21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2016
PROGRAM EVALUATION

2011-2012 Grantee
Year 5
Atha Road Elementary School
Carver Middle School
Youth Middle School

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Evaluator Certification

This certification confirms that program objectives were independently analyzed as part of 21st CCLC grant requirements for funding and continuation of funding. The External Evaluator's certification of Walton County Schools' 21st Century Community Learning Centers (21st CCLC) is a key piece of documentation supporting programming for after school activities.

To the best of my knowledge, all content herein was 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 was collected and confidentiality was 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.

Dr. Donna Van Natten
Accountability Measures, LLC

1. OVERVIEW AND HISTORY

General Overview

The 21st Century Community Learning Centers (21st CCLC) program is funded through the U.S. Department of Education's Office of Elementary and Secondary Education with the primary purpose of providing academic and enrichment opportunities during non-school hours with a focus on serving students who attend high-poverty and low-performing schools. The 21st CCLC program helps children with academic subjects and enrichment opportunities. Funds also support parental engagement activities.

A 2015 study of after school programs reveals that "important gains" for children and current research confirms the positive impact of after school programs for both students and their families. National after school outcome data has targeted both academics and behaviors with positive findings.

Academic gains include:

- Improved school attendance and engagement in learning

- Improved test scores and grades

- Students with the greatest risk show the greatest gains

- Frequency and duration of participation increases benefits.

Behavior-based gains include:

- Keeping children safe

- Positive impact on children's self-concept and decision making

- Helping working families and encouraging parental participation

- Reducing truancy and improving student behavior in school

Nationally, highlights include:

TOP 5 ACTIVITIES/SERVICES OFFERED
Physical Activity
Homework Assistance
Reading/Writing Opportunities
Beverages, Snacks, and/or Meals
STEM Learning Opportunities

TOP 5 FACTORS IN PARENTS/ SELECTION OF A PROGRAM
Safe Haven
Quality of Care
Child Enjoys the Program
Convenient Location
Knowledgeable and Well-Trained Staff

✓ 69% of parents/guardians report that their child's program offers STEM learning opportunities.

✓ 89% of parents/guardians are satisfied with the child's after school program.

✓ 10.2 million children participate in an after school program.

✓ Nationally, 49% of participants are girls and 51% are boys.

In Georgia, 282,453 children participated in an after school program (2014). Of that, 56% were girls and 44% were boys. By grade level (2014), 22% were K-5, 14% were middle school, and 11% attended high school (voluntary reporting). Other after school arrangements included traditional childcare centers (8%), sibling care (16%), and non–parental adult care (30%). On average, parents/guardians spent $92 per week on their child's after school program. Sadly, children spent 7 hours per week alone and unsupervised during after school hours. In 2014, 18% of Georgia's children were alone and unsupervised between the critical hours of 3 and 6 PM. Feedback from parents/guardians yielded satisfaction with after school programs. Specifically, 90% were satisfied with their child's program overall. 89% stated that the program was a safe environment and 86% were satisfied with the quality of care. Overall, funding for after school is

positive in Georgia. 88% of parents/guardians support public funding for after school program and 79% believe that these programs give working parents peace of mind about their children while they are at work. Finally, 78% of parents/guardians stated that after school programs help working parents keep their jobs. Needless to say, after school programs make a significant impact for children and families, both nationally and in Georgia!

History of Previous Operation

Walton County has successfully operated after school programs for almost 15 years. Starting with only 2 sites in 2002, the program has grown substantially to operate in 12 elementary, middle, and high schools throughout Walton County. The sites have continued to document impressive student gains, parent involvement, meaningful teacher input, and stakeholder perspectives. Partnerships and resource contributions have remained steady and grown over a decade of operations. Additionally, program leadership has enabled the school system to sustain and grow the program to numerous sites within the county. Of note, bus transportation has remained a part of every site operating budget; thereby, consistently eliminating a barrier to access for hundreds of Walton County families. Solid data and survey feedback has remained consistent over time and staff turnover has remained low for non-traditional hours of operation.

Program Progress and Growth over the Past Years of Operation

All sites have worked diligently to meet and exceed their proposed objectives. Additionally, the program has made consistent gains to serve students more than 30 days (regular) as defined by 21st CCLC expectations. This year, the program served 392 youth during after school on a regular basis and should be celebrated. This far exceeds the 245 targeted number of students.

Over the last 5 years, the number of 30+ days has consistently risen. Specifically,

YEAR	# Students Served
2011-2012	**251**
2012-2013	**385**
2013-2014	**374**
2014-2015	**399**
2015-2016	**392**

Additionally, average daily attendance (ADA) has remained steady or increased over the last four years.

