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

Elementary School and Monroe Elementary 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:	206	Number:	234	Number:	8	Number:	7	Number:	37

2. Objectives

Total Objectives		Met		Not Met		Other	
Number:	8	Number:	5	Number:	2	Number:	1

3. GTID

Number of Student GTIDs Reported in	8	

4. Report Card Grades

4A. English Language Arts

Student without	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1st Semester ELA Grade				Student 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
180	NA	NA	NA	NA	180	NA	NA	NA	NA

Identify the preferred if it is not letter grades	NA

4B. Math

Student without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1st Semester Math Grade				Student 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
180	NA	NA	NA	NA	180	NA	NA	NA	NA

Identify the preferred if it is not letter grades	NA

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

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant		Slight Decline		Did not need to		Slight		Significant	
	%	2	%	10	%	29	%	38	%	21
	Survey Question #2: Participates in class and is attentive?									
	Significant		Slight Decline		Did not need to		Slight		Significant	
	%	1	%	7	%	24	%	48	%	20
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
177	%	2	%	6	%	21	%	46	%	25

6. Partners

Number of Partners	Total Amount of Contributions
20	$79,183

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21st Century Community Learning Centers

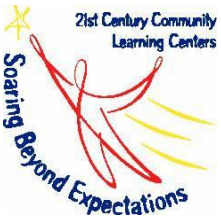
WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2025
PROGRAM EVALUATION
Year 2

Harmony Elementary School
Monroe Elementary 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

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quality programs out of reach for many households. Transportation presents an ongoing 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

This is the school system's second year of providing afterschool and summer programming under its newly awarded 21st Century Community Learning Centers (21st CCLC) grant serving Harmony Elementary School and Monroe Elementary School. While these sites are in the second year of the current grant cycle, Walton County School District brings more than 20 years of experience implementing successful 21st CCLC programming throughout the county.

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Over multiple grant cycles, the district has established a strong record of providing high-quality academic support, enrichment opportunities, family engagement activities, workforce readiness experiences, and youth development programming for students and families. Through long-standing partnerships with schools, community organizations, families, and local stakeholders, the district has consistently worked to reduce barriers to student success while providing safe, structured, and engaging out-of-school-time learning environments.

Previous grant awards enabled Walton County Schools to develop effective operational systems, transportation solutions, staffing structures, and community partnerships that continue to support successful implementation today. The experience gained through prior 21st CCLC funding cycles provided a strong foundation for the current grant, allowing program leadership to build upon proven practices while responding to the evolving academic, social, emotional, and enrichment needs of students and families served through Harmony Elementary School and Monroe Elementary School.

Program Progress and Growth over the Past Years of Operation

During the first year of the current grant cycle, program staff focused on establishing strong operational systems, recruiting students, building attendance, implementing academic and enrichment programming, and strengthening partnerships with schools, families, and community organizations. As a result, Harmony Elementary School registered 130 students and Monroe Elementary School registered 161 students, with a combined total of 188 regularly participating students attending 30 or more days during Year 1.

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During Year 2, the program continued to build upon that foundation while maintaining strong participation and consistent program implementation. Harmony Elementary School registered 132 students and Monroe Elementary School registered 129 students, with a combined total of 180 regularly participating students. Average daily attendance remained strong across both sites, with Harmony Elementary School increasing from 63 to 73 students and Monroe Elementary School maintaining an average daily attendance of 66 students during Year 2. Despite normal fluctuations in enrollment and attendance patterns, both sites continued to provide high-quality academic support, enrichment opportunities, and youth development experiences aligned with grant objectives.

HES	# of Reg Students	30-day Students	All Students	ADA
Year 1 2024-2025	130	83	120	63
Year 2 2025-2026	132	94	111	73

MES	# of Reg Students	30-day Students	All Students	ADA
Year 1 2024-2025	161	105	138	78
Year 2 2025-2026	129	86	123	66

Program growth during the current grant cycle extends beyond participation numbers. Staff training systems were expanded, operational procedures were refined, and program activities continued to align with district priorities related to academic achievement, school climate, family engagement, positive youth development, and student success. Strong partnerships with schools, families, and community organizations remained a cornerstone of implementation and helped ensure students received comprehensive support beyond the regular school day.

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Perhaps most importantly, the program continued to demonstrate its value by providing students with access to academic assistance, enrichment opportunities, positive adult role models, and safe learning environments during out-of-school hours. Continued progress toward grant objectives, consistent attendance patterns, and strong operational implementation indicate that the program is successfully transitioning from initial startup activities to a mature and sustainable model of service delivery that benefits students, families, schools, and the broader Walton County community.

