



21st Century Community Learning Centers

WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2014
PROGRAM EVALUATION

2011-2012 Grantee
Year 3
Monroe Elementary School
Harmony Elementary School

Dr. Donna Van Natten
External Evaluator
donna~~v~~annatten@gmail.com
423.314.4141



Evaluator Certification

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. This certification is the primary evidence that program objectives were independently analyzed as part of 21st CCLC grant requirements for funding and continuation of funding.

To the best of my knowledge, all content herein was appropriate and ethically conducted in relation to work performed for this 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's 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 a stakeholder has a comment or question about the contents of this document, please contact me for assistance.

Thank you.

Dr. Donna Van Natten

1. OVERVIEW AND HISTORY

General Overview

The 21st Century Community Centers (21st CCLC) initiative is the sole federal source for out-of-school time programs for school-aged students. The program targets the following activities: (1) Academic enrichment to help students meet and surpass state standards; (2) A broad array of enrichment activities designed to complement the academic program; and (3) Literacy and educational development for families of students attending the 21st CCLC program.

On a national level, the 21st CCLC's profile includes:

- ✓ 11,533 school-based and community centers
- ✓ 1,660,945 children/youth served
- ✓ 9 out of every 10 centers are located in schools
- ✓ 14.2 hours of operation per week
- ✓ 33 weeks of operation per year
- ✓ 182 attendees per site
- ✓ 88 regular attendees (30+ days) per site
- ✓ 73% of regular attendees participate in the Free/Reduced Lunch Program
- ✓ 30% are high school students; 26% are middle school; and 44% are elementary

Current federal funding does not address the national demand for services. Specifically, 22 million children are eligible to attend 21st CCLC programs, but funding allows for only 1.6 million to participate (National Center for Education Statistics). Also, there are 18.5 million children whose parents would enroll them in an after school program if one were available (America After 3PM). Finally, only 1 out of every 3 local requests for funding is awarded. Over the last 10 years, \$4 billion in local requests have been denied because of the lack of federal funding and intense competition (Learning Point Associates). On average, each awarded site receives \$126,000 to provide services which means that \$595 is spent per attendee and \$1,222 for each regularly attending student.

The benefits are also obvious for students participating in the 21st CCLC program. 36% of regularly attending (30+ days) students' reading scores improved and 35% of their math scores showed gains. For students who attended more than 90 days, 46% demonstrated gains in reading scores and 45% in math. Teacher feedback also confirmed the need for services in that 72% reported an improvement in homework and class participation and 68% noted improved behavior for their students attending after school programs.

Georgia's Afterschool Investment Council has taken an active role to help promote opportunities for Georgia's young people targeting high-quality, affordable after school and summer learning programs. Over 1 million Georgia children spend time away from their parents between 3PM – 6PM and during the summer; and nearly 31,000 Georgia children count on programs supported by the 21st CCLC initiative. In that 80% of children's time is spent outside the classroom, it is important that children have a safe and productive place to learn and grow. Per the Investment Council, 82% of Georgia parents are satisfied with the after school program their child attends.

On a statewide level, 17% of children participate in after school programs while 25% are in self-care. During the summer, 21% participate in learning programs.

Walton County Schools have embraced the crucial need for out-of-school activities to serve its most important stakeholders by pursuing and being awarded 21st CCLC and other funds which target academic, enrichment, and family needs. Currently, Walton County Schools operate 12 school-based programs for elementary, middle, and high school youth with 21st CCLC grant awards. The program's Project Director is a seasoned educator and administrator with a passion to help children thrive. Dr. Rita Dickinson's 12+ year commitment to after school programming is evident in student participation, low staff turnover, parent feedback, and partnership development.