SITE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ARES	**88**	**99**	**124**	**120**	**96**
CMS	**72**	**108**	**115**	**99**	**89**
YMS	**0**	**50**	**50**	**69**	**86**

Finally, the parent/guardian voice in support of the program has been outstanding over the last 5 years. Annual confidential surveys have consistently demonstrated positive program satisfaction by parents/families. Those working with parents should be praised for their ability to "satisfy" parents during after school hours. Specifically,

SITE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ARES	**100%**	**95%**	**100%**	**100%**	**100%**
CMS	**100%**	**96%**	**93%**	**100%**	**100%**
YMS	**0%**	**89%**	**96%**	**100%**	**100%**

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

> **ARES:**   133 registered
>
> **CMS:**   193 registered
>
> **YMS:**   118 registered

Regularly Participating Student Enrollment Per Site

ARES: 128 students

CMS: 149 students

YMS: 115 students

Student Demographics Per Site

ARES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black or African American:	41
Hispanic or Latino:	2
White:	76
Unknown:	7

Regularly Attending Students: By Gender

Male:	67 (52%)
Female:	61 (48%)

Regularly Attending Students: By Grade Level

Pre-K:	0
Kindergarten:	2
1st Grade:	20
2nd Grade:	29
3rd Grade:	28
4th Grade:	25
5th Grade:	24

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 84

Number of Regularly Attending Students with Special Needs/Disabilities: 12

CMS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	1
Black or African American:	72
Hispanic or Latino:	4
White:	66
Unknown:	5

Regularly Attending Students: By Gender

Male:	80 (54%)
Female:	69 (46%)

Regularly Attending Students: By Grade Level

6th Grade:	40
7th Grade:	44
8th Grade:	65

Number of Regularly Attending Students with Limited English Proficiency: 2

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 80

Number of Regularly Attending Students with Special Needs/Disabilities: 21

YMS:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black or African American:	31
Hispanic or Latino:	3
White:	75
Unknown:	5

Regularly Attending Students: By Gender

Male:	49 (43%)
Female:	66 (57%)

Regularly Attending Students: By Grade Level

6th Grade: 49
7th Grade: 27
8th Grade: 39

Number of Regularly Attending Students with Limited English Proficiency: 0

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

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

Average Daily Attendance Per Site

    ARES: 96 Youth

    CMS: 89 Youth

    YMS: 86 Youth

3. PROGRAM OPERATION

	School Year			Summer		
SITE	**Days Open per Week**	**Hours Open per Week**	**Weeks of Operation**	**Days Open per Week**	**Hours Open per Week**	**Weeks of Operation**
ARES	**4**	**12**	**32**	**0**	**0**	**0**
CMS	**4**	**12**	**31**	**0**	**0**	**0**
YMS	**4**	**12**	**32**	**0**	**0**	**0**

4. QUALITY OF STAFFING

ARES

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

    Staff Training:

2015-2016 Professional Development/21st CCLC	
Technology – Google Docs	Academically Challenging Environment
Math Strategies	Language Arts Review
Homelessness	Epilepsy
Bullying	Diabetes
Anaphylaxis	Asthma
Whole Brain Teaching	iPad Apps and Usage
Technology for Classroom Management	Safety Procedures
New Ways to Engage Your Students Using Microsoft	Environment and Climate (Behavior Management)
Inquiry-Based Learning	Ensuring Every Student Can Create and Collaborate

Use of Certified Teachers:

11 Certified Teachers = 39%
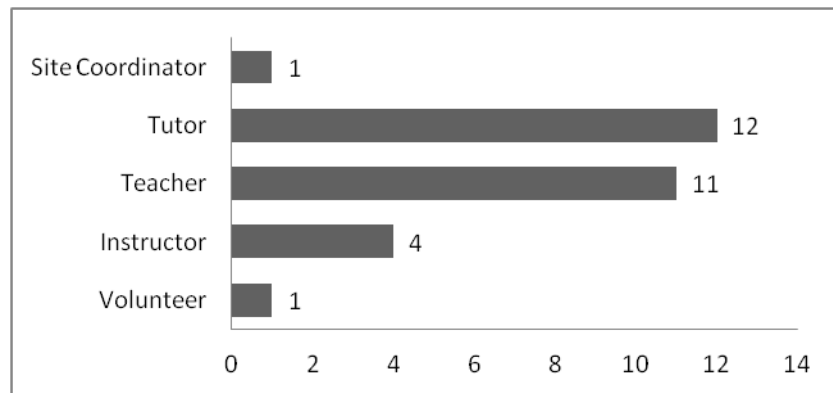
Background Checks:

100% Current – 2016 - Confirmed

CMS

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

Staff Training:

2015-2016 Professional Development/21st CCLC	
Abuse, Neglect, and Harassment	LEAP Schedule and Daily Procedures

Mandated Reporting and the Law	Safety Procedures (Fire/Wind/Lockdown)
Counseling Students on Grades/Performance	Math Improvement Strategies
Use of Technology and Approved Websites	Student Demonstrations for Parent Meeting

Use of Certified Teachers:

12 Certified Teachers = 67%
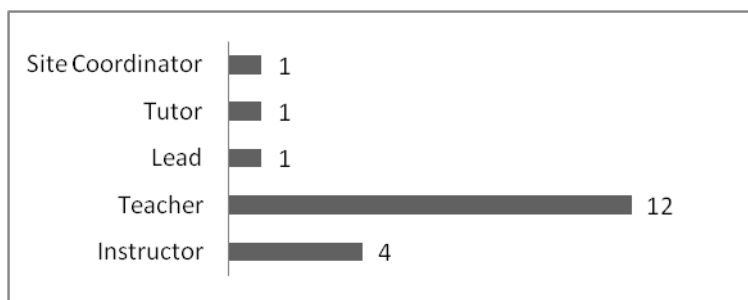
Background Checks:

100% Current – 2016 – Confirmed

YMS

Staff:Student Ratio:

1:10 Academic
1:15 Recreation
1:5 Tutoring

Staff Training:

2015-2016 Professional Development/21st CCLC	
Academic Challenging	Bullying
Child-Centered Goal Planning	Computer Technology (Google Docs, Schoology, and iPads
CPR	Literature and Writing Reviews
Mathematical Strategies	Multicultural Overview

Use of Certified Teachers:

14 Certified Teachers = 78%

Site Coordinator	1
Tutor	3
Lead	1
Teacher	14
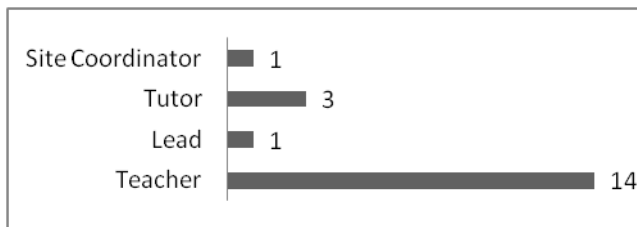
Background Checks:

100% Current – 2016 – Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 55% of regularly attending (those attending 30 or more days) EOG eligible students will meet or exceed state standards on the EOG math (For high school students, the EOC math will be used as the measure).

x

OBJECTIVE 1: **x**

OBJECTIVE 2: 60% of regularly attending (those attending 30 or more days) EOG eligible students will meet or exceed state standards on the EOG reading (For high school students, the EOC English will be used as the measure).

x

OBJECTIVE 2: **x**

OBJECTIVE 3: 45% of regularly attending 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.

ARES

MATH CLASSROOM GRADES			
Regular attendees have …	Regular Attendees/# of Days Attended		
	30-59 Days	60-89 Days	90+ Days
Increased their grade by half a grade or more	4	2	22
Decreased their grade by half a grade or more	18	4	45
Neither increased nor decreased their grade	3	0	12
Total (Math)	**25**	**6**	**79**

CMS

MATH CLASSROOM GRADES			
Regular attendees have …	Regular Attendees/# of Days Attended		
	30-59 Days	60-89 Days	90+ Days
Increased their grade by half a grade or more	11	9	9
Decreased their grade by half a grade or more	32	23	15
Neither increased nor decreased their grade	20	7	5
Total (Math)	**63**	**39**	**29**

YMS

MATH CLASSROOM GRADES			
Regular attendees have …	Regular Attendees/# of Days Attended		
	30-59 Days	60-89 Days	90+ Days
Increased their grade by half a grade or more	11	0	16
Decreased their grade by half a grade or more	14	4	32
Neither increased nor decreased their grade	4	5	18
Total (Math)	**29**	**9**	**66**

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.

MATH	ARES	CMS	YMS	SITES COMBINED
Increased Grade	28	29	27	84
No Change in Grade	15	32	27	74
Total Increase/No Change	**43**	**61**	**54**	**118**
Total Students	**110**	**131**	**104**	**345**

Analysis: 43 / 110   =   39% ARES

61 / 131   =   46% CMS

54 / 104   =   52% YMS

118 / 345   =   **34%** Combined Sites

45% Target

OBJECTIVE 3: **DID NOT MET**

OBJECTIVE 4: 45% of regularly attending 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.

ARES

READING/LANGUAGE ARTS CLASSROOM GRADES			
Regular attendees have …	Regular Attendees/# of Days Attended		
	30-59 Days	60-89 Days	90+ Days
Increased their grade by half a grade or more	11	3	25
Decreased their grade by half a grade or more	18	3	37
Neither increased nor decreased their grade	4	0	17
Total (R/LA)	**33**	**6**	**79**

CMS

READING/LANGUAGE ARTS CLASSROOM GRADES			
Regular attendees have …	Regular Attendees/# of Days Attended		
	30-59 Days	60-89 Days	90+ Days
Increased their grade by half a grade or more	28	14	11
Decreased their grade by half a grade or more	16	14	10
Neither increased nor decreased their grade	21	12	7
Total (R/LA)	**65**	**40**	**28**

YMS

READING/LANGUAGE ARTS CLASSROOM GRADES			
Regular attendees have …	Regular Attendees/# of Days Attended		
	30-59 Days	60-89 Days	90+ Days
Increased their grade by half a grade or more	9	3	22
Decreased their grade by half a grade or more	10	3	18
Neither increased nor decreased their grade	13	2	27
Total (Math)	**32**	**8**	**67**

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.

READING/LANGUAGE ARTS	ARES	CMS	YMS	SITES COMBINED
Increased Grade	39	53	34	126
No Change in Grade	21	40	42	103
Total Increase/No Change	60	93	76	229
Total Students	118	133	107	358

Analysis: 60 / 118   =   51% ARES

93 / 133   =   70% CMS

76 / 107   =   71% YMS

229 / 358   =   64**%** Combined Sites

45% Target

OBJECTIVE 4: **MET**

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.

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.