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment Per Site

HES: 132 registered

MES: 129 registered

Regularly Participating (30+ day) Student Enrollment Per Site

HES: 94 students

MES: 86 students

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

HES: 111 students

MES: 123 students

Student Demographics Per Site

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HES:

All Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black or African American:	76
Hispanic or Latino:	0
Hawaiian/Pacific Islander:	0
Two or more races:	6
White:	28
Unknown:	0

All Students: By Gender

Male:	63 (57%)
Female:	48 (43%)

All Students: By Grade Level

K:	15
1st Grade:	18
2nd Grade:	17
3rd Grade:	20
4th Grade:	22
5th Grade:	19

Number of Students with Limited English Proficiency: 0

Number of Students Eligible for Free/Reduced Lunch: 68

Number of Students with Special Needs/Disabilities: 11

MES:

All Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	3
Asian/Pacific Islander:	1
Black or African American:	71

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Hispanic or Latino:	0
Hawaiian or Pacific Islander	3
Two or more races:	10
White:	35
Unknown:	0

All Students: By Gender

Male:	64 (52%)
Female:	59 (48%)

All Students: By Grade Level

K:	9
1st Grade:	18
2nd Grade:	24
3rd Grade:	24
4th Grade:	28
5th Grade:	20

Number of Students with Limited English Proficiency: 8

Number of Students Eligible for Free/Reduced Lunch: 69

Number of Students with Special Needs/Disabilities: 19

Average Daily Attendance Per Site

HES: 73 Students

MES: 66 Students

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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
HES	4	12	30	3	15	4
MES	4	12	30	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.

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,

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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.

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

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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 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.

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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 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.

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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.

HES School Site

Total Enrollment	ESOL	EIP	SWD	Free	Reduced
690	19	191	108	493	57
				550 (79.7%)	

HES Mission Statement

The mission of Harmony Elementary School is to provide a safe and challenging learning environment where we foster respectful, independent students who are confident in themselves as lifelong learners.

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HES Vision Statement

Harmony Elementary will provide a community of lifelong learners who become responsible individuals, independent thinkers and productive citizens.

HES Motto

TLC: Teaching and Learning through Cooperation!

HES School Site

Total Enrollment	ESOL	EIP	SWD	Free	Reduced
599	40	181	98	435	58
				493 (82.3%)	

MES Mission

At Monroe Elementary School we provide a safe and nurturing environment that promotes academic and personal success for each individual learner to be a productive citizen in their community.

MES Vision

At Monroe Elementary School we will Maximize learning, Educate for life, and Strive for excellence.

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MES Beliefs

- All children can learn and are valuable individuals with unique intellectual, physical, social and emotional needs.
- Each student's unique learning style will be addressed through a variety of instructional strategies and learning activities to meet high expectations for student achievement.
- Students, parents, community members, teachers and administrators all share in the responsibility for providing a supportive learning environment.
- We are committed to continuous improvement and the implementation of best practices.
- Our commitment is to assist students in becoming confident, self-motivated, lifelong learners.
- A safe and physically comfortable environment promotes student achievement.
- Students' self-esteem and creativity are encouraged through arts and extra-curricular activities.

4. QUALITY OF STAFFING

HES

Type of Staff

College Student	**0**
Community Member	**0**
High School Student	**0**
Parent	**0**
School Day Teacher	**7**

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Other Non-Teaching School Staff	**4**
Other	**3**
Percent of Certified Teachers	**78%**

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

Staff Training:

Staff Training
Safe Schools Training/Modules Acknowledgements
Understanding Kronos
Staff Handbook & Safety Procedures
Review Safety & Drill Procedures
Observation & Evaluations Expectations
LEAP/School Improvement Goals (Enrichment Teachers Only)
Annual Staff Input Survey
Understanding GPRA Standards, Compare Fall/Winter Map, & Amira

Background Checks:

100% Current – 2026 – Confirmed – None Incomplete

MES

Type of Staff

College Student	**0**

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Community Member	**0**
High School Student	**0**
Parent	**0**
School Day Teacher	**1**
Other Non-Teaching School Staff	**6**
Other	**5**
Percent of Certified Teachers	**8%**

Staff:Student Ratio:

1:10 Academic
1:15 Enrichment
1:5 Tutoring

Staff Training:

Staff Training
Safe Schools Training/Modules Acknowledgements
Understanding Kronos
Staff Handbook & Safety Procedures
Review Safety & Drill Procedures
Observation & Evaluations Expectations
LEAP/School Improvement Goals (Enrichment Teachers Only)
Annual Staff Input Survey
Understanding GPRA Standards, Compare Fall/Winter Map, & Amira

Background Checks:

100% Current – 2026 – Confirmed – None Incomplete

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5. OBJECTIVE ASSESSMENT

OBJECTIVE 1.1) 55% of regularly attending (those attending 30 or more days) Georgia Milestones EOGT eligible students will meet or exceed state standards on the EOGT - Math.