In pursuit of excellence, the number of after school programs has consistently increased since 2002 to serve thousands of Walton County K-12 students. Research confirms that reinforcing regular day content during after school helps students retain knowledge and, in turn, positively impact required assessments. Review of several Walton County state assessments confirms this, including:

- ✓ 3rd Grade Reading: # Exceeding/Meeting standards has increased annually since 2007
- ✓ 3rd Grade Math: % Exceeding/Meeting standards has increased annually since 2008
- ✓ 8th Grade Reading: # Exceeding/Meeting standards has increased annually since 2005
- ✓ 8th Grade Math: # Exceeding/Meeting standards has increased annually since 2007
- ✓ 9th Grade Literature: # Passing EOCT has increased annually since 2007

History of Previous Operation

In its 3rd year of operation, Monroe Elementary and Harmony Elementary were the two targeted school-based sites serving hundreds of elementary children and their families throughout the 2013-2014 school year.

The sites have documented impressive student academic results, encouraging parent/adult feedback, helpful teacher data, and promising stakeholder perspectives about the value of the program.

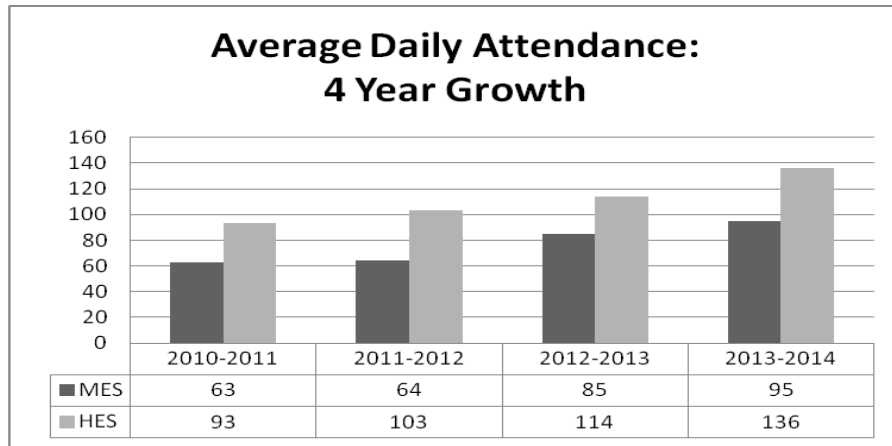
As previously stated, Walton County has a sustained history of providing quality after school services for students attending 12 of its 15 schools. Dr. Rita Dickinson, serving as the Project Director for all sites, has remained steadfast since the program's first 21st CCLC grant in 2002.

Program Progress and Growth over the Past Years of Operation

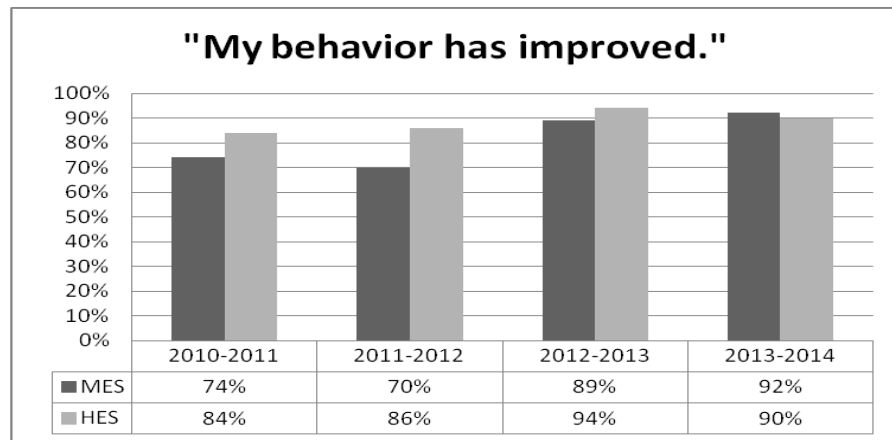
The two school sites program targeted 200 students for services last two years, but surpassed its target number by serving 261 regular attendees (30+ days) last year and an even more impressive 293 in 2013-2014.

The program “Met” 8 of its 9 proposed objectives as stated in the awarded grant application and only missed the math classroom grades objective by two percentage points. Both school sites should be commended.