Students, parents/guardians, and their regular school days 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** **2015-2016**				
Survey Question		**ARES**	**CMS**	**YMS**
Student	*"The program helps me complete and turn in my homework on time."*	**93%**	**94%**	**100%**
Parent	*"The program helps my child complete and turn in his/her homework on time."*	**100%**	**100%**	**100%**

Teacher	*"He/she turns in homework on time."*	**100%**	**97%**	**98%**
Teacher	*"Completes homework to my satisfaction."*	**100%**	**97%**	**98%**
	Average by Site	**98%**	**97%**	**99%**

Results:

      ARES   98% Improved/Maintained Homework Completion

      CMS   97% Improved/Maintained Homework Completion

      YMS   99% Improved/Maintained Homework Completion

      Combined Sites

            98% Improved/Maintained Homework Completion

            75% Target

            OBJECTIVE 5: **MET**

Objective 6: **75% of regularly attending students 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.

"SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE" RESPONSES
Regular Day Teacher Surveyed
By Site

2015-2016			
Survey Question	ARES	CMS	YMS
Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.	100%	98%	100%

Results: ARES   100% Improved/Maintained Level of Classroom Participation

CMS   98% Improved/Maintained Level of Classroom Participation

YMS   100% Improved/Maintained Level of Classroom Participation

Combined Sites   **99%** Improved/Maintained Level of Classroom Participation

75% Target

OBJECTIVE 6: <u>**MET**</u>

<u>**OBJECTIVE 7:**</u> **76% of regularly attending students will self-report they have maintained or improved their behavior, as measured by student surveys.**

During the Spring term, students were asked to complete surveys assessing their overall behavior as a result of participating in the after school program. Results are provided by site and then averaged to determine if the proposed objective was met.

ARES   92% self reported Improved/Maintained Behavior

CMS   94% self reported Improved/Maintained Behavior

YMS   100% self reported Improved/Maintained Behavior

Combined Average   **95%** self reported Improved/Maintained Behavior

76% Target

OBJECTIVE 7: <u>**MET**</u>

OBJECTIVE 8: 85% of parents of regularly participating students will report they are satisfied with the program, as measured by parent surveys.

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

ARES	100% reported "Satisfaction" with their child's program
CMS	100% reported "Satisfaction" with their child's program
YMS	100% reported "Satisfaction" with their child's program
Combined Average	**100%** reported "Satisfaction" with their child's program
	85% Target
	OBJECTIVE 8: **MET**

OBJECTIVE 9: 47% of participating students' family members will attend at least one parent involvement activity, as evidenced by sign in sheets.

ADULT FAMILY MEMBER ACTIVITIES
Orientation
Open House
Literacy Night
Curriculum Night
Celebrating After School Success

Analysis:

	ARES	CMS	YMS	Combined
Number attending at least 1 event	88	75	55	218
Number of Participating Students	133	149	115	397

Results: 88 / 133   =   66% ARES

               75 / 149   =   50% CMS

               55 / 105   =   52% YMS

                                      56% Combined Attendance (school year) Averaged

                                        47% Target

                                        OBJECTIVE 9: **MET**

6. OTHER OBSERVATIONS

Perception Survey

A broad array of Walton County stakeholders were asked to complete an online, confident perception survey about the after school program at the end of the school year (Spring). Feedback was solicited from school administrators, school day teachers, tutors, after school staff, parents, volunteers, and community representatives. Both open-ended and close-ended questions were asked of voluntary participants. A comprehensive report was generated and is available upon request.

Data provided in this report includes academic and enrichment feedback, perceptions about after school operations, after school value aligned with regular school day activities, suggestions for program improvement, and the benefits of participating in the after school program. Note that this survey was not mandatory and optional for each school site based on time, interest, and desire/need for additional input.

CMS

63	respondents participated in the survey.
92%	view *"the after school program as a valuable resource for my school."*
90%	believe *"the after school program benefits the entire school."*
94%	found that *"the after school program works well with the regular school day."*
90%	state that *"students who attend the after school program do better in their regular day classes in part because of the after school program."*
89%	rate the overall quality of the after school program as *"Excellent or Good."*
52%	believe that students would *"go home to an empty house"* without this program.

From your perspective, what is the greatest benefit of the After School program for

students?

▪ Providing a safe environment that enhances their school day
▪ Flexible content specific to small groups of students, often practice examples geared for one or two students at a time.
▪ Children are supervised and get extra help.
▪ It gives the students a safe place to go after school.
▪ Study helps, homework completion and tutoring for things not able to understand in normal day setting.
▪ A safe place to go with structure and learning opportunities.
▪ Small group one on one attention in a structured environment.
▪ It provides a place for students to get a snack, interact with other students, and receive help on school work.
▪ Homework help, tutoring
▪ Students are able to have adequate supervision.
▪ Provides the opportunity for supportive homework and study time. Encourages students to look at their performance academic performance and set personal goals. Allows for participation in club activities.
▪ Study time, tutoring, homework help
▪ It can provide extra help for prerequisite concepts that there is no time to re-teach in class.
▪ Safety and academic assistance
▪ Time
▪ Students have some place to be after school
▪ To see the students grades after a test.
▪ Small groups of students connect to adults in a more relaxed atmosphere. It allows supportive, non-threatening relationships to develop.
▪ It provides a safe environment for the students to be in; and allows the students a valuable opportunity for them to receive additional educational support.
▪ Tutoring cooking