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

MATH: Scoring by Level	HES	MES	Total
Level 1 Beginning Learner	13	8	21
Level 2 Developing Learner	15	21	36
Level 3 Proficient Learner	12	11	23
Level 4 Distinguished Learner	0	4	4
Total Level 2-4	**27**	**36**	**63**
Total Taken	**40**	**44**	**84**

Results: **HES** 27 / 40 = **68%** Scored Level 2-4

MES 36 / 44 = **82%** Scored Level 2-4

63 / 84 = **75%** Scored Level 2-4 (averaged)

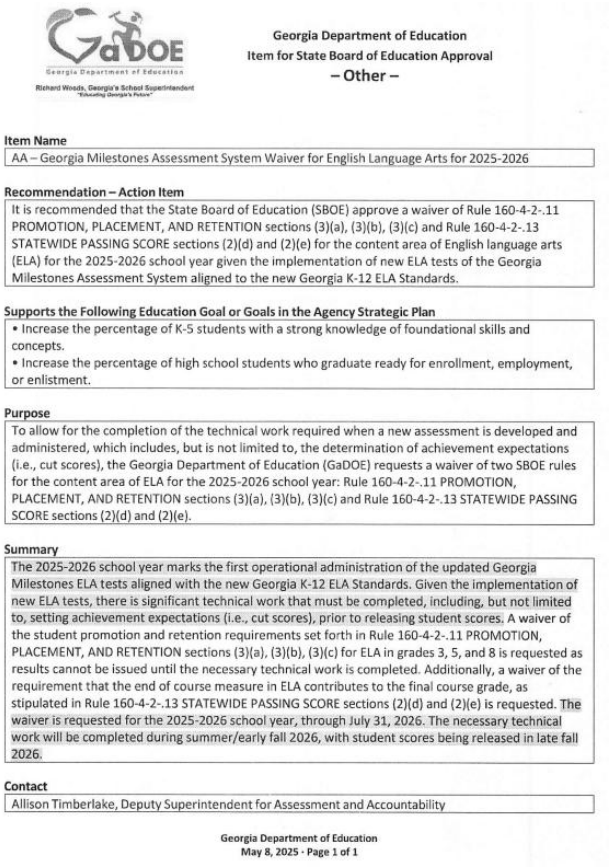
55% Target

OBJECTIVE 1.1: **MET**

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OBJECTIVE 1.2) 55% of regularly attending (those attending 30 or more days) Georgia Milestones EOGT eligible students will meet or exceed state standards on the EOGT - English Language Arts.

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.



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
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Results: 55% Target

OBJECTIVE 1.2: **UNABLE TO MEASURE**

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OBJECTIVE 1.3) 55% of regularly attending (those attending 30 or more days) 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. 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 afterschool program. Specific to the objective, the following table denotes classroom grade increases and no changes per site and then combined to determine if the objective was met.

MATH	HES	MES	SITES COMBINED
Increased Grade	23	28	51
No Change in Grade	7	4	11
Total Increase/No Change	**30**	**32**	**62**
Total Students	**59**	**66**	**125**
No Grades	35	20	55
30-day students – Total	94	86	180

Analysis: 30 / 59 = 51% HES

32 / 66 = 48% MES

62 / 125 = 50**%** Combined Sites

55% Target

OBJECTIVE 1.3: **DID NOT MEET**

OBJECTIVE 1.4) 55% of regularly attending (those attending 30 or more days) will increase or maintain their numeric classroom grades from fall to spring - English Language Arts.

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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 afterschool program. Specific to the objective, the following table denotes classroom grade increases and no changes per site and then combined to determine if the objective was met.

READING/LANGUAGE ARTS	**HES**	**MES**	**SITES COMBINED**
Increased Grade	24	17	41
No Change in Grade	6	5	11
Total Increase/No Change	**30**	**22**	**52**
Total Students	**59**	**66**	**125**
No Grades	35	20	55
30-day students - Total	94	86	180

Analysis: 30 / 59 = 51% HES

22 / 66 = 33% MES

52 / 125 = **42%** Combined Sites

55% Target

OBJECTIVE 1.4: **DID NOT MEET**

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

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

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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 after-school setting. Based on individual student need, time allocations varied for each grade level. If students requested additional time to complete homework, staff provided tutors and/or additional opportunities for assistance.