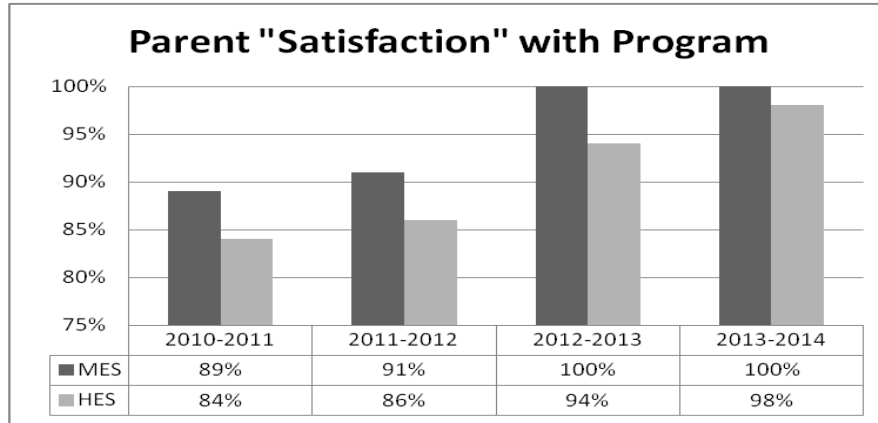
Both sites continued to increase their average daily attendance over the last four years; a testimony to the strong impact of providing after school services for children.



Student feedback was also solicited each program year which found three consecutive years (MES) and four consecutive years of gains (HES) as a result of program participation.



Overall parent satisfaction figured remained consistently impressive for each year since 2011 at each of the two program sites.



2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

MES: 125 registered

HES: 188 registered

Regularly Participating Student Enrollment Per Site

MES: 118 students

HES: 175 students

Student Demographics Per Site

MES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native: 0
 Asian/Pacific Islander: 9
 Black or African American: 71
 Hispanic or Latino: 1
 White: 34
 Unknown: 3

Regularly Attending Students: By Gender

Male: 51 (43%)
Female: 67 (57%)

Regularly Attending Students: By Grade Level

Kindergarten: 3
1st Grade: 17
2nd Grade: 24
3rd Grade: 27
4th Grade: 25
5th Grade: 22

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 100

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

HES:

Regularly Attending Students: By Racial Group/Ethnicity

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black or African American: 119
Hispanic or Latino: 1
White: 48
Unknown: 7

Regularly Attending Students: By Gender

Male: 76 (43%)
Female: 99 (57%)

Regularly Attending Students: By Grade Level

Kindergarten: 10
1st Grade: 20
2nd Grade: 35
3rd Grade: 44
4th Grade: 43
5th Grade: 23

Number of Regularly Attending Students with Limited English Proficiency: 0

Number of Regularly Attending Students Eligible for Free/Reduced Lunch: 147

Number of Regularly Attending Students with Special Needs/Disabilities: 9

Average Daily Attendance Per Site

MES: 95 Youth

HES 136 Youth

3. PROGRAM OPERATION

| <u>SITE</u> | <u>School Year</u> | | | <u>Summer</u> | | |
|--------------------|----------------------------------|-----------------------------------|----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| | <u>Days Open per Week</u> | <u>Hours Open per Week</u> | <u>Weeks of Operation</u> | <u>Days Open per Week</u> | <u>Hours Open per Week</u> | <u>Weeks of Operation</u> |
| MES | 5 | 13 | 28 | 4 | 32 | 2 |
| HES | 5 | 13 | 29 | 0 | 0 | 0 |

