Georgia Department of Education
21st Century Community Learning Centers
FY 26 Common Data Elements Form

Subgrantee: Walton County Schools: Carver Middle School	Date: June 5, 2026

1. Attendance

Total Number of Students Targeted	Registered Students Attending at least 1 day or 1 hour	# of Students Attending ≥ 30 days or 90	Total Number of Parent Opportunities	Cumulative Total Number of Parents Attending
Number: 66	Number: 85	Number: 30	Number: 1	Number: 17

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 8	Number: 4	Number: 3	Number: 1

3. GTID

Number of Student GTIDs Reported in	8	

4. Report Card Grades

4A. English Language Arts

Student s without	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1st Semester ELA Grade				Student s without	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester ELA Grade			
Number	A	B	C	D or F	Number	A	B	C	D or F
10	2	9	8	1	12	3	4	9	2

Identify the preferred if it is not letter grades	Numeric

4B. Math

Student s without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1st Semester Math Grade				Student s without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester Math Grade			
Number	A	B	C	D or F	Number	A	B	C	D or F
10	4	6	6	4	12	1	7	5	5

Identify the preferred if it is not letter grades	Numeric

5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5

Total Number of Surveys Completed	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	Survey Question #1: Satisfactorily completes homework or assignments?									
	%	NA	%	NA	%	NA	%	NA	%	NA
	Survey Question #2: Participates in class and is attentive?									
	%	NA	%	NA	%	NA	%	NA	%	NA
	Survey Question #3: Demonstrates a motivation to learn?									
NA	%	NA	%	NA	%	NA	%	NA	%	NA

6. Partners

Number of Partners	Total Amount of Contributions
11	$28,706

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21st Century Community Learning Centers

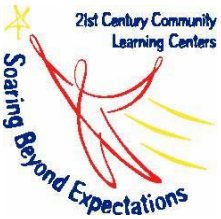
WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2026
PROGRAM EVALUATION
Year 4

Carver Middle School

Dr. Donna Van Natten
External Evaluator
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Evaluator Certification

This certification affirms that the program objectives for Walton County Schools' 21st Century Community Learning Centers (21st CCLC) program were independently reviewed and analyzed in alignment with federal and Georgia Department of Education (GaDOE) requirements for both initial funding and continuation. This evaluation serves as a key accountability component, documenting program implementation, progress, and outcomes.

To the best of my knowledge, the information presented in this report is accurate and reflects ethical, data-informed evaluation practices. Where needed, revisions were made based on data review and stakeholder clarification to ensure accuracy and consistency in reporting.

This evaluation was conducted independently and without influence from Walton County Schools or affiliated stakeholders. Both qualitative and quantitative data sources were used to provide a complete picture of program performance. All data collection and reporting processes maintained appropriate confidentiality for students, families, staff, and community partners.

This report reflects a good-faith effort to present a clear, accurate, and defensible summary of program performance for the 2025–2026 academic year, consistent with GaDOE summative evaluation expectations .

For questions or additional information regarding this report, please contact me directly.

Thank you.

Donna Van Natten

Dr. Donna Van Natten
Accountability Measures, LLC

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1. OVERVIEW AND HISTORY

General Overview

Afterschool and summer programs continue to play a critical role in the healthy development of children academically, socially, emotionally, and physically. These programs do not simply fill time after the school day ends; they extend learning, stabilize routines, and create access to opportunities that many students would not otherwise have. For working families, they are essential. For students, they are often the difference between falling behind and staying engaged. High-quality out-of-school time programs reinforce classroom instruction and help mitigate learning loss, particularly during the summer months when students are most at risk of academic regression. Through a combination of tutoring, homework support, and hands-on enrichment in areas such as STEM, literacy, and the arts, these programs make learning relevant, engaging, and consistent beyond the school day.

Demand for afterschool programming across Georgia remains high and continues to outpace availability. As of 2025, approximately 18% of school-aged children in Georgia, an estimated 400,000 students, were enrolled in afterschool programs. However, more than 800,000 additional children would participate if a program were accessible to them. This gap reflects a sustained and significant unmet need. Nationally, the trend is consistent, with nearly 25 million children who would participate in afterschool programming if access were available.

The access gap is most pronounced in rural communities and among low-income families, where structural barriers continue to limit participation. Cost remains a primary constraint, placing quality programs out of reach for many households. Transportation presents an ongoing

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challenge in both rural and geographically dispersed areas, impacting consistent attendance and program reliability. In addition, limited program capacity results in waitlists and reduced access, even in communities where demand is clearly established.

These barriers disproportionately impact families with fewer resources, reinforcing existing inequities in access to academic support and enrichment opportunities. Afterschool and summer programs serve as a direct countermeasure to these disparities by providing structured access to experiences such as sports, arts, science, and career exploration. All are opportunities that contribute to both skill development and long-term student engagement.

Beyond academics, these programs provide safe, structured environments that support social-emotional development. Students build confidence, strengthen communication skills, and develop positive relationships with peers and trusted adults. These outcomes are not secondary; they are foundational to long-term success in both school and life.

The impact of participation is measurable. Students engaged in afterschool programming demonstrated improved attendance, stronger academic performance in reading and math, and increased engagement in school-day learning. Programs also contribute to student safety, physical activity, and overall well-being while providing critical support to working families.

Summer programming remains an area of continued need. Currently, only approximately 24% of Georgia’s children participate in structured summer learning programs, leaving a significant

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number without access to consistent academic and enrichment opportunities during a critical period for learning retention.

The 21st Century Community Learning Centers (21st CCLC) program remains the primary federal funding source dedicated specifically to before-school, afterschool, and summer learning. In Georgia, current funding is approximately $48 million; however, estimates indicate that more than $75 million would be required to meet the existing level of demand. Despite this gap, public support for afterschool programming remains strong and consistent across political lines, reflecting broad recognition of its value to students, families, and communities.