- Adult Supervision
- To help them with their work.
- Works with students on homework
- Students can complete home work assignments
- Students have a safe place to be after school
- Extra help from teachers on assignments/homework.
- Students can get free tutoring and stay caught up in their academic classes, because there is someone here to help them.
- Students get the attention they need and would not get at home.
- It is a safe, academically enriching and caring place for these students who often struggle.
- Kids can get instruction in smaller groups
- Having a place to go after school is one of the greatest benefits from this program.
- Baby sitting
- They have tutoring help if needed and a safe place to be after school.
- A time to get a snack and run and play.
- One on one help with homework we parents do not understand
- Mentoring
- Students get extra help with school work and help studying for tests. They are not home alone or hanging out with bad influences.
- The safety and well being of students.
- Academic learning activities
- It keeps the students who have nobody at home from getting into trouble on the streets.
- Helping with school work and making the students feel like they belong/ fit in
- Extra help with homework
- Helps working parents a little extra time to work
- The tutorial Program !!!
- It helps kids who would not otherwise study for quizzes or tests.
- Having a place for students to partake in activities after school to keep them engaged, motivated, and out of trouble
- Being able to interact with other students
- Helping them to get there grades up and stay up during the school yeard. Helping them to understand what they have learned.
- Everything
- Homework help and study time for tests
- A positive after-school environment.
- Tutoring
- Providing a safe place for students to be after-school while also providing relevant academic support.
- It gives student more of an opportunity to succeed in school academically and socially.
- The enrichment activities.
- They do go home to an empty house.
- Dr. Dover

▪ Somewhere safe to be and extra learning.
▪ Support of the regular day academic program

From your perspective, does the After School program provide the "right" activities for

the "right" students?

▪ Sometimes. It depends on the LEAP teachers; some try very hard and others just babysit
▪ Activities are varied and appeal to a wide range of students. This year we had everything from cooking lessons, various clubs (FBLA, Computer Code Club, Comic Book Club) as well as sports related activities, cheer leading, football, basketball, track.
▪ Yes.
▪ It does because many of the students in the program would go home to no supervision.
▪ I think they do the best job that they can.
▪ No
▪ I believe so.
▪ As far as I know.
▪ Yes, at times. However, some classes seem to have "daily" movies.
▪ The choice of activities to engage, deepen, and enrich learning depends on the quality of the tutor/teacher in the group. Students and parents/guardians need to understand that in middle school the program is not designed as a babysitting service so students come with a willingness to take advantage of the opportunities afforded them.
▪ Yes
▪ Yes, I just wish more students could participate in it.
▪ Maybe
▪ Very appropriate =)
▪ Yes; however, more students could benefit if they were allowed by their parent/guardian to attend the after-school program.
▪ Yes option is available for everyone
▪ I think the kids in the after school program enjoy the program. I don't know much about the different activities
▪ Yes, I agree that the After School program provides the right environment.
▪ Yes.
▪ Dr. Dover and his team try very hard to use resources from the teachers, so that they are continuing to learn and review materials.
▪ Most of the students in the program do not have background/prior worldly knowledge. They need more activities and experiences that introduce them to a variety of topics.
▪ At this location I'd say yes.
▪ Yes!
▪ It needs to be more academically challenging.

▪ I believe it does
▪ Absolutely!!!
▪ Yes, a lot of underprivileged get opportunities to attend certain events. They have adults ask about homework and help them study.
▪ Providing constructive activities for students after school
▪ Yes. It gives them great activities
▪ Absolutely.

What is the most important thing for the After School program to focus on to help students

and their families?

▪ Making up work in classes they are failing, having a chance to practice social skills
▪ Make sure parents are engaged and providing support for their child interacting with LEAP staff to more effectively integrate LEAP activities into the regular school curriculum.
▪ Extra help
▪ Help the child with homework and life lessons that the parents may not have time or the knowledge to deal with
▪ The academic support provided for the student.
▪ Positive environment for all students to have a safe place to stay after school to learn and do enrichment activities.
▪ Homework help and tutoring.
▪ Gaps & missing skills in Reading & Math
▪ Life skills and how they affect learning-organization, completion of tasks, listening skills, understanding deadlines, and the consequences for having or not having these skills.
▪ Math/science help
▪ Building on prior knowledge to close the education gap.
▪ Safety and academic assistance
▪ Assisting children to complete the overdose of 'busy work\homework' while in a safe and supportive area. (My child did not consistently receive the homework help he desperately needed)
▪ Studies
▪ I think there should be more tutoring with the child's actual teacher. Afterwards the student could go to do the other programs.
▪ Make sure that the students have completed their homework before going home.
▪ Academics - this should be structured HW time working with a teacher that is actually teaching not babysitting. There is a difference.
▪ Communication.
▪ The most important thing in my opinion is to provide a safe, educationally enriching program for the students.
▪ Academics and incentives to study
▪ Community

▪ Class work and homework.
▪ Help with homework
▪ Student grades
▪ Academics
▪ Providing a safe place to stay after school where students can get extra help on any assignments or work they are struggling with.
▪ Health and social awareness
▪ Life skills and academic activities.
▪ More parent involvement, parents working with their student in the educational setting.
▪ Weaknesses and strength that students have
▪ Homework and review.
▪ Do their schoolwork.
▪ Importance of studying outside of class for assessments.
▪ Free babysitting for parents.
▪ Homework
▪ Broaden horizons
▪ Good study skills, anger management, self esteem
▪ Helping students get and/or stay focused and positive.
▪ The academic improvement of students
▪ School work
▪ Making sure that the kids get help with school work that parents may not know how to do.
▪ The importance education has in life
▪ It works well
▪ Availability!!!!
▪ The program should help parents to become more involved.
▪ Academic support
▪ Learning how to work with others
▪ Helping the students with their homework that parents don't understand or know how to do themselves.
▪ Homework
▪ Gives them a safe place to learn
▪ Communication
▪ Tutoring and help with their homework.
▪ Providing a safe place and academic support.
▪ Providing the students with the skills they need to be successful in school.
▪ Providing resources for their needs outside of the regular school day.
▪ Homework and study for tests
▪ Homework help and life skills
▪ More math help.
▪ Cooperative relationships between the school and the home.

