<b>97%</b>

Results:

WGES            99% Improved/Maintained Homework Completion

WPES            97% Improved/Maintained Homework Completion

Combined Sites

**98%** Improved/Maintained Homework Completion

75% Target

**OBJECTIVE 5: MET**

**Objective 6: 60% of regularly attending students (those who attend 30 or more days) in need of improving their classroom participation will increase their level of classroom participation, as measured by surveys.**

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.



Combined Average **100%** 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>WGES</b>
<b>ADULT FAMILY MEMBER ACTIVITIES</b>
<i>Leap Into Literacy Parent Night</i>
<i>Reading Strategies for Comprehension</i>
<i>The Gift of Literacy Parent Event</i>

<b>WPES</b>
<b>ADULT FAMILY MEMBER ACTIVITIES</b>
<i>Curriculum Night</i>
<i>Christmas Literacy Parent Night</i>
<i>Parent Involvement Night</i>
<i>You’re A Grand Ole Flag Parent Night</i>

Analysis:

	<b>WGES</b>	<b>WPES</b>	<b>Combined</b>
<b>Number of Parents attending events</b>	103	98	201
<b>Number of 30 day Students</b>	148	75	223

Results: **90%** 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 Statement</b>	<b>WGES</b>	<b>WPES</b>
<i>I like the after school program.</i>	<b>93%</b>	<b>89%</b>
<i>I feel better about myself because of the program.</i>	<b>92%</b>	<b>83%</b>
<i>I have made new friends because of the program.</i>	<b>90%</b>	<b>89%</b>

<b>Parent Statement</b>	<b>WGES</b>	<b>WPES</b>
<i>The program helps my child’s reading improve.</i>	<b>99%</b>	<b>100%</b>
<i>The program helps my child’s math improve.</i>	<b>100%</b>	<b>100%</b>

<b>Teacher Statement</b>	<b>WGES</b>	<b>WPES</b>
<i>My students volunteer more after going to the program.</i>	<b>99%</b>	<b>99%</b>
<i>My students who attend the program are attentive in class.</i>	<b>98%</b>	<b>96%</b>
<i>My students come to school motivated to learn.</i>	<b>99%</b>	<b>99%</b>
<i>My students get along well with other students.</i>	<b>97%</b>	<b>96%</b>

**Additional Stakeholder Survey Feedback**

**WGES**

**Quotes**

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

**Photographs**





## WPES

### 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 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><u>Partner</u></b>	<b><u>Value</u></b>
Community Donations – WGES	\$75
Parent Donation – WGES	\$280
Carter Wood – Historian	\$150
Community Donations – WPES	\$50
Parent Donation – WPES	\$150
Pilot Club – WPES	\$75
Stone Mountain Pecan Company – WPES	\$36
The Partnership – WPES	\$100
Walton EMC – WPES	\$230
Walton Wellness – WPES	\$100
FISH (\$6 x # 30 day kids x 30 weeks)	\$40140
USDA Snack Program	\$5428
<b>TOTAL</b>	<b>\$46814</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 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 <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 WGES, weekly Friday Club Nights, Nutrition, Technology, Art, Word Games, and Cursive Writing, were offered. Students selected a club and also rotated to other clubs as well. They held an outreach event, "Bert's Big Thank You," and wrote over 150 thank you letters to deployed service members. Students did great with the 21st Century Animal Food & Supply Drive, collecting a huge amount of food and supplies for the local shelter. They also wrote over 100 thank you cards for the shelter workers. In December, over 200 adults watched students perform via singing, poetry, and dance activities.
- ❖ At WPES, students participated in arts and crafts, jewelry making, food decoration, theme weeks, music, and health/wellness. WPES had several guest presenters visit. The Story Shop read books in costumes, a soldier hosted a revolutionary war presentation in costume, a presenter shared interactive flags around the world. Students also planted a garden, grew, and ate their own vegetables, and learned about health, exercise, and wellness. At Christmas, they participated in a celebration of holidays around the world including a special presentation about the origins of special Christmas ornaments.
- ❖ 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 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 Coordinators 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.
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.