Students, parents/guardians, and their regular school day teachers completed surveys about time and satisfaction related to homework completion in the afterschool program. Specifically, 3 homework related questions were asked: 1 student question, 1 parent/guardian question, and 1 teacher question.

Survey Question		**HES**	**MES**
Student	*"The program helps me do better in school (homework completed and on time)."*	75%	97%
Parent	*"The program helps my child complete and turn in his/her homework on time."*	100%	98%
Teacher	*"He/she satisfactorily completes homework assignments"*	86%	90%
	Average by Site	**87%**	**95%**

Results:

HES **87%** Improved/Maintained Homework Completion

MES **95%** Improved/Maintained Homework Completion

Combined Sites

91% Improved/Maintained Homework Completion

75% Target

OBJECTIVE 2.1: **MET**

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

Survey Question	HES	MES
Student participates in class and is attentive.	**93%**	**90%**

Results: **HES** 93% Improved/Maintained Level of Classroom Participation

MES 90% Improved/Maintained Level of Classroom Participation

Combined Sites **92%** Improved/Maintained Level of Classroom Participation

60% Target

OBJECTIVE 2.2: **MET**

OBJECTIVE 3.1) 50% of parents/caregivers of regularly participating students will report that they have learned ways to help their children 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

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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 the two statements and averaged them. Results are provided by site and then averaged to determine if the proposed objective was met.

HES	**100%** reported that they have learned ways to help their children be more successful in school
MES	**99%** reported that they have learned ways to help their children be more successful in school
Combined Average	**100%** reported that they have learned ways to help their children be more successful in school

50% Target

OBJECTIVE 3.1: **MET**

OBJECTIVE 3.2) 45% of parent/caregivers will attend at least two parent literacy nights.

HES **ADULT FAMILY MEMBER ACTIVITIES**
Celebrity Reading Blitz LEGO and SHELL-abrating LEAP Success

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Thanksgiving Craft and Literacy Night UP Reading Assemble

MES **ADULT FAMILY MEMBER ACTIVITIES**
Safe School Training GA Reads Family Night Old School Family Curriculum Night

Analysis:

	HES	**MES**	**Combined**
Number of Parents attending events	32	65	**97**
Number of 30-day Students	94	86	**180**

Results: **54%** family members attending parent night activities

45% Target

OBJECTIVE 3.2: **MET**

6. OTHER OBSERVATIONS

Student, Parent, and Teacher Feedback

Additional data from three important stakeholders was also collected via closed-ended Likert style confidential surveys. The following charts highlight strong feedback about the afterschool

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program and its impact on students, academics, personal development, and regular classroom teacher value in terms of making a positive difference for students.

Statement	HES	MES
I like the afterschool program.	**90%**	**92%**
I feel better about myself because of the program.	**85%**	**89%**
I have made new friends because of the program.	**83%**	**88%**

Statement	HES	MES
The program helps my child's reading improve.	**100%**	**97%**
The program helps my child's math improve.	**100%**	**98%**
I have increased my communication with my child because of the program.	**100%**	**100%**
I talk about risky behaviors with my child because of the program.	**100%**	**98%**

Statement	HES	MES
My students who attend the program are attentive in class.	**93%**	**90%**
My students come to school motivated to learn.	**89%**	**94%**

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.

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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 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.

HES

Site Coordinator Responses

1. **What were your greatest successes or points of pride this year?**

As the site coordinator of Harmony, I am proud of several accomplishments this year. Many students showed clear growth both academically and socially. I also value the collaboration with the Instructional Coach and Parent Resource Coordinator at HES to improve parent engagement. We created meaningful events like "Score Storytime: Assessment Edition," which helped families understand and interpret data from major assessments such as MAP, Amira, GAA, and GMAS, and "Chalk the Walk," which parents and guardians were invited to share encouraging messages and motivational quotes for students preparing to take the GMAS. The support from LEAP staff, school administrators, teachers, and the community has been very rewarding. In addition, building strong, productive relationships with parents and students, particularly around the importance of consistent attendance, has contributed to an outstanding improvement in HES ADA compared to previous years. This progress is a source of great pride.

2. **What were your challenges this year?**

Some of the challenges this year included finding creative ways to keep the program running smoothly and effectively on days when student attendance exceeded available staff. On those days, managing transitions was especially difficult. Another challenge was helping parents understand that there is a designated time for homework support, where the primary expectation is that students come prepared with their assignments, when applicable. During this time, students are placed in small groups to receive more focused support. To address this, I also reached out to grade-level chairs via email to request access to assigned homework. This allows me to provide materials for students who may be unprepared or have forgotten their assignments.