YMS

9	respondents participated in the survey.
100%	view *"the after school program as a valuable resource for my school."*
100%	believe *"the after school program benefits the entire school."*
100%	found that *"the after school program works well with the regular school day."*
100%	state that *"students who attend the after school program do better in their regular day classes in part because of the after school program."*
100%	rate the overall quality of the after school program as *"Excellent or Good."*
56%	believe that students would *"go home to an empty house"* without this program.

From your perspective, what is the greatest benefit of the After School program for

students?

▪ This program gives the children a chance to interact with teachers and other students in a smaller class size.
▪ The greatest benefit is working with the students and helping them with their assignments.
▪ Remediation and homework help.
▪ The greatest benefit for students is that they receive more individual help with homework and help with subjects they are struggling with.
▪ Safe place
▪ Getting homework done, and enrichment in all curricular areas
▪ They get to work in small groups to get additional help and enrichment.
▪ It allows the students to get help on their work when a parent is likely unable to do that each evening.
▪ We strive to be the "constant" in our students lives. So we like to focus on the academic aspect but we also want our students to know we care.

From your perspective, does the After School program provide the "right" activities for

the "right" students?

▪ Yes, the students have a chance to choose certain activities and they enjoy the experience.
▪ I think the activities are great. The students start off with fun outdoor activities. Then they go to academic class to get extra help and support
▪ For the most part yes, I think an enrichment class might be needed for some of the advanced students attending.
▪ For the most part
▪ I believe that they provide the best that can be done.
▪ Yes, I do believe many of these students need the extra time and assistance with

their school work.
▪ I think we try to provide the "right" activities for the "right" students; however, I think we could use a re-amp.

What is the most important thing for the After School program to focus on to help students and their families?

▪ Giving students the confidence to make smart choices for their school work and for their future.
▪ The most important focus should be academics.
▪ Continue providing the help that is currently being given.
▪ I thing the most important thing for these students is helping them finish homework because I have found that this is the number one reason parents send their children.
▪ Enrichment
▪ Continue with homework opportunities and help
▪ Importance of completing work on time and study skills
▪ Tutoring and enrichment activities such as the sewing program our school offers.
▪ Once again we like to invest into our students academically as well as being their cheerleader. One of the most important things after school programs can focus on would be encouraging the students to set goals and achieve them. This mind set allows the students to realize that they can accomplish different goals they set their mind too such as graduating.

Stakeholder's Luncheon

In Spring 2016, the External Evaluator hosted Walton County's 21st CCLC Annual Stakeholders' Luncheon at the school system Annex. All program sites were invited and all schools were represented by a variety of stakeholders, including Site Coordinators, parents/guardians, school administrators, regular and after school day teachers, support staff, central office personnel, and the program's data management specialist.

Newly announced Project Director, Dr. Dawn Spruill, was introduced to the attendees and spoke about working with the 21st CCLC program. Feedback from all stakeholders was solicited and many enjoyed learning about other programs operating before and after school programs. School principals were eager to share their commitment for the program and school day teachers

confirmed the positive impact for children and their families receiving services. Several parent/guardian/grandparent comments proudly boasted how the program has impacted their home lives and assisted with vital academic needs. Several families stated that all of their children attended after school programs at various school sites and valued the daily bus transportation and academic assistance. One high school student also shared that, without the credit recovery program, she would not graduate with her respective class in the spring.

Attendance, as with previous years, was well attended with more than 60 enjoying lunch and networking. This event is only a handful of opportunities for Site Coordinators to meet and informally communicate with each other and share program specifics. It is the only function in which all programs and stakeholders are together during the school year. Many commented on the unique cultures of their respective schools and the different enrichment programs offered throughout the county. All attendees confirmed the critical need to offer after school services and the External Evaluator shared that almost 1,000 Walton County K-12 students benefit from the program on a daily basis.

Student, Parent, and Teacher Feedback

Additional data from three important stakeholders was also collected via close-ended Likert style confidential surveys. The following charts highlight strong feedback about the after school program and its impact on students, academics, personal development, and regular classroom teacher value in terms of making a positive difference for students.

STUDENT Voice			
Statement	ARES	CMS	YMS
I like the after school program.	**92%**	**97%**	**96%**
I feel better about myself because of the program.	**92%**	**92%**	**88%**
I have made new friends because of the program.	**92%**	**92%**	**100%**

PARENT Voice			
Statement	**ARES**	**CMS**	**YMS**
The program helps my child's reading improve.	**98%**	**93%**	**100%**
The program helps my child's math improve.	**98%**	**93%**	**94%**

TEACHER Voice			
Statement	**ARES**	**CMS**	**YMS**
My students volunteer more after going to the program.	**100%**	**95%**	**100%**
My students who attend the program are attentive in class.	**100%**	**95%**	**97%**
My students come to school motivated to learn.	**100%**	**95%**	**97%**
My students get along well with other students.	**100%**	**94%**	**90%**

Additional Stakeholder Survey Feedback

ARES

Quotes

▪ 1st grade boy

I'm good in class. I come to learn more ... math and science. My favorite thing about the program is going to PE. I like teachers, too. I just like the whole program. I am good in LEAP. I do ride the bus home on Fridays. I also get to go to computer. We do math and some games. It's fun. I like school.