4. QUALITY OF STAFFING

MES

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

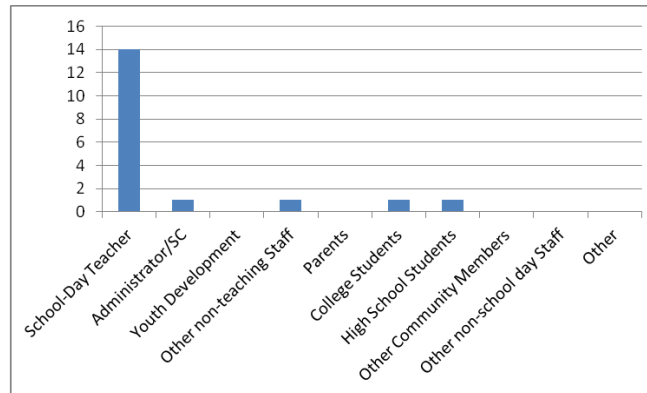
Staff Training:

- Orientation
- Emergency Procedures
- Evaluation Results
- CCGPS Math
- Effective Math and Reading Groups
- Behavior Management

- Engaging Parents
- Objective and Grant Changes
- Planning for the end of the year

Use of Certified Teachers:

14 Certified Teachers = 78%



Background Checks:

100% Current – 2014 - Confirmed

HES

Student:Staff Ratio:

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

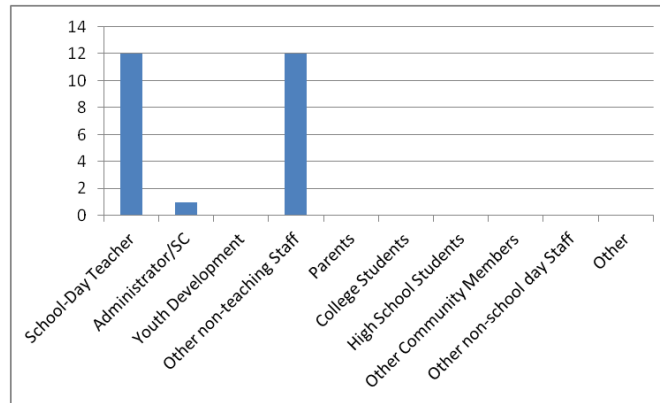
Staff Training:

- Orientation
- Emergency Procedures
- Evaluation Results
- CCGPS Math
- Effective Math and Reading Groups
- Behavior Management
- Engaging Parents

- Objective and Grant Changes
- Planning for the end of the year

Use of Certified Teachers:

12 Certified Teachers = 48%



Background Checks:

100% Current – 2014 – Confirmed

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1: 45% of regularly attending (those attending 30 or more days) CRCT eligible students will meet or exceed state standards on the CRCT math (For high school students, the EOCT math will be used as the measure).

CRCT: K-8 State Performance Levels

| Classification | Numeric Score | Modified: Numeric Score |
|----------------|---------------|-------------------------|
| DOES NOT MET | 799 and Below | 299 and Below |
| MEETS | 800-840 | 300-329 |
| EXCEEDS | 850 and Above | 330 and Above |

A total of 73 regularly attending students at MES and 102 at HES took the CRCT in mathematics. The following table captures each site's scores respectively and then both are considered in terms of meeting the objective.

MES: 10 Exceeded 41 Met 22 Did Not Meet

51 / 73 = **70%** Met and Exceeded

HES: 19 Exceeded 53 Met 30 Did Not Meet

72 / 102 = **71%** Met and Exceeded

Site Averages:

123 / 175 = **70%** Met and Exceeded

45% Target

OBJECTIVE 1: **MET**

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

CRCT: K-8 Performance Levels

| Classification | Numeric Score | Modified: Numeric Score |
|----------------|---------------|-------------------------|
| DOES NOT MET | 799 and Below | 299 and Below |
| MEETS | 800-840 | 300-329 |
| EXCEEDS | 850 and Above | 330 and Above |

A total of 73 regularly attending students at MES and 102 at HES took the CRCT in reading/language arts. The following table captures each site's scores respectively and then both are considered in terms of meeting the objective.