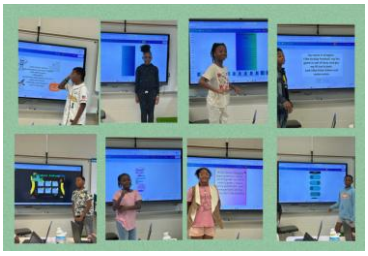
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3. **What are your overall thoughts on your program this year?**

My overall assessment of this year's program is that it was successful, despite encountering a few challenges along the way, including occasional staff shortages. There was consistent attendance, parent engagement attendance increased, as well as noticeable growth in academic performance in major subject areas, on major assessments, and in the development of social skills. Through the collaboration and support of staff, teachers, and the community, we were able to provide more engaging and rewarding activities and events, allowing students to enjoy themselves while learning.

Photographs





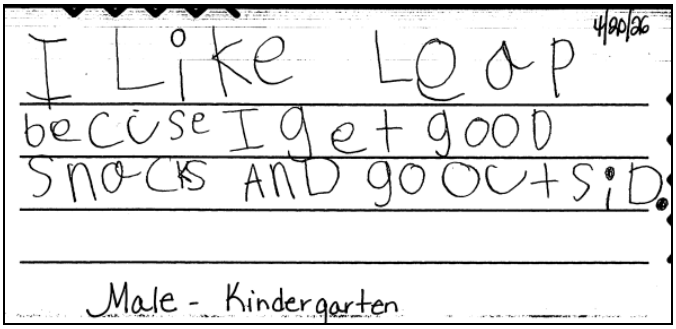


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Quotes



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LEAP Staff 4/20/26

LEAP PROVIDES THE ADDITIONAL EMOTIONAL AND ACADEMIC SUPPORT FOR OUR STUDENTS. THE [redacted] TEACHER AND TUTORS DO A WONDERFUL JOB WITH PLANNING, CLASSROOM MANAGEMENT, AND [redacted] DISCIPLINARY CHALLANGES. I LOOK FOWARD TO SERVING OUR STUDENTS DAILY. I ALSO HAVE THE HIGHEST RESPECT FOR OUR STAFF.

5th grade- Female Student 4/21/26

What I think about LEAP is a fun learning place. In fact ever since I join LEAP my grades improve so much. I became a better listener and learner. So that conclude what I think about LEAP.

2nd grade (Day) Teacher 4/22/26

The L.E.A.P program at Harmony Elementary is a wonderful program to help students during the after school hours. The are tutored in academics, given instructional guidance, have time to play inside and outside under supervision and monitored during after school hours. I feel that the program is beneficial for many students.

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MES

Site Coordinator Responses

1. What were your greatest successes or points of pride for the year?

MES LEAP's greatest success this year was supporting improved reading outcomes by keeping a strong focus on literacy with both students and families. We took part in Georgia Reads Day, the Malcom Mitchell Read Bowl-where we earned a grant and recognition from the Governor-and hosted an Old School Family Night where at least 13 families unplugged, shared a meal, and spent time talking and working on homework together. We also built strong relationships with families, supported student behavior, and reinforced positive manners. Overall, we provided consistent, meaningful support to 60+ students each day in a variety of ways.

2. What were your challenges this year?

Our biggest challenge this year was staffing. We had a couple of openings that, despite both Dr. Doster's and my best efforts, we could not fill. However, our staff pulled together and provided a wonderful experience for our students and their families. Our team stepped up, worked together, and had a successful year.

3. What were your overall thoughts of your program this year?

Overall, I feel the program ran well. As a first-year site coordinator, there was a lot to learn, but with the support of our staff, Dr. Doster, and Ms. Hulen, we were able to run a successful program. The MES principal shared more than once that this was the first year in his tenure without any parents or day school staff complaints about LEAP. I also made a point to connect with day school staff via email to build and maintain strong working relationships.