Addressing the gap between demand and access will require continued investment and intentional program expansion. Afterschool and summer programs are not supplemental; they are essential components of a comprehensive approach to student success. Sustained support for these programs directly impacts academic outcomes, workforce stability for families, and the long-term trajectory of Georgia's youth.

History of Previous Operation

While Walton County has operated 21st CCLC programs for more than two decades, and Carver Middle has previous afterschool operations, this is Carver Middle School's 4th year of operations under the currently awarded grant.

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Program Progress and Growth over the Past Years of Operation

This was the program's 4th year of operating under the five-year grant program. While the program continuously made progress and growth during Years 1-3, Year 4 was a struggle specific to attendance and average daily attendance. This challenge caused school district and program leadership to consider alternatives or withdraw this site from the 21st CCLC grant program. Specifically,

YEAR	30+ Day Students Served
2022-2023	52
2023-2024	69
2024-2025	78
2025-2026	30

Additionally, average daily attendance (ADA) decreased between the first and second year of the program but increased in Year 3. Year 4, this year, proved challenging as well with less than half regularly attending compared the prior three years. Specifically,

Site	2022-2023	2023-2024	2024-2025	2025-2026
CMS	52	41	47	21

In terms of the student voice in support of the program, feedback has been noteworthy the last 4 years. Specifically,

SITE	2022-2023	2023-2024	2024-2025	2025-2026
CMS Students	**98%**	**100%**	**100%**	**97%**

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2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

CMS: 102 registered

Regularly Participating (30+day) Student Enrollment

CMS: 30 students

All Participating (Attending at least 1 day) Student Enrollment Per Site

CMS: 85 students

CMS:

All Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	0
Black or African American:	62
Hispanic or Latino:	0
Hawaiian or Pacific Islander	1
Two or more races:	0
White:	20
Unknown:	0

All Students: By Gender

Male:	45 (53%)
Female:	40 (47%)

All Students: By Grade Level

6th Grade:	26
7th Grade:	38
8th Grade:	2

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Number of Students with Limited English Proficiency: 0

Number of Students Eligible for Free/Reduced Lunch: 51

Number of Students with Special Needs/Disabilities: 14

Average Daily Attendance

CMS: 21 Students

3. PROGRAM OPERATION

SITE	School Year			Summer		
	Days Open per Week	Hours Open per Week	Weeks of Operation	Days Open per Week	Hours Open per Week	Weeks of Operation
CMS	4	12	33	3	15	4

Walton County, GA

Walton County, Georgia, is located approximately 30 miles east of Atlanta and includes the communities of Monroe, Loganville, and Social Circle. Monroe serves as the county seat. The Walton County School District (WCSD) serves students throughout Monroe and Loganville, while Social Circle is served by Social Circle City Schools.

The Walton County School District consists of 15 schools and serves approximately 14,750 students. The district reflects a diverse student population and provides a wide range of services and supports, including Exceptional Education, ESOL, Gifted Education, and Early Intervention Programs (EIP). WCSD remains committed to ensuring that all students have access to high-quality educational opportunities designed to meet their individual academic, social, emotional, and behavioral needs.

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The Walton County School District is on a mission to ensure that each student acquires the knowledge and skills necessary to achieve personal success and enrich the community. The district is committed to ensuring that all students have the opportunity to learn in safe and engaging learning environments. WCSD values all students as unique individuals and is committed to continuous improvement that enables students to become confident, self-directed, lifelong, and independent learners. Students, parents, teachers, administrators, staff, district office personnel, and community members work together to ensure students succeed both within their community and in an increasingly global society.

WCSD 2025–2026 District Goals

1. Student Engagement, Goal Setting, and Self-Monitoring: Maintain a graduation rate of 90% or higher while increasing student ownership of learning and academic success.
2. School Climate: Ensure all schools maintain a positive, safe, and supportive school climate that promotes student achievement and well-being.
3. Strategies for Teaching Students with Learning Differences: Ensure all students are taught by highly effective teachers and supported by highly effective leaders.
4. Parent, Family, and Community Engagement: Strengthen collaborative partnerships with families, community organizations, and stakeholders to support student success.
5. Leadership Development: Ensure principals and assistant principals are effective and well-prepared instructional leaders who support continuous school improvement.

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WCSD Goals

1. High Academic Performance
2. Safe and Disciplined Schools
3. High Performance Management Teams
4. ONE Walton County
5. Highly Efficient Business Services

WCSD Mission

The mission of the Walton County School District is to ensure that each student acquires the knowledge and skills necessary to achieve personal success and enrich the community.

WCSD Vision

Walton County School District, in partnership with families and the community, will empower all students to achieve their full potential in a safe and rigorous environment.

WCSD Beliefs

• We believe that students are the focus of all that we do.

• We believe that our schools must be places where students feel safe, supported, valued, and respected.

• We believe that all students have unique intellectual, physical, social, and emotional needs.

• We believe that all students deserve equitable resources and opportunities.

• We believe that continuous improvement and professional development opportunities

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for staff have a pronounced impact on student success.

• We believe there is power in collaborative partnerships with our stakeholders to prepare students for a changing world.

• We believe that it is essential that we plan, secure, and allocate our resources (human, material, and fiscal) effectively to meet the needs of our students.

All 15 WCSD schools continue to implement Positive Behavioral Interventions and Supports (PBIS) as part of their schoolwide culture and climate framework. PBIS teams composed of administrators, teachers, staff members, coaches, and district representatives work collaboratively to establish consistent behavioral expectations across all school settings. Through PBIS implementation, students develop social, emotional, and behavioral competencies that support academic engagement while fostering safe, predictable, and positive learning environments.

For more than 20 years, WCSD's 21st Century Community Learning Centers (21st CCLC) program has collaborated with schools, families, and community partners to address barriers to student success. Needs assessments continue to identify challenges related to academic achievement, poverty, workforce readiness, family engagement, social-emotional development, and access to enrichment opportunities. These findings reinforce the critical need for comprehensive out-of-school-time programming throughout Walton County.