MES: 19 Exceeded 30 Met 24 Did Not Meet
 49 / 74 = **67%** Met and Exceeded

HES: 24 Exceeded 60 Met 18 Did Not Meet
 84 / 102 = **82%** Met and Exceeded

Site Averages:

133 / 176 = **76%** Met and Exceeded

60% Target

OBJECTIVE 2: **MET**

OBJECTIVE 3: 55% 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.

MES

| 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 | 0 | 7 | 25 |
| Decreased their grade by half a grade or more | 2 | 9 | 36 |
| Neither increased nor decreased their grade | 2 | 0 | 11 |
| Total (Math) | 4 | 16 | 72 |

HES

| 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 | 6 | 15 | 36 |
| Decreased their grade by half a grade or more | 7 | 17 | 44 |
| Neither increased nor decreased their grade | 4 | 5 | 18 |
| Total (Math) | 17 | 37 | 98 |

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 | MES | HES | SITES COMBINED |
|---------------------------------|------------|------------|-----------------------|
| Increased Grade | 32 | 57 | 89 |
| No Change in Grade | 13 | 27 | 40 |
| Total Increase/No Change | 45 | 84 | 129 |
| Total Students | 92 | 152 | 244 |

Analysis: 45 / 92 = 49% MES
 84 / 152 = 55% HES
 129 / 244 = **53%** Combined Sites
 55% 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 numeric grades 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.

MES

READING/LANGUAGE ARTS CLASSROOM GRADES

will improve their homework completion, as measured by surveys.

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 role of homework in the after school setting should complement “whole child” development. The program schedule included both academic and enrichment time daily and all students received assistance with individual homework completion. Many regular school day teachers communicated 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 | | | |
| 2013-2014 | | | |
| Survey Question | | MES | HES |
| Student | <i>“The program helps me complete and turn in my homework on time.”</i> | 94% | 98% |
| Parent | <i>“The program helps my child complete and turn in his/her homework on time.”</i> | 96% | 100% |
| Teacher | <i>“He/she turns in homework on time.”</i> | 99% | 96% |
| Teacher | <i>“Completes homework to my satisfaction.”</i> | 99% | 97% |
| Average by Site | | 97% | 98% |

Results:

MES 97% Improved/Maintained Homework Completion

HES 98% 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 | | |
| 2013-2014 | | |
| Survey Question | MES | HES |
| <i>Students in need of improving classroom participation have improved or maintained their level of <u>classroom participation</u>.</i> | 99% | 97% |

Results: MES 99% Improved/Maintained Level of Classroom Participation

HES 97% Improved/Maintained Level of Classroom Participation

Combined Sites 98% Improved/Maintained Level of Classroom Participation

75% Target

OBJECTIVE 6: **MET**

OBJECTIVE 7: 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.

MES 92% self reported Improved/Maintained Behavior

HES 90% self reported Improved/Maintained Behavior

Combined Average 91% self reported Improved/Maintained Behavior

76% Target

OBJECTIVE 7: **MET**

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.

MES 100% reported “Satisfaction” with their child’s program

HES 98% reported “Satisfaction” with their child’s program

Combined Average **99%** 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 |
|---|
| <i>Orientation</i> |
| <i>Open House</i> |
| <i>Literacy Night</i> |
| <i>Curriculum Night</i> |
| <i>Celebrating After School Success</i> |

Analysis:

| | MES | HES | Combined |
|--|------------|------------|-----------------|
| Number attending at least 1 event | 63 | 95 | 158 |
| Number of Participating Students | 118 | 175 | 293 |

Results: 63 / 118 = 53% MES

95 / 175 = 54% HES

54% Combined Attendance (school year)

47% Target

OBJECTIVE 9: MET

6. OTHER OBSERVATIONS

Perception Survey

As part of gathering information about the after school program, a broad array of stakeholders were asked to complete a confidential, on-line perception surveys about each school’s out-of-school time program. Feedback was solicited from parents, regular school day teachers, administrators, after school staff members, volunteers, and community partners. Both open-ended and choice-driven (Likert scale) questions were asked of voluntary participants. A comprehensive report was generated for each school and is available for review upon written request. Below are highlights for each school site which support academic and enrichment opportunities available at the school sites.