Photographs



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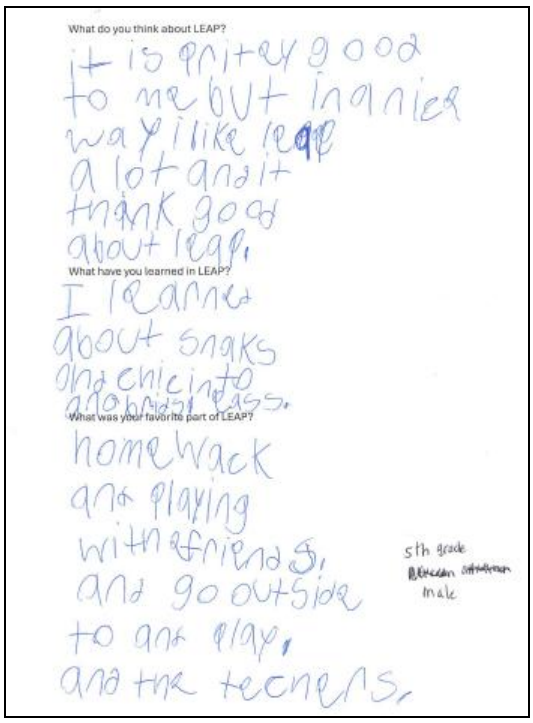






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Quotes



What do you think about LEAP?

it is pritty good to me but in a nice way i like leap a lot and it think good about leap.

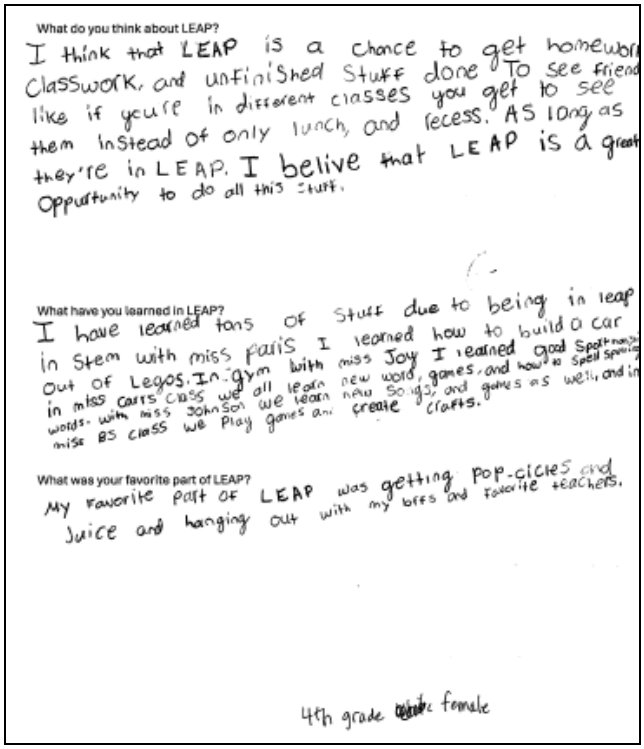
What have you learned in LEAP?

I learned about snaks and chicin to a bonical pass.

What was your favorite part of LEAP?

homewack and playing with friends, and go outside to and play, and the teechers.

5th grade
[illegible]
male



What do you think about LEAP?

I think that LEAP is a chance to get homework, classwork, and unfinished stuff done. To see friends like if you're in different classes you get to see them instead of only lunch, and recess. As long as they're in LEAP. I belive that LEAP is a great opportunity to do all this stuff.

What have you learned in LEAP?

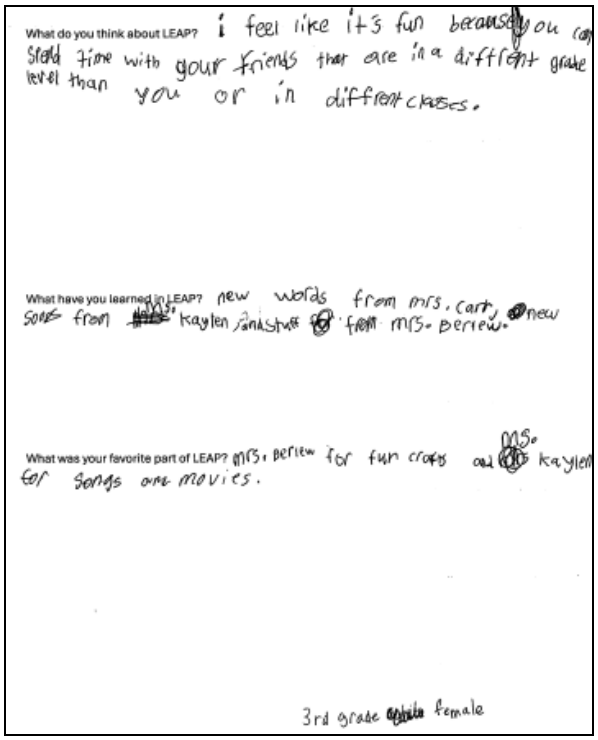
I have learned tons of stuff due to being in leap. In stem with miss Paris I learned how to build a car out of Legos. In gym with miss Joy I learned good sportsmanship. In miss Carrs class we all learn new words, games, and how to spell spanish words. With miss Johnson we learn new songs, and games as well, and in mise BS class we play games and create crafts.