The mission of WCSD's 21st CCLC program is to increase academic performance and reduce learning barriers by providing students with a safe, supportive, and enriching environment. The

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program seeks to strengthen connections to the regular school day, increase family engagement, support multilingual learners, improve attendance, promote positive behavior, strengthen workforce readiness skills, improve graduation outcomes, and reduce dropout risks through a Whole Child Approach.

Program services promote academic enrichment, health and wellness, workforce development, school and career readiness, family engagement, community involvement, and positive youth development. The program coordinates with and supplements initiatives supported through Title I, Title IV-A, Family Connection, workforce development agencies, youth-serving organizations, and community partners. All services are designed to supplement, not supplant, existing educational programs and resources.

The need for continued 21st CCLC programming remains significant due to both academic and socioeconomic challenges experienced by students and families throughout Walton County. Strong partnerships among schools, families, community agencies, and local stakeholders provide an essential foundation for ensuring that students receive the support necessary to thrive academically, socially, emotionally, and behaviorally.

CMS School Site

Total Enrollment	ESOL	EIP	SWD	Free	Reduced
894	26	0	139	518	78
				591 (66.6%)	

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CMS Mission

The mission of Carver Middle School is to challenge and prepare students to be academically and socially prepared to achieve their personal best.

CMS Vision

Carver Middle School is dedicated to providing educational excellence for all students. Our educational environment will nurture creativity, critical thinking, and problem-solving skills. We will inspire our students to become inquiring, knowledgeable and caring individuals who positively contribute to their communities.

4. QUALITY OF STAFFING

CMS

Type of Staff

College Student	**0**
Community Member	**0**
High School Student	**0**
Parent	**0**
School Day Teacher	**1**
Other Non-Teaching School Staff	**3**
Other	**8**
Percent of Certified Teachers	**8%**

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

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1:5 Tutoring

Staff Training:

Staff Training
Staff Orientation
Safe School Training
Lesson Plan Instructional
Information Observation Expectations
Behavior Expectations / ASYD
Program Review

Background Checks:

100% Current – 2026 – Confirmed - None Incomplete

5. OBJECTIVE ASSESSMENT

OBJECTIVE 1.1: 55% of regularly attending students (those attending 30 days or more) Georgia Milestone EOGT/EOCT eligible students will meet or exceed state standards on Georgia Milestones – Math

Regularly attending students took a Math Milestones assessment or EOC assessment during the Spring. The following key was utilized to analyze individual student scores. Specifically, the student demonstrated proficiency if the score was a Level 2, 3, or 4.

MATH: Scoring by Level	CMS
Level 1 Beginning Learner	12

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Level 2 Developing Learner	6
Level 3 Proficient Learner	2
Level 4 Distinguished Learner	2
Total Level 2-4	**10**
Total Taken	**22**

Results: 10 / 22 = **45%** Scored Level 2-4

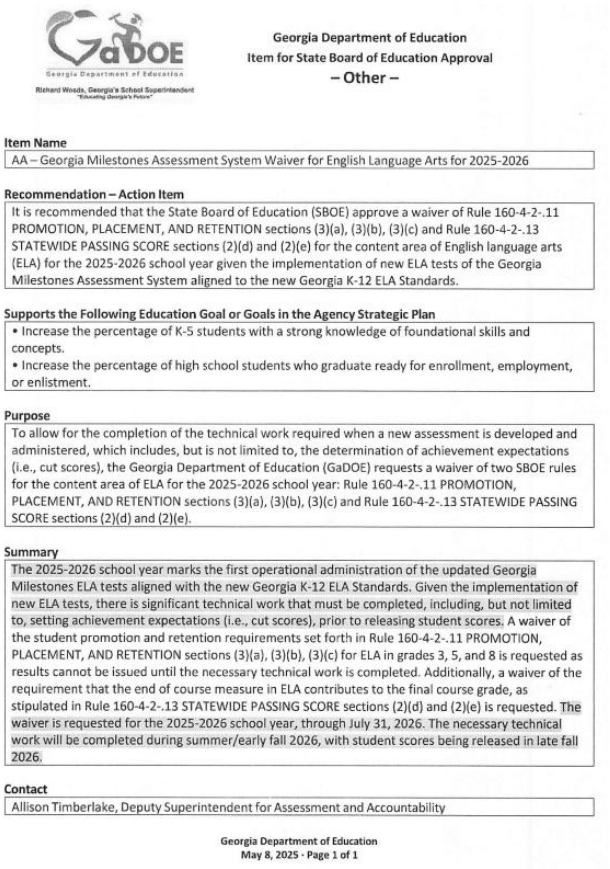
55% Target

OBJECTIVE 1.1: **DID NOT MEET**

OBJECTIVE 1.2):55% of regularly attending students (those attending 30 days or more) Georgia Milestone EOGT/EOCT eligible students will meet or exceed state standards on Georgia Milestones – ELA

Per the Deputy Superintendent for Assessment and Accountability, Allison Timberlake, with the Georgia Department of Education, technical work is required for a new ELA assessment. Hence, a waiver is on file for the 2025-2026 school year. Per the approval statement below, scores will not be released until late fall 2026.

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Georgia Department of Education
Item for State Board of Education Approval
– Other –

Item Name
AA – Georgia Milestones Assessment System Waiver for English Language Arts for 2025-2026

Recommendation – Action Item
It is recommended that the State Board of Education (SBOE) approve a waiver of Rule 160-4-2-.11 PROMOTION, PLACEMENT, AND RETENTION sections (3)(a), (3)(b), (3)(c) and Rule 160-4-2-.13 STATEWIDE PASSING SCORE sections (2)(d) and (2)(e) for the content area of English language arts (ELA) for the 2025-2026 school year given the implementation of new ELA tests of the Georgia Milestones Assessment System aligned to the new Georgia K-12 ELA Standards.