MES

| | |
|------|--|
| 40 | respondents participated in the survey. |
| 100% | view <i>"the after school program as a valuable resource for my school."</i> |
| 98% | believe <i>"the after school program benefits the entire school."</i> |
| 98% | found that <i>"the after school program works well with the regular school day."</i> |
| 95% | state that <i>"students who attend the after school program do better in their regular day classes in part because of the after school program."</i> |
| 95% | rate the overall quality of the after school program as <i>"Excellent or Good."</i> |
| 23% | believe that students would <i>"go home to an empty house"</i> without this program. |

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

- ✓ Gives them a safe and supervised place to get their homework done and get extra help as needed.
- ✓ Getting homework done and enjoying other afterschool programs
- ✓ Helps prepare for CRCT & helps kids with study skills

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

- ✓ Yes because they have a choice to choose from many different activities
- ✓ Yes! We just need room for more! :-)
- ✓ Yes - some students would have NO adult supervision or homework help and assistance
- ✓ Yes. There are enrichment activities for all students and students who need extra help get assistance from older program participants through buddy reading.

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

- ✓ Completing homework and helping students meet their specific needs
- ✓ To help students and parents understand the skills taught, so the students can become better learners.
- ✓ I think families see After School as a homework assistance program, while as a teacher I think the focus should be on getting students up to par with the standards they are expected to know in the regular ed classroom.

HES

| | |
|-----|--|
| 48 | respondents participated in the survey. |
| 96% | view <i>"the after school program as a valuable resource for my school."</i> |
| 96% | believe <i>"the after school program benefits the entire school."</i> |
| 94% | found that <i>"the after school program works well with the regular school day."</i> |
| 89% | state that <i>"students who attend the after school program do better in their regular day classes in part because of the after school program."</i> |
| 88% | rate the overall quality of the after school program as <i>"Excellent or Good."</i> |
| 34% | believe that students would <i>"go home to an empty house"</i> without this program. |

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

- ✓ The students are able to work in a small group environment and its easier to work one-on-one with a student without lots of interruptions.
- ✓ A safe place to get support with academics. The coordinator is fabulous and tutors outstanding.

- ✓ Parents have the opportunity to leave their children somewhere safe, while having the added benefit of being in an academic setting.
- ✓ The after school program keeps students off the streets during the most dangerous hours of the day and offers the valuable tutoring and enrichment opportunities.
- ✓ The added attention and help with their homework -- preparing them for the next day - and improving their confidence.

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

- ✓ Yes - I especially think the clubs are a great component because they provided enrichment and variety.
- ✓ Most of them yes, some of them need more assistance with attitude and behavior
- ✓ I do. I think the After School program as a whole does a great job of assisting all our students with the right kinds of activities. We have classes for all grade levels for our students.
- ✓ With the high poverty level at HES there is a great need at the school for the after school program and this program is needed for the majority of all students

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

- ✓ We should all work together to help these children. That includes parents doing their part also.
- ✓ Help students know that they are important and that students are getting what they need to be successful.
- ✓ A collaboration/connection between home and school/ teacher & parent(s) so that poor behaviors can be minimized/eliminated and learning can be maximized (i.e. homework completion, studying with student, knowledge of strong areas/weak areas, etc.)
- ✓ There needs to be additional regulatory programs for family support in terms of educational abilities in meeting the needs and supporting students at the home level. i.e. tutorial classes at the school level for parents on standards the students are working on...

Stakeholder's Luncheon

The External Evaluator facilitated the Annual Stakeholder’s Luncheon in Spring 2014 which provided an open forum opportunity for program stakeholders to share highlights, challenges, and personal stories about Walton County’s after school program. This event encouraged the 12 unique elementary, middle, and high school programs to come together to engage and learn from each other. Parents interacted with other parents and program Site Coordinators informally interacted and asked questions about fellow programs. Program partners were highlighted and thanked for their on-going support in various schools.

