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

Subgrantee: Walton County Schools: Walnut Grove 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 hours		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending	
Number:	135	Number:	99	Number:	81	Number:	4	Number:	95

2. Objectives

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

3. GTID

Number of Student GTIDs Reported in	##

4. Report Card Grades

4A. English Language Arts

Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1st Semester ELA Grade				Students without Grades	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
81	NA	NA	NA	NA	81	NA	NA	NA	NA

Identify the preferred if it is not letter grades	NA

4B. Math

Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1st Semester Math Grade				Students 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
81	NA	NA	NA	NA	81	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 Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	9	%	13	%	35	%	17	%	26
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	10	%	5	%	38	%	22	%	25
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
69	%	7	%	7	%	35	%	23	%	28

6. Partners

Number of Partners	Total Amount of Contributions
9	$28,406

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21st Century Community Learning Centers

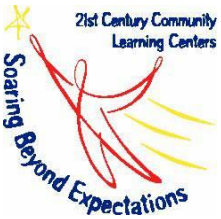
WALTON COUNTY BOARD OF EDUCATION
Monroe, Georgia

2025
PROGRAM EVALUATION
Year 2

Walnut Grove 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 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

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 the identified schools. While the current grant cycle is relatively new, Walton County School District is not new to 21st CCLC programming. The district has successfully implemented multiple previous 21st CCLC grant cycles and has more than 20 years of experience providing

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high-quality before-school, afterschool, and summer learning opportunities for students and families throughout Walton County.

The district has established a strong history of operating comprehensive academic and enrichment programs designed to support student achievement, positive youth development, family engagement, and workforce readiness. Throughout prior grant cycles, Walton County has developed effective partnerships with schools, families, community organizations, and local stakeholders while maintaining a focus on removing barriers to participation through transportation, academic support, enrichment activities, and safe learning environments.

The experience gained through previous grant awards has provided a strong foundation for successful implementation of the current grant cycle and has allowed program leadership to build upon proven practices while continuing to respond to evolving student and family needs.

Program Progress and Growth over the Past Years of Operation

Although the current grant cycle is in its second year of operation, Walton County School District brings more than two decades of experience implementing high-quality 21st Century Community Learning Centers programming. This depth of experience has provided a strong foundation for successful implementation while allowing the district to continuously refine services based on student, family, school, and community needs.

During Year 1 of the current grant cycle, program staff focused on establishing strong operational systems, recruiting students, building attendance, strengthening partnerships, and

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implementing academic and enrichment programming aligned with grant objectives. By the conclusion of the first year, Walnut Grove Elementary School registered 153 students and served 106 regularly participating students (30 or more days), with an average daily attendance of 82 students.

During Year 2, the program continued to strengthen implementation and maintain a high level of service quality. Walnut Grove Elementary School registered 109 students, served 81 regularly participating students, and maintained an average daily attendance of 65 students. While participation numbers were somewhat lower than the initial implementation year, attendance remained strong and stable among enrolled students, reflecting continued family commitment and program engagement. Program leaders continued to focus on serving students with the greatest academic and enrichment needs while maintaining a safe, supportive, and engaging environment.

WGES	# of Reg Students	30-day Students	All Students	ADA
Year 1 2024-2025	153	106	133	82
Year 2 2025-2026	109	81	99	65

Growth during the current grant cycle extends beyond enrollment figures. Staff training systems were expanded, operational procedures were strengthened, and programming continued to align with district goals related to academic achievement, school climate, family engagement, and student success. Partnerships with schools, families, and community organizations remained strong and continued to support implementation of a comprehensive Whole Child Approach

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designed to address academic, social, emotional, behavioral, and enrichment needs. Perhaps most importantly, the program continued its tradition of meeting student needs through consistent access to academic support, enrichment opportunities, positive adult relationships, and safe out-of-school-time programming. Feedback from families, strong attendance patterns, successful program operations, and continued achievement of grant objectives demonstrate that Walton County's 21st CCLC program remains a valuable resource for students, families, schools, and the broader community.

As the current grant cycle continues, Walton County is well-positioned to build upon its long history of success, utilizing data-driven decision-making, strong partnerships, and experienced leadership to ensure students continue receiving high-quality afterschool and summer learning opportunities.