Supports the Following Education Goal or Goals in the Agency Strategic Plan
• Increase the percentage of K-5 students with a strong knowledge of foundational skills and concepts.
• Increase the percentage of high school students who graduate ready for enrollment, employment, or enlistment.

Purpose
To allow for the completion of the technical work required when a new assessment is developed and administered, which includes, but is not limited to, the determination of achievement expectations (i.e., cut scores), the Georgia Department of Education (GaDOE) requests a waiver of two SBOE rules for the content area of ELA for the 2025-2026 school year: Rule 160-4-2-.11 PROMOTION, PLACEMENT, AND RETENTION sections (3)(a), (3)(b), (3)(c) and Rule 160-4-2-.13 STATEWIDE PASSING SCORE sections (2)(d) and (2)(e).

Summary
The 2025-2026 school year marks the first operational administration of the updated Georgia Milestones ELA tests aligned with the new Georgia K-12 ELA Standards. Given the implementation of new ELA tests, there is significant technical work that must be completed, including, but not limited to, setting achievement expectations (i.e., cut scores), prior to releasing student scores. A waiver of the student promotion and retention requirements set forth in Rule 160-4-2-.11 PROMOTION, PLACEMENT, AND RETENTION sections (3)(a), (3)(b), (3)(c) for ELA in grades 3, 5, and 8 is requested as results cannot be issued until the necessary technical work is completed. Additionally, a waiver of the requirement that the end of course measure in ELA contributes to the final course grade, as stipulated in Rule 160-4-2-.13 STATEWIDE PASSING SCORE sections (2)(d) and (2)(e) is requested. The waiver is requested for the 2025-2026 school year, through July 31, 2026. The necessary technical work will be completed during summer/early fall 2026, with student scores being released in late fall 2026.

Contact
Allison Timberlake, Deputy Superintendent for Assessment and Accountability

Georgia Department of Education
May 8, 2025 · Page 1 of 1

Results: 55% Target

OBJECTIVE 1.2: **UNABLE TO MEASURE**

OBJECTIVE 1.3: 55% of regularly attending students (those attending 30 days or more) will increase or maintain their numeric classroom grades from fall to spring – Math

The Evaluator reviewed fall and spring numeric grades to determine if the proposed objective was met. The following tables capture increases and decreases in math grades relative to the length of time a student has participated in the afterschool program. Specifically, the following table denotes classroom grade increases and no changes to determine if the objective was met.

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MATH	CMS
Increased Grade	5
No Change	2
Total Increase/No Change	**7**
Students with grades	**17**
No Grades	13
30-day students - Total	30

Analysis: / = **41%** CMS

55% Target

OBJECTIVE 1.3: **DID NOT MEET**

OBJECTIVE 1.4: 55% of regularly attending students (those attending 30 days or more) will increase or maintain their numeric classroom grades from fall to spring – ELA

The Evaluator reviewed fall and spring data specific to numeric grading to determine if the proposed objective was met. The following tables capture increases and decreases in reading/language arts grades relative to the length of time a student has participated in the afterschool program. Specifically, the following table denotes classroom grade increases and no changes to determine if the objective was met.

READING/LANGUAGE ARTS	CMS
Increased Grade	4
No Change in Grade	1
Total Increase/No Change	**5**
Students with grades	**17**
No Grades	13
30-day students - Total	30

Analysis: / = **29%** CMS

55% Target

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OBJECTIVE 1.4: **DID NOT MEET**

OBJECTIVE 2.1: 75% of regularly attending students (those attending 30 days or more) will improve their homework completion

The program schedule included both academic and enrichment time daily and all students received assistance with individual homework completion. Many regular school day teachers communicate with after school staff and the Site Coordinator to ensure that homework was addressed after school.

The role of homework in the afterschool setting should complement "whole child" development. After school students were provided with time each day to complete homework in the afterschool 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.

"SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE" RESPONSES **By Student, Parent, Regular School Day Teacher, and Staff** **Site Specific** **2025-2026**		
Survey Question		**CMS**
Student	*"The program helps me complete and turn in my homework on time."*	**94%**

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Parent	*"The program helps my child complete and turn in his/her homework on time."*	**90%**
Teacher	*"He/she satisfactorily completes homework assignments"*	**74%**
	Average	**86%**

Results: **86%** Improved/Maintained Homework Completion

75% Target

OBJECTIVE 2.1: **MET**

Objective 2.2: 60% of regularly attending students (those attending 30 days or more) in need of improving classroom participation will increase their level of classroom participation

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

"SIGNIFICANT/MODERATE/SLIGHT/NO NEED/NO CHANGE" RESPONSES
Regular Day Teacher Surveyed
By Site
2025-2026

Survey Question	CMS
Student participates in class and is attentive.	**80%**

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Results: **80%** Improved/Maintained Level of Classroom Participation

60% Target

OBJECTIVE 2.2: **MET**

OBJECTIVE 3.1: 50% of parents/caregivers of regularly attending students (those attending 30 days or more) will report that they have learned ways to help their child be more successful in school

As part of the 21st CCLC program, parent/guardian involvement was a requirement, and their feedback was solicited throughout the year. Specifically, parents/guardians completed surveys about their children, their afterschool experience, and their degrees of satisfaction with the program. Results considered two specific survey questions in ways to help their children become more successful:

- *I have increased my communication with my child.*
- *I talk about risky behaviors with my child.*

Results took the two statements and averaged them.

CMS **98%** reported that they have learned ways to help their children be more successful in school

50% Target

OBJECTIVE 3.1: **MET**

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OBJECTIVE 3.2: 45% of parents/caregivers of regularly attending students (those attending 30 days or more) will attend at least two parent nights

CMS ADULT FAMILY MEMBER ACTIVITIES
End of Year Assembly and Literacy Night

Analysis:

	CMS
Number of Parents attending events	17
Number of 30-day Students	30

Results: **57%** family members attending parent night activities

45% Target

OBJECTIVE 3.1: **MET**

6. OTHER OBSERVATIONS

Student and Teacher Feedback

Additional data from two 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.