▪ 2nd grade boy

I think it's awesome. I like everything; my favorite is enrichment. We go to the gym and we do our walking and running around the gym, If it's dry outside, we go outside. Inside, we play a game. We get to stay outside the whole time. At the end of outside time, we get to play with balls and ropes, too. I ride the bus home of Fridays. I do get help with my homework - it's usually very easy. After that, if we have enough time, we get to go on the computers and do math. And that we read a book until we leave.

Photographs

CMS

Quotes

- 6th grade girls

I think it's fun. You get to hang out with your friends that you don't see at all ... after school I see them. I also get my homework done. You get the help you need and if you can't find the answer on Google, the teachers can help you. The teachers were eager to help you. We like

them. I also like how we get to go outside. During the school day, we don't go outside. The clubs are really fun, too. Today, we have an ice cream because of our good behavior. It's a good reward program. I miss recess from the elementary school. The LEAP teachers are really fun and help you a lot.

- 7th grade boys

It's good and OK. I get help with social studies. They'll ask me questions by quizzing me. I get my homework done. I also get my homework finished. My favorite part of LEAP is being able to get the stuff i need to get done.

- 8th grade group of girls

You get to meet new people, but we'd like more outside time. It's a nice program; we learn and stuff. We get to study more and you get to make new friends. It does help our grades and it is a good program. I like most of the teachers. They give us enough study time and it does help our grades. It helps with our classes.

Photographs

YMS

Quotes

- 6th grade boy and girl

It's really good. It helps me finish my homework on time and it helps me with my behavior. It makes me feel like I'm counted in. I like to draw when I finish my homework. They give us snacks and they are pretty good. And, we get to go outside.

I like it and I don't like it. You have to do your homework. But, your friends come and you get to go outside. The bus is good and snacks - I really don't eat that much. Sometimes I don't like the mix and cheese puffs. We get apple juice. The teachers are really good. We both think that.

- 7th grade boy

I feel like it's a good thing. If you have a lot of homework, then you can ask people and other adults and they can help you out. We usually go outside and play for a little while. When it rains, we don't. I feel like that's good to catch up on homework. We also do some math and reading. In the fall, we went to computer lab and Read Theory. It's a website where you read passages and answer questions. You get a score and with a 100, you go up. I did a lot of them. I'm getting close to a 1 rank. At the end of day, we have free time around our bus area. I think it's perfect that way it is.

Photographs

7. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Maintenance

Since 2002, Walton County stakeholders from both public and private sectors have worked to sustain after school efforts for thousands of children and their families. Annually, a dozen schools serve more than 1,000 students daily with no costs for families during the school year and summer months.

Sustained multi-year partners include Walton County Public Schools, Communities in Schools of Walton County (CIS), FISH, The Partnership for Families and Children, Athens Technical College, and local business partners including the Chamber of Commerce. Unwavering commitment levels with FISH fill the gaps for students who do and do not receive free/reduced lunch rates. They have continued the Backpack Buddies program to ensure that students have food during weekend time when they are not at school. Providing food and supplies for students and family members was also a part of their involvement and they should be commended.

This year, a record number of partnerships were developed and maintained from both Walton County Schools and its 21st CCLC co-applicant, Communities in Schools. Specific partnerships include:

- ✓ The Walton County Foundation
- ✓ Wal-Mart
- ✓ Shepherd's Staff Ministries
- ✓ First Baptist Church of Loganville
- ✓ Walton County Municipal Association
- ✓ Monroe Rotary Club
- ✓ Loganville Rotary Club

- ✓ Monroe Kiwanis Club

- ✓ Monroe Lions Club

- ✓ Loganville Lions Club

- ✓ Walton EMC

- ✓ Hitachi

- ✓ Clearview Regional Medical Center

- ✓ Walton County Chamber of Commerce

- ✓ State Farm Insurance

- ✓ The Mattie C. Stewart Foundation

- ✓ Georgia Student Finance Commission

- ✓ Great Promise Partnership

- ✓ Leadership Walton

- ✓ Monroe Junior Women's Club

Contributions to the Program

Respective of Walton County's five 21st CCLC grant award programs, the Program Director 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 ten years!

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

DIRECT SERVICE PARTNERS	ARES-CMS-YMS	TARGET	DESCRIPTION
CIS of Walton	$29,177		Supplies, coordination of services, mentors

County			
FISH	$20,000	$1,500	Food/supplies for families and students $5 per child (100 per week for 30 weeks)
The Partnership	$10,000	$1,000	Coordination of mtgs and advisory council (Announcement of grant on webpage & at collaborative mtg). Based on % of salaries, materials, space, Drug Awareness workshops $5000 total. (3 sites)
BOE			Costs that are not covered by 21st CCLC
ATC	$4,320	$4,000	Instruction based on 24 hr wkly @ $20 per hr for 9 wks/by 4 quarters ($17,280/12*3)
Other	$14,000		Soil, flowers, etc., individual contributions/in-kind, churches, etc.
TOTAL	**$77,497**	**$6,500**	

8. OVERAL RECOMMENDATIONS

Highlights & Celebrations

- All sites had an impressive 100% satisfaction from parents/guardians the last 2 years!