2. STUDENT ATTENDANCE AND ENROLLMENT

Total Student Enrollment

WGES: 109 registered

Regularly Participating (30+) Student Enrollment

WGES: 81 students

All Participating (Attending at least 1 day) Student Enrollment

WGES: 99 students

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Student Demographics

WGES:

All Students: By Racial Group/Ethnicity

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	1
Black or African American:	22
Hispanic or Latino:	0
Two or more races:	5
White:	69
Unknown:	0

All Students: By Gender

Male:	47 (47%)
Female:	52 (53%)

All Students: By Grade Level

K:	9
1st Grade:	12
2nd Grade:	19
3rd Grade:	27
4th Grade:	19
5th Grade:	13

Number of Students with Limited English Proficiency: 1

Number of Students Eligible for Free/Reduced Lunch: 48

Number of Students with Special Needs/Disabilities: 14

Average Daily Attendance

WGES: 65 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
WGES	4	15	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, lifelong, and independent learners. Students, parents, teachers, administrators, staff, district

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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.

WGES School Site

Total Enrollment	ESOL	EIP	SWD	Free	Reduced
714	37	144	87	352	48
				400 (56.0%)	

WGES Mission

Walnut Grove Elementary School's mission is to challenge, support, and inspire our students to build positive character traits, to set and achieve individual goals, and to become lifelong learners and problem solvers.

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WGES Beliefs

- The focus of school should be on student learning.
- Students must feel safe and nurtured in the school environment in order to learn.
- All students are capable of success.
- Students must feel successful in order to perform successfully.
- Students should develop academic, personal, and social skills while at school to enhance educational growth.
- Instructional time must be used efficiently for the purpose of student learning.
- Effective learning opportunities must be provided to all students.
- Education is vital and valuable.
- A foundation for future learning should be built at the elementary level.

4. QUALITY OF STAFFING

WGES

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	**15**

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Percent of Certified Teachers **5%**

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

5. OBJECTIVE ASSESSMENT

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

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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	WGES
Level 1 Beginning Learner	7
Level 2 Developing Learner	14
Level 3 Proficient Learner	10
Level 4 Distinguished Learner	10
Total Level 2-4	**34**
Total Taken	**41**

Results: **WGES** 34 / 41 = **83%** Scored Level 2-4

55% Target

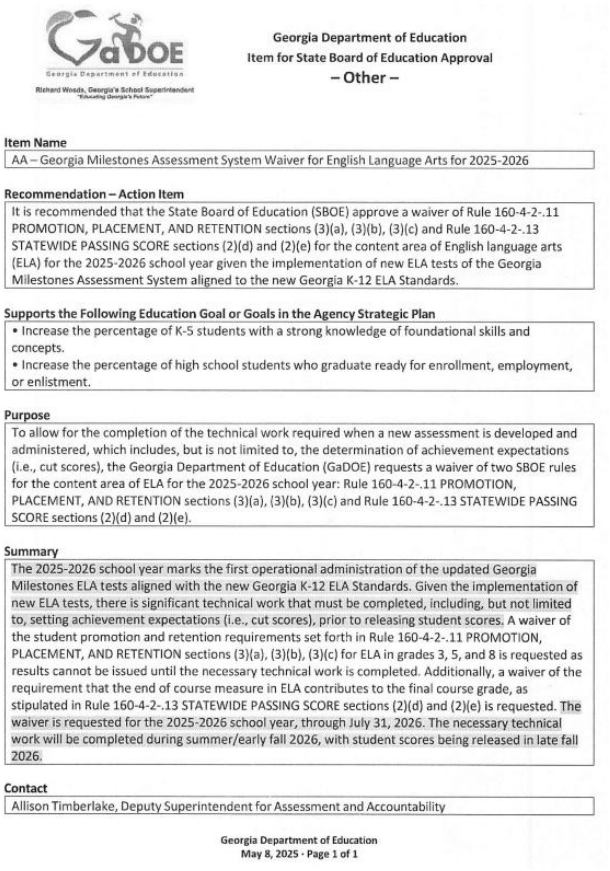
OBJECTIVE 1.1: **MET**

OBJECTIVE 1.2) 55% of regularly attending students (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,

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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
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 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

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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	**WGES**
Increased Grade	26
No Change in Grade	6
Total Increase/No Change	**32**
Total Students	**63**
No Grades	18
30-day students - Total	81

Analysis: 32 / 63 = **51%** WGES

55% Target

OBJECTIVE 1.3: **DID NOT MEET**

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

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	**WGES**
Increased Grade	22
No Change in Grade	9

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Total Increase/No Change	**31**
Total Students	**63**
No Grades	18
30-day students - Total	81

Analysis: 31 / 63 = **49%** WGES

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.