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Student Statement	CMS
I like the afterschool program.	**97%**
I feel better about myself because of the program.	**94%**
I have made new friends because of the program.	**97%**

Parent Statement	CMS
I am satisfied with the program.	**100%**
The program is helping my child with reading.	**95%**
The program is helping my child with math.	**100%**
I have increased my communication with my child because of the program.	**100%**
I talk about risky behaviors with my child because of the program.	**95%**

Teacher Statement	CMS
My students come to school motivated to learn.	**78%**

Additional Stakeholder Survey Feedback

Reflections from Dr. Freda Doster, Program Director

The Walton County School District and its three subgrants have worked diligently to successfully implement all components of the 21st CCLC Nita M. Lowey grant. We were able to serve students at four of our Title I schools and we have provided quality programming for these students and families. Staff retention has improved significantly.

Day-to-day completion of tasks and management by site coordinators is an area that we continue to focus on for improvement. We have continued to implement systems that we feel have opened the lines of communication and helped to make expectations clear. Our continuing summer training for site coordinators included a focus on "leadership" skills, along with the development of a site coordinator guide.

Students and families have been engaged and when feedback is provided it is generally supportive and includes an appreciation for the opportunity to have quality after school opportunities. We offered our second annual program-wide "College and Career and Workforce Opportunity" for parents this year. We solicited support from a variety of community members and organizations in an effort to provide varied family/student centered resources and activities. Unfortunately, two of our four sites have struggled greatly with average daily attendance, while one of the four fluctuates near or at the targeted ADA number. In addition, all four sites struggle

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with meeting the targeted numbers for students with disabilities. Continued and significant ADA requirements at our middle school site have led to a need to review the feasibility of moving forward with this grant and the difficult decision was made to withdraw from the grant with the hope of reestablishing it when circumstances indicate it would be a more viable option.

An ongoing goal for us is that we maintain compliance with state requirements/documentation and to date we have met that goal. We were pleased this year to have all three subgrants designated as pre-monitoring only. We will continue to keep this area as a focus. This will be my final year with the grant. I will work diligently to ensure there is a smooth transition for the new program director.

CMS

Site Coordinator

1. What were your greatest successes or points of pride this year?
One of the program's greatest successes this year was the strength of our community partnerships, which significantly enhanced student engagement and enrichment opportunities. We were especially proud of our collaboration with the Walton County Health Department, whose presentations on relevant health topics sparked that strong student interest and participation.

Additionally, the Walton County Fire Department provided interactive demonstrations that allowed for hands-on student involvement, making learning both fun and memorable. Our partnership with the Walton County Creative Arts Department further enriched the program through engaging creative experiences.

We also take great pride in our ongoing collaboration with the University of Georgia College of Agricultural and Environmental Sciences 4-H Club, which has been instrumental in delivering consistent, high-quality weekly enrichment activities. Together, these partnerships have played a vital role in expanding student learning beyond the classroom and increasing overall program value

2. What were your challenges this year?
During the 2025-2026 school year, one of the most significant challenges for the Carver Middle School RISE After-School Program was maintaining consistent student attendance. Although the program generated strong interest and received approximately over 110 student applications, translating enrollment into consistent daily participation proved difficult. On average, daily attendance remained below the targeted number of 70%, approximately 47 participants. The program consistently experienced a notable amount of student turnover throughout the year.

Several external factors contributed to these attendance challenges. Many participating students have family responsibilities after school, including caring for younger siblings or assisting with household duties. Additionally, a number of students were involved in

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school-based athletics, extracurricular activities, peer influence, and other competing commitments, which limited their availability to participate in the after-school program on a regular basis. Despite these challenges, the program continued to actively recruit and engage students through teacher referrals, counselor recommendations, and family outreach efforts. Staff also worked to strengthen communication with parents and guardians to encourage regular attendance and reinforce the academic and enrichment benefits of the program.

Moving forward, the program plans to address these barriers by implementing improved attendance monitoring, increased parent communication, targeted recruitment strategies, and enhanced student engagement activities designed to better align with students' interests and schedules. These strategies will support the program's goal of increasing consistent participation and maximizing the impact of services provided to students and families

3. What are your overall thoughts of your program this year?
Overall, the Carver Middle School RISE After-School Program had a productive and impactful year, marked by strong community partnerships, meaningful enrichment opportunities, and a continued commitment to supporting students academically and socially. The program successfully created a safe, engaging, and supportive environment where students were able to participate in a variety of hands-on learning experiences beyond the regular school day.

A major strength of the program was its ability to leverage community partnerships to enhance programming. Collaborations with local organizations provided students with exposure to health education, public safety, the arts, and agricultural-based learning experiences, all of which contributed to increased student interest and engagement.

While the program demonstrated many successes, it also faced challenges with consistent attendance and student retention. Despite high enrollment interest, external factors such as family responsibilities, peer influence, extracurricular commitments, that impacted daily participation. These challenges highlighted the need for more targeted attendance strategies and flexible programming options.

Overall, the program remains a valuable resource for students and families, and the experiences gained this year have provided clear direction for improvement. Moving forward, in the event the program ever returns to Carver Middle School the focus will/ should be on strengthening attendance, increasing student retention, and continuing to build high-quality partnerships that support both academic achievement and youth development.