What was your favorite part of LEAP?

My favorite part of LEAP was getting pop-cicles and juice and hanging out with my bffs and favorite teachers.

4th grade [illegible] female

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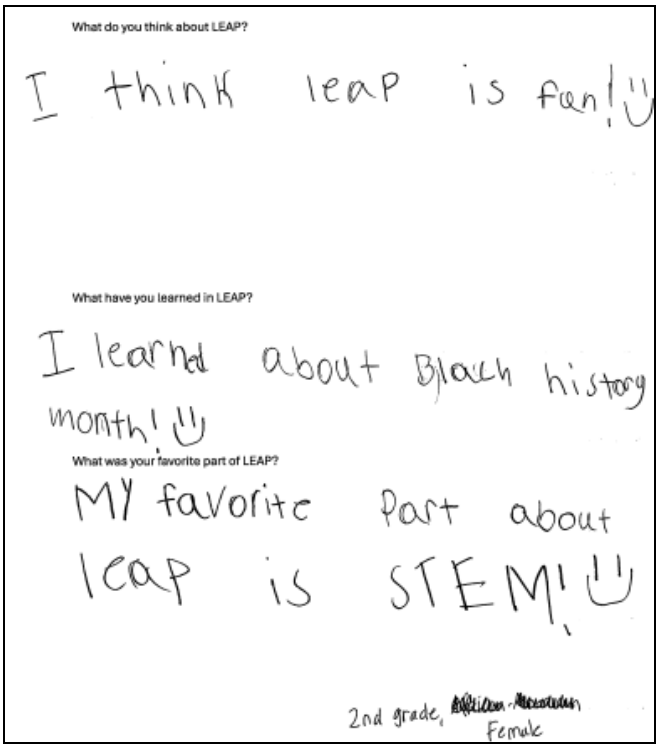


What do you think about LEAP? i feel like it's fun because you can spend time with your friends that are in a diffrent grade level than you or in diffrent classes.

What have you learned in LEAP? new words from mrs. carty new songs from kaylen and stuff from mrs. beriew.

What was your favorite part of LEAP? mrs. beriew for fun crafts and kaylen for songs and movies.

3rd grade female



What do you think about LEAP?

I think leap is fun!

What have you learned in LEAP?

I learned about Black history month!

What was your favorite part of LEAP?

My favorite part about leap is STEM!

2nd grade, Female

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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.

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-

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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!

Contributions to the Program

Walton County stakeholders should be proud of their continued commitment to supporting afterschool and summer learning opportunities that have positively impacted students and families throughout the community. The success of the 21stCCLC program is strengthened through the generosity of schools, businesses, community organizations, volunteers, staff members, and local partners who contribute resources that enhance student experiences beyond what grant funding alone can provide.

At Harmony Elementary School (HES), 12 individuals, partners, and businesses contributed a total of $38,694 in cash match and in-kind support. Contributions included facility use, snacks and meals for students, attendance incentives, educational supplies, appreciation events, family engagement activities, holiday assistance, and enrichment resources that enhanced both academic and recreational programming.

At Monroe Elementary School (MES), 10 individuals, partners, and businesses contributed a total of $40,489 in cash match and in-kind support. Donations included facility use, student snacks and meals, educational materials, school supplies, attendance incentives, family engagement resources, holiday assistance, and program support services designed to strengthen student participation and engagement.

Collectively, 22 partners contributed an impressive $79,183 in support of the Walton County 21st CCLC program during the 2025–2026 program year. These contributions reflect the strong

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community investment in Walton County's children and families and demonstrate a shared commitment to academic success, positive youth development, family engagement, and student well-being. The continued support of local stakeholders remains a significant strength of the program and contributes directly to its overall quality, effectiveness, and long-term sustainability.