Each attendee had the opportunity to share experiences, ask questions, and offer feedback to confirm and/or improve program operations as a method of continuous improvement. The event was attended by Walton County’s Program Director, Site Coordinators, program partners, the Parent Engagement Coordinator, the Data Specialist, and dozens of parents, teachers, and after school staff. Feedback aligned with other survey data analyzed by the Evaluator and, again, confirmed the monumental role of after school programs in Walton County Schools.

Student, Parent, and Teacher Feedback

In addition to required stakeholder feedback for State and federal reporting, the program captured additional information from students, parents, and regular day classroom teachers about elements of the after school program. Below are three stakeholder-specific charts highlighting Walton County’s after school programs, all of which are housed in safe school-based environments. It is worth noting the *positive* impact that the after school program has on students’ sense of self and place.

| STUDENT Voice | | |
|---|------------|------------|
| Statement | MES | HES |
| <i>I like the after school program.</i> | 91% | 92% |
| <i>I feel better about myself because of the program.</i> | 92% | 92% |

| | | |
|--|------------|------------|
| <i>I have made new friends because of the program.</i> | 89% | 92% |
|--|------------|------------|

| PARENT Voice | | |
|--|------------|-------------|
| Statement | MES | HES |
| <i>My child's school told me about the program.</i> | 88% | 82% |
| <i>The program helps my child's reading improve.</i> | 98% | 100% |
| <i>The program helps my child's math improve.</i> | 98% | 100% |

| TEACHER Voice | | |
|---|------------|------------|
| Statement | MES | HES |
| <i>My students volunteer more after going to the program.</i> | 99% | 96% |
| <i>My students who attend the program are attentive in class.</i> | 96% | 94% |
| <i>My students come to school motivated to learn.</i> | 98% | 95% |
| <i>My students get along well with other students.</i> | 98% | 96% |

Additional Stakeholder Survey Feedback

MES

Quotes

"It's fun and we get snacks. We get to go outside and play games on Friday clubs. My favorite is PE. My least favorite is work. To make it better, we can have ice cream everyday!" -3rd grade group of girls

"We get to finish out homework and do sports and technology and art and music. We could add more clubs like a dance club." -4th grade boy

"It's great. It's fun. We get to do nice things. We do our homework and help people." -1st grade group

Photographs





HES

Quotes

“We are a Focus List school and our Flexible Learning Team enjoys working with Emily (Site Coordinator). She really cares about students. We talk about how to work together. It’s a great relationship, but we do need a stronger parent piece.” -Group of teachers

“With our Coordinator making house calls, it’s helped with issues and built building relationships between home, school, and after school. It’s anchored after school to regular day teachers when there was a disconnect. We’ve met parents that we never saw in the last 4 years.” -Teacher

Photographs



7. PROGRESS TOWARDS SUSTAINABILITY

Partnership Development and Maintenance

Walton County has been an active 21st CCLC-funded Georgia subgrantee for more than a decade and has demonstrated continuous growth over the last ten years. System-wide, the Walton County after school program started with two schools and, at the end of this school year, funded

12 after school programs. Walton County Schools works hard to ensure that out-of-school time activities are offered daily for hundreds of elementary, middle, and high school youth.

Multi-year partners include Communities in Schools of Walton County (CIS), FISH, The Partnership for Families and Children, Athens Technical College, and local business partners.

Specific efforts over the last year have included:

- ✓ Increased relationship building with Communities in Schools and partnering for local grant opportunities and fund raising efforts
- ✓ Deeper commitment levels with FISH for filling the gaps for students who do and do not receive free/reduced lunch rates. Initiating the Backpack Buddies program to ensure that students have food during weekend time when they are not at school.
- ✓ Fundraising efforts for summer camp programs – hosting BBQ plate lunches throughout the community
- ✓ A renewed sense of partnership with the Chamber of Commerce in part because of the school system superintendent chairing the Education Committee on the Chamber Board. This relationship has nurtured local businesses to commit to after school programs within their footprint.