Photographs

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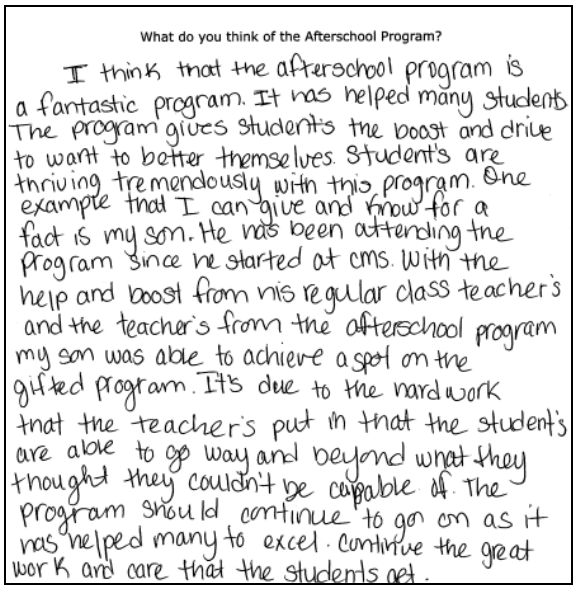






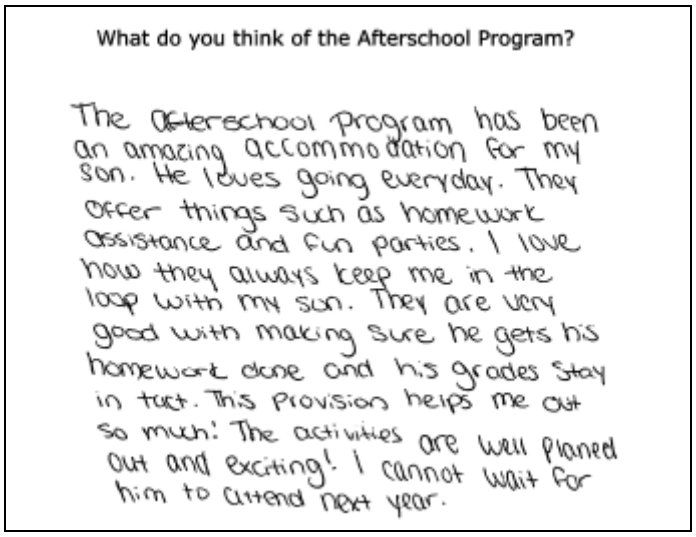
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Quotes


What do you think of the Afterschool Program?

I think that the afterschool program is a fantastic program. It has helped many students. The program gives students the boost and drive to want to better themselves. Student's are thriving tremendously with this program. One example that I can give and know for a fact is my son. He has been attending the program since he started at cms. With the help and boost from his regular class teacher's and the teacher's from the afterschool program my son was able to achieve a spot on the gifted program. It's due to the hard work that the teacher's put in that the student's are able to go way and beyond what they thought they couldn't be capable of. The program should continue to go on as it has helped many to excel. Continue the great work and care that the students get.

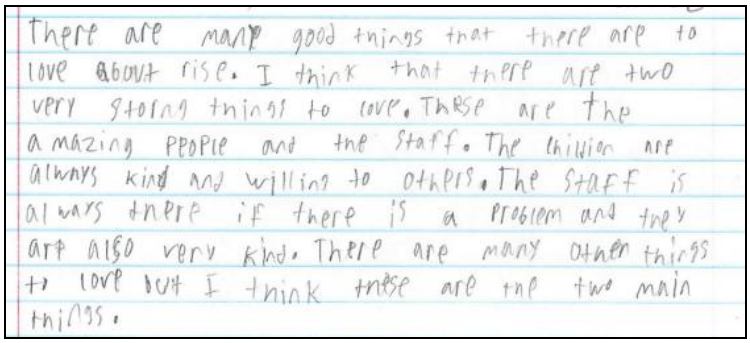
Parent


What do you think of the Afterschool Program?

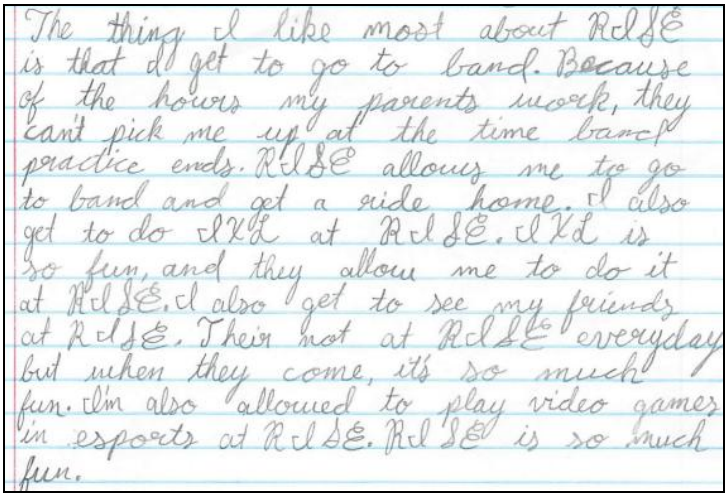
The afterschool program has been an amazing accommodation for my son. He loves going everyday. They offer things such as homework assistance and fun parties. I love how they always keep me in the loop with my son. They are very good with making sure he gets his homework done and his grades stay in tact. This provision helps me out so much! The activities are well planed out and exciting! I cannot wait for him to attend next year.

Parent

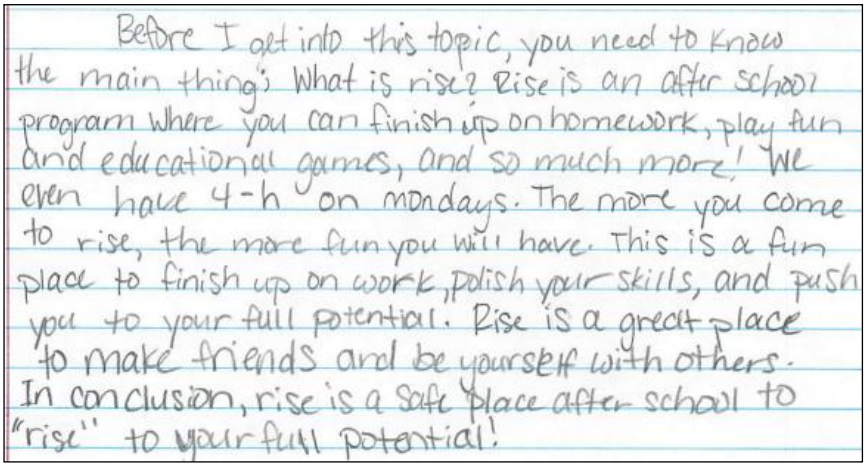
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There are many good things that there are to love about rise. I think that there are two very strong things to love. These are the amazing people and the staff. The children are always kind and willing to others. The staff is always there if there is a problem and they are also very kind. There are many other things to love but I think these are the two main things.