HES

WCSD - Harmony Elementary School

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
Community Donations	$ 75.00	September 1, 2025	Monthly Attendance Reognition Treat- Popsicles/pencils
HES PTSO	$ 150.00	October 24, 2025	Monthly Attendance Reognition Treat-18 gal tote full of Candy/Treats
F.I.S.H. of Walton	$ 10,400.00	Sept.2-May 5, 2026	32wks X $5 per bags X 65 students "Weekly Backpack Buddies (nonperishable items)"
HES Admin	$ 38.40	December 16, 2025	10 containers of 10 ct Sugar Cookies at $3.84 each- Appreciation from HES Principal-Showing Growth on MAP Winter Assessment
Community Donations	$ 40.00	December 17, 2025	Assorted flavorable candy canes and hot hocolate "LEAPing Into the Holiday w/ a Sweet Treat"
Community Donations	$ 45.00	March 30, 2026	2 bags of assorted candy and sandwich size ziploc bags "Hoppin' Into Spring Break Egg Hunt: Egg-cited to celebrate our LEAP kiddos' growth on their MAP assessments"
Community Donations	$ 50.00	March 31, 2026	3 bags of assorted candy and 100 plastic Easter eggs
(HES) Enrichment Teachers	$ 162.00	April 1, 2026	1 assorted bags of candy, cupcakes, 200 plastic filled Easter eggs, 50 plastic Easter eggs, and 2 box of 40ct rice krispy treats
Dr. Selena Sims	$ 50.00	April 13, 2026	Candy Donation 2 bags each-Laffy Taffy, Blow Pop, Ring Pop Party Pack, and Smarties to be used at discretion
GRAND TOTAL	$ 38,694		

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MES

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
Walton County Health Foundation	$ 275.00	September 5, 2025	Georgia Reads tshirts, bookmarks, fidgets, pencils, and erasers
Partnership for Families, Children, and Youth	$ 985.00	October 23, 2025	Felicia's Kitchen for Old School Family Night food
Walton Youth Project	$ 73.00	October 16, 2025	RJs Soul Food for staff meeting
Tishia Fenn	$ 87.00	October 23, 2025	Cake for Old School Family Night
FISH of Walton County	$ 10,944.00	Sep.2,2025-May 5, 2026	32wks X $6 per bags X 57 students "Weekly Backpack Buddies (nonperishable items)"
Ashley Taylor	$ 9.63	December 10, 20205	Wrapping Paper for Christmas Program
Kaelynn Johnson	$ 35.00	December 10, 2025	Wrapping Paper for Christmas Program
Mitch Alligood	$ 8.63	December 11, 2025	Wrapping Paper for Christmas Program
Mitch Alligood	$ 40.66	December 18, 2025	Treats for LEAP students Christmas Program
GRAND TOTAL	$ 40,489		

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 as both sites continued building upon the foundation established during Year 1 while maintaining strong participation, attendance, and program implementation.

- Average daily attendance remained strong at both sites, with HES increasing from 63 to 73 students and MES maintaining an average daily attendance of 66 students.

- Student feedback remained highly positive, with 90%-92% reporting they liked the program, 85%-89% reporting improved self-confidence, and 83%-88% reporting they made new friends through participation.

- Parent feedback remained exceptionally strong, with 97%-100% reporting the program helped improve reading and math skills and 98%-100% reporting increased communication with their children.

- Teacher feedback reflected strong student outcomes, with 90%-93% reporting improved or maintained classroom attentiveness and 89%-94% reporting students came to school motivated to learn.

- More than 180 students attended 30 or more days across both sites, demonstrating strong participation and engagement in the program.

- No background check findings were reported, and all required staff documentation remained current and compliant.

- Community stakeholders demonstrated a strong commitment to student success through $79,183 in cash match and in-kind contributions supporting program operations and enrichment opportunities.

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Recommendations

1. Collectively, Objective 1.3 specific to Math Classroom Grades was not met. While both sites demonstrated positive student outcomes in multiple areas, Math classroom grade improvement remained below the proposed target. Therefore, program staff should continue collaborating with regular school-day teachers to identify specific math skill gaps and classroom performance trends impacting participating students. Afterschool lessons, tutoring activities, and intervention strategies should be intentionally aligned with identified areas of need and monitored throughout the year. Regular communication between school-day and afterschool staff should be maintained and documented.

2. Collectively, Objective 1.4 specific to English Language Arts Classroom Grades was not met. Program staff should review student classroom performance data and collaborate with school-day teachers to identify literacy skills requiring additional support. Afterschool academic activities should continue emphasizing reading comprehension, vocabulary development, written communication, and grade-level literacy skills aligned with school-day instruction. Ongoing progress monitoring and documented collaboration between school-day and afterschool staff should be maintained throughout the year.

3. Although Objective 1.2, Georgia Milestones English Language Arts, was unable to be measured due to the statewide assessment delay and approved Georgia Department of Education waiver, program staff should review released assessment data when available and use findings to strengthen future literacy-focused academic interventions and enrichment activities. Particular

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attention should be given to subgroup performance and identified skill deficits to support continuous program improvement.4.

4. Continue maintaining strong implementation practices related to homework completion, classroom participation, parent engagement, family participation, attendance, and stakeholder communication. Survey results from students, parents, and teachers indicate these areas remain significant program strengths and should continue serving as foundational components of program delivery. Monitor and document, as required.

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