Contributions to the Program

Contribution documentation specific to the after school program was maintained by the school system grantee. For the 2013-2014 school year, partners contributed resources totaling: **\$38,445** which was almost nine times greater than their targeted contribution of \$4,500.

Most of the program's partners have been in place since the inception of after school services in Walton County and have steadily increased their partnership and donation roles throughout the

years. On a regular basis, partners attended after school functions and have committed to continue their participation in subsequent years.

The Program Director and the Site Coordinator work diligently to secure new partners to benefit programming and cover expenses not allowed by the 21st CCLC program. Specific partners included:

- ✓ Communities in Schools of Walton County
- ✓ FISH
- ✓ Partnership for Children and Families
- ✓ Walton County Board of Education
- ✓ Athens Technical College
- ✓ Local entities

Donations included:

- ✓ Supplies and consumables
- ✓ Coordinator of services
- ✓ Mentors
- ✓ Food for families and snacks for students
- ✓ Volunteers
- ✓ Instructors
- ✓ Facility space

8. OVERALL RECOMMENDATIONS

Highlights & Celebrations

- ✓ The program met 8 of its proposed 9 objectives.
- ✓ Of the program's 9 objectives, four exceeded 90%.
- ✓ Both sites had 100% clear staff background checks.
- ✓ MES: 100% of parents were "satisfied" with their child's after school program.
- ✓ HES: 100% of parents stated that *both* of their child's "reading and math skills had improved" as a result of coming to the after school program.

MES

Recommendations

1. CRCT Reading scores for this site met the objective target, but could, without focus, fall below the target percentage next year. The SC should review classroom Reading lessons per grade level to ensure alignment between after school reading activities and regular school day goals and objectives. The SC may want to share data with regular school day teachers and after school staff.
2. The classroom grades for math objective for this site did not meet the target number stated the awarded grant. The program should review regular classroom math objectives for each grade level to ensure that after school math activities reinforce regular day studies. The SC may wish to meet with school day teachers to assist with after school lessons that support regular school day needs. The SC may also ask teachers about math needs that impact their classroom grades and address this, as needed, during the after school program.
3. The classroom grades for reading objective was met this year; however, only by 1% of the target number. The program should review regular classroom reading objectives for each grade level to ensure that after school reading activities reinforce regular day studies. The SC may wish to meet with school day teachers to assist with after school lessons that support regular school day needs. The SC may also ask teachers about reading needs that impact their classroom grades and address this, as needed, during the after school program.
4. This site and its sister site should discuss strategies to address Objective 3 – Math classroom grades (Fall to Spring gains) in that the program did not meet the objective this year.

5. Individuals stated that the after school program should include character building activities, interactive activities, and buddy reading. The SC may wish to review the schedule to determine if these suggested enrichment activities would enhance the program. Both teacher and student interest surveys may solicit good ideas for enrichment next year.

HES

Recommendations

1. Respondents (88%) of the Perception Survey ranked the after school program as “Excellent or Good.” The SC may wish to speak with various stakeholders to garnish more in depth information about the program and how it may improve. The SC should aim for at least 90% in next year’s report.
2. This site and its sister site should discuss strategies to address Objective 3 – Math classroom grades (Fall to Spring gains) in that the program did not meet the objective this year.
3. Individuals stated that some aspects of the program do not best serve students – from the amount of homework time to building character and respect. The SC may wish to solicit additional feedback from regular day teachers about enrichment opportunities or regular school day perceptions of the program.
4. A few stakeholders viewed the after school program as loud, undisciplined, and unfocused. The SC should discuss the culture of after school with teachers and staff. The SC may also wish to gain additional information from teachers about possible discipline and focus concerns, as needed, to enhance the program. While these perceptions are from

a small group of stakeholders, they should be addressed as a means of continuous improvement.