Boy, Grade 8


The thing I like most about RISE is that I get to go to band. Because of the hours my parents work, they can't pick me up at the time band practice ends. RISE allows me to go to band and get a ride home. I also get to do IXL at RISE. IXL is so fun, and they allow me to do it at RISE. I also get to see my friends at RISE. Their not at RISE everyday but when they come, it's so much fun. I'm also allowed to play video games in esports at RISE. RISE is so much fun.

Girl, Grade 7


Before I get into this topic, you need to know the main things. What is rise? Rise is an after school program where you can finish up on homework, play fun and educational games, and so much more! We even have 4-h on mondays. The more you come to rise, the more fun you will have. This is a fun place to finish up on work, polish your skills, and push you to your full potential. Rise is a great place to make friends and be yourself with others. In conclusion, rise is a safe place after school to "rise" to your full potential!

Girl, Grade 6

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7. PROGRESS TOWARDS SUSTAINABILITY

Per grant requirements, Walton County submitted a Sustainability Plan for FY26 with a history of the program in the county as well as strategic planning and fiscal strategies, resources, and gaps. For over 20 years, the WCSD 21st CCLC program has worked collaboratively with other agencies to provide services for the children and youth of Walton County. Walton County maintained strong partner relationships with The Partnership Collaborative – which is comprised almost 70 local organizations. In addition, partnerships have been formed with the Walton Youth Project, Walton County Workforce Development Authority, Faith in Serving Humanity (F.I.S.H.) and building level administration to ensure adequate resources and services.

Walton County utilized local funding, in-kind support, and volunteers, to maintain financial viability. Fortunately, the program has been able to maintain services and programming without reducing capacity or activities due to funding needs. However, due to a reduction in funding for the Carver 21st Century grant, the school district agreed to move the associated costs for the program director and program coordinator/data clerk to their general budget in order to ensure a maximum amount of funds could be utilized for students, materials and site staff.

Based on the Sustainability Plan and conversations with the Program Director, proposed strategies were achieved through tutoring, homework help, and project-based learning to support academic needs. A wide variety of personal enrichment activities supported Goal 2 and served youth through STEM, the arts, PE, and life skills. The program also provided daily and includes free bus transportation and family support sessions.

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The program maintains a strong Advisory Council comprised of The Partnership, Family Connections which includes representation from several churches, literacy organizations, community service organizations, previous 21st CCLC Site Coordinators, and government officials, who meet monthly to discuss programming and fiscal needs to ensure that the program shared community resources and maintained quality afterschool activities within grant guidelines. In addition, the Walton Youth Project, comprised of student representatives from local high schools, serves as an advisory agent for the program. Plans are in place for the 2026-2027 school year to further develop a student mentor program which will involve student representatives from each of the sites served by the grants.

Overall, Walton County made progress towards sustainability through in-kind and monetary 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 20 years!

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Contributions to the Program

CMS

CMC 2025-2026 21st CCLC Community Partners/Cash Match – In Kind Donations (Cost Sharing)			
Name of Partner / Community Agency / Individual (can be anonymous)	**Amount of Match**	**Date of Donation**	**Description of Donation and Name of Event Donation for which Donation will be Used**
Walton County School District	$ 23,600.00	July 1, 2025	Yearly Facility Usage Fees
Walton County School District School	$ 4,401.00	July 1, 2025	Yearly USDA approved snacks for participants
Freda Doster	$ 30.00	July 8, 2025	Summer Site Coordinator Training
Annoymous Doner	$ 17.00	8/27/25	Art supplies
G. Cooper -Parent	$ 65.00	September 2025	Parent Event Night
Annoymous Doner	$ 16.00	10/16/25	Snacks
Annoymous Doner	$ 7.00	November 10, 2025	Art supplies
Annoymous Doner	$ 20.00	November 13, 2025	Snack/ Art supplies
Annoymous Doner	$ 15.00	November 18, 2025	STEM activity supplies
Annoymous Doner	$ 20.00	December 2025	Games
Annoymous Doner	$ 40.00	December 8th,2025	PBIS /Attendance
Dollar Tree	$ 20.00	December 11, 2025	Supplies
1025 Church	$ 75.00	2025	Parent Event donation
G. Cooper -Parent	$ 35.00	2025	Parent Event donation
Annoymous Doner	$ 40.00	February 9th,2026	Valentine supplies.
Individuals"	$ 100	February 26, 2026	Parent Event Supplies
Individuals"	$ 100	April 13th,2026	Parent event April
Walton Youth Project	$ 50	April 21th,2026	PBIS /Attendance rewards EOY
Individuals"	$ 40	April 22nd, 2026	EOY parent event
GRAND TOTAL	$ 28,156		

8. OVERAL RECOMMENDATIONS

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

QL EL	Standard	Program Alignment / Guiding Principles
1	Programming & Youth Development	Delivers intentional, student-centered programming that builds academic, social, and life skills. Utilizes varied instructional strategies to meet diverse learning styles and needs. Integrates enrichment with academic support to reinforce engagement and relevance. Promotes student voice, choice, and ownership in learning experiences.
2	Linkages with	Maintains clear alignment with schoolday priorities and academic