- ARES: 3 of the last 5 years had 100% parent/guardian program satisfaction.

- All sites had strong average daily attendance.

- ARES had a wide variety of professional development for staff throughout the school year.

- All sites maintained 100% clear and current background checks.

- All sites maintained low staff to student ratios per grant requirements for academic and enrichment programming.

- All sites had representation at the Annual Stakeholders' Luncheon.

- CMS and YMS had a high percentage of certified teachers working after school.

- All sites had impressive Language Arts objective pass rates.

- YMS demonstrated strong student and parent/guardian feedback about homework completion and timeliness.

- ARES demonstrated strong parent/guardian and teacher feedback about homework timeliness and satisfaction.

- All sites maintained strong student classroom participation feedback.

- YMS reported an impressive 100% improved or maintained student behavior results.

- All sites had consistently strong parent/guardian participation as part of serving families through workshops and school-based activities.

- CMS stakeholders affirmed that the after school program complements the regular school day.

- YMS had outstanding perception survey feedback specific to valued programming, school benefits, overall quality, and helping students during the regular school day.

- Student feedback about the after school program, feelings of self worth, and making new friends averaged more than 90% at all sites.

- Parent/Guardian feedback was consistently strong specific to assistance with their child's reading and math needs.

- ARES teacher feedback was stupendous – with 100% response rates for student volunteerism, attentiveness, motivation, and working well with other students.

- The program has done a consistently excellent job of maintaining partners with deep commitment levels to help students and family members throughout the school year and summer.

- Site Coordinators were professional, engaging, and excited to work with the program, students, and their families throughout the year and should be commended for their commitment to education.

<u>Recommendations</u>

1. All sites: To help maintain current AS21 data, the program should submit an objective amendment request to the State to delete/edit the two objectives (Objective 1 and Objective 2) targeting State assessments (EOG vs. Milestones). Once approved, update the data management system to reflect the change.

2. All sites: Ensure that the utilization of certified teachers is considered when hiring after school staff in that their experience and academic expertise can complement reading and math needs. The Evaluator reports the percentage of certified teachers working in the after school program.

3. All sites: Specific to professional development planning/staff training, ensure that district and school specific training opportunities align with the Fall Professional Needs survey. Programs may also wish to share resources for professional development across sites. Continue to document all professional development.

4. ARES and CMS: The classroom math grade objective was not met this year. Specific to the classroom math objective, the after school math instructor and Site Coordinator should review classroom math grades to better understand why students' math grades decreased from Fall to Spring or why students maintained D/F numeric grades. A deeper understanding of students' skills and gaps may assist with future math instruction. As appropriate, partner, plan, and meet with with regular school days teachers for guidance

to best serve shared students to design effective, hands-on, and engaging after school math activities and address chronic gaps.

5. All sites: Continue to maintain adult family member activities and opportunities for parental involvement throughout the school year. Ensure that each opportunity has an agenda, 21st CCLC-logoed sign in sheet, and aligns with Goal 3 for addressing family needs. The Site Coordinator may also wish to speak with respective school administrators to include additional opportunities for parent activities at school events. Maintain sign-in rosters and agendas as part of after school requirements. The Evaluator will report on adult family member activities as part of annual evaluation activities.

6. Perception Survey results: All sites should devote time to review respondent feedback specific to the open-ended questions targeting program benefits, appropriate activities, and opportunities to support students and their families.

7. CMS: Based on the online Perception Survey, the Site Coordinator may wish to better understand why the program received an 89% as "Excellent or Good" specific to overall quality. The Site Coordinator may wish to speak with regular school day teachers, parents/guardians, and students for additional feedback. A few respondents stated that the program may be viewed as '"free babysitting." In the Fall, the Site Coordinator may wish to educator parents/guardians, regular school day teachers, staff, and students about the role of the 21st CCLC program and whole child development. Help others "see" the role of homework in the after school program, the value of free transportation, and the rationale for after school structures differing from the regular school day. This can be done through reading the law, gathering out-of-school time data from best practices, and informal conversations with stakeholders.

8. YMS: Through the online Perception Survey is voluntary, the Site Coordinator should promote this confidential, online communication and feedback opportunity to solicit a higher response rate for next year. Feedback, in turn, should strengthen the program and validate efforts.

9. YMS: Student surveys stated a less than 90% for "*feeling better about myself because of the program.*" The program should aim for at least a 90% positive response rate. The Site Coordinator and staff may wish to informally engage with students more often to discuss self-esteem and feelings of self-worth to ensure that the whole child is being address and enrichment activities align with needs.

10. All sites: 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 the Site Coordinator or designee 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.

11. All sites: With annual staff changes, the Site Coordinator (with Program Director guidance) should review the 21st CCLC law as it pertains to staff activities and operating an effective after school program. The team should also review approved program objectives to ensure that they understand how activities align with program goals and objectives. This can be accomplished through a staff meeting/training session.