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	the School Day	standards. Collaborates with school-day staff to support student progress and targeted interventions. Provides structured academic support including tutoring, homework assistance, and skill reinforcement. Reinforces habits of learning including organization, persistence, and accountability.
3	Environment & Climate	Provides a safe, structured, and predictable environment conducive to learning and engagement. Creates a welcoming climate that reflects student identity, interests, and program participation. Ensures compliance with all safety, licensing, and operational standards. Establishes clear expectations that support positive behavior and mutual respect.
4	Relationships	Builds consistent, supportive relationships between staff and students. Fosters a culture of respect, inclusion, and belonging among peers. Reinforces positive behavior through proactive and strength-based approaches. Supports social-emotional skill development, including communication and conflict resolution.
5	Health & Well Being	Promotes student safety, supervision, and overall well-being in all program settings. Incorporates physical activity and movement as part of daily programming. Provides access to nutritious snacks and reinforces healthy habits. Supports student mental and emotional well-being through structured and supportive environments.
6	Staffing & Professional Development	Maintains qualified, trained staff aligned with program expectations and youth development practices. Provides ongoing professional learning focused on instruction, behavior management, and safety. Ensures appropriate staff-to-student ratios across academic and enrichment settings. Supports staff consistency and retention to strengthen program quality.
7	Organizational Practices	Implements clear operational systems to support consistent program delivery. Maintains accurate attendance, enrollment, and program documentation. Follows established policies and procedures aligned with district and grant requirements. Demonstrates responsible use of resources to support program sustainability.
8	Evaluation & Outcomes	Establishes measurable objectives aligned with grant requirements and student outcomes. Collects and analyzes data regularly to monitor progress and inform

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		decision-making. Uses evaluation findings to strengthen program quality and implementation. Maintains a focus on continuous improvement across all program components.
9	Family & Community Partnerships	Engages families as partners in student success through communication and program involvement. Builds and maintains community partnerships that enhance program offerings. Provides opportunities for family engagement, education, and participation. Leverages community resources to expand access and support for students and families.

Highlights & Celebrations

- Program quality remained strong despite significant challenges related to student recruitment, retention, and average daily attendance.
- Student feedback remained exceptionally positive, with 97% reporting they liked the program, 94% reporting improved self-confidence, and 97% reporting they made new friends through participation.
- Parent satisfaction was exceptionally strong, with 100% reporting satisfaction with the program and 100% indicating the program helped their child with math.
- No background check findings were reported, and all required staff documentation remained current and compliant.

Recommendations

Based on the following determination, the CMS program have opted to withdraw from the 21st CCLC cycle. The district and program leadership have determined that they cannot adequately fulfill the requirements and objectives outlined in the approved grant award. Two reasons stated

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in the documentation were factors in their decision: student recruitment/ADA and availability of staff for out-of-school time coverage.

Therefore, no program recommendations are provided for next year and evidence presented to the Evaluator documented below.

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Chip Underwood
Superintendent

Susan Enfinger
Assistant Superintendent

Dr. Brad W. Bolemon
Assistant Superintendent

"In Pursuit of Excellence"

Tom Gibson – *Chair/ District 5*
David Breedlove – *Vice-Chair/ District 7*
Angenette Brooks – *District 1*
Karen Brown – *District 2*
Chris Kimbro – *District 3*
Ned Butler – *District 4*
John Jessup – *District 6*

March 23, 2026

To: State Department of Education Federal Programs

Shaun Owen Deputy Superintendent Office of Federal Programs sowen@doe.k12.ga.us	Dr. Katheleen Yarbrough Director of Federal Programs Office of Federal Programs Kathleen.yarbrough@doe.k12.ga.us	Jeff Barnett Program Manager Nita M. Lowey 21st CCLC jbarnett@doe.k12.ga.us

Re: Formal Notification of Intent to Withdraw from the 21st CCLC Grant (WCSD – Carver 21st Century)

From: Walton County School District

George (Chip) Underwood Superintendent george.underwood@walton.k12.ga.us	Susan Enfinger Assistant Superintendent senfinger@walton.k12.ga.us	Charles (Keith) Hull Chief Financial Officer charles.hull@walton.k12.ga.us
Dr. Freda Doster Program Director freda.doster@walton.k12.ga.us	Dena Huff Co-Applicant – The Partnership for Families, Children and Youth Executive Director dena.huff@walton.k12.ga.us	

Please accept this letter as official notification that the Walton County School District intends to withdraw from the 21st Century Community Learning Centers (21st CCLC) Carver 21st Century grant, effective May 22, 2026 (the end of the current regular day programming cycle).

After a review of our current programming, the district and program leadership have determined that we cannot adequately fulfill the requirements and objectives outlined in the grant request proposal/award. This decision was made by our leadership and advisory council after careful consideration of the following factors:

Reason 1: Continued challenges with recruiting students and maintaining the required average daily attendance (ADA).
Reason 2: Decrease in staff available to provide engaging academic and enrichment activities.

WALTON COUNTY SCHOOL DISTRICT
200 Double Springs Church Road · Monroe, Georgia 30656 · 770.266.4520 · www.walton.k12.ga.us

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Superintendent

Susan Enfinger
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Dr. Brad W. Bolemon
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Chris Kimbro – *District 3*
Ned Butler – *District 4*
John Jessup – *District 6*

We are committed to ensuring a smooth transition for students and families currently served by this program. During this closeout period we will work cooperatively with the Carver Middle School administrative team and local agencies/organizations to identify alternative after-school options for students currently attending programming.

We will collaborate with the Georgia Nita M. Lowey 21st Century Community Learning Centers staff to complete closeout procedures such as final reporting requirements, inventory and disposition of materials and financial reconciliation and final disbursement timelines.

We appreciate the support provided by the State Department of Education and the opportunities this grant has afforded our students.

George Underwood

Mr. George (Chip) Underwood
Walton County School District Superintendent

Freda Doster

Dr. Freda Doster
Walton County School District
21st CCLC Program Director

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