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.

Students, parents/guardians, and their regular school day teachers completed surveys about time and satisfaction related to homework completion in the afterschool program. Specifically, 4

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homework related questions were asked: 1 student question, 1 parent/guardian question, and 1 teacher question.

Survey Question		WGES
Student	*"The program helps me complete and turn in my homework on time."*	**91%**
Parent	*"The program helps my child complete and turn in his/her homework on time."*	**95%**
Teacher	*"He/she satisfactorily completes homework assignments"*	**78%**
	Average	**88%**

Results:

WGES **88%** Improved/Maintained Homework Completion

75% Target

OBJECTIVE 2.1: **MET**

Objective 2.2) 60% of regularly attending (those attending 30 or more days) students in need of improving their 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, yielded comparable results for teacher feedback about students in the program.

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Survey Question	WGES
Student participates in class and is attentive.	**84%**

Results: WGES **84%** 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 or more days) will report that they have learned ways to help their children 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.

WGES **96%** 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 will attend at least two parents literacy nights.

WGES ADULT FAMILY MEMBER ACTIVITIES
Fine Arts Night
Pizza and Pi Curriculum Night
STEM Night – Aviation
STEM Station Parent Night

Analysis:

	WGES
Number of Parents attending events	95
Number of 30-day Students	81

Results: **100%** 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 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	WGES
I like the afterschool program.	**93%**
I feel better about myself because of the program.	**84%**
I have made new friends because of the program.	**88%**

Parent Statement	WGES
The program helps my child's reading improve.	**98%**
The program helps my child's math improve.	**98%**
I have increased my communication with my child because of the program.	**95%**
994I talk about risky behaviors with my child because of the program.	**98%**

Teacher Statement	WGES
My students who attend the program are attentive in class.	**84%**
My students come to school motivated to learn.	**86%**

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 with meeting the targeted numbers for students with disabilities. Continued and significant ADA requirements at our middle school site has led to a need to review the feasibility of moving

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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.

WGES

Site Coordinator Responses

1. **How did the year go for students, families, staff, and you?**
   One of my greatest successes this year has been creating a safe, supportive, and engaging environment where students felt comfortable and excited to participate. Seeing students build confidence, form positive relationships and look forward to the program each day has been especially rewarding. Additionally, I'm proud of my teamwork and communication with staff and families. Staying flexible, stepping in where needed, and maintaining open communication helped ensure the program ran smoothly and effectively. Overall, this year reflects my commitment to making a positive impact on students and contributing to a strong, supportive, after-school community.

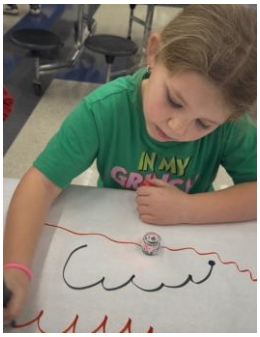
2. **What worked this year?**
   Overall, this year in the program has been a positive and rewarding experience. Despite challengeses with attendance and enrollment the program remained a supportive and engaging space for students. Throughout the year, the team demonstrated strong collaboration and flexibility. Staff consistently supported one another, adapted to changes, and remained focused on providing the best experience possible for the students. I am proud of the work that has been done and the positive impact the program had on students. This year provided valuable learning experience nces that will help strengthen the program in the future.

3. **What were your biggest challenges?**
   One of the key challenges in the program this year has been meeting the enrollment requirement as prescribed in the grant. Encouraging consistent participation and enrollment, especially for students who were less motivated or had competing commitments has been particularly difficult. Finding ways to keep students interested and invested in attending regularly required creativity and persistence. Supporting enrollment efforts-such as communicating the value of the program to families and helping students feel connected-was an ongoing focus. While this could be challenging at times, it helped me strengthen my communication skills and think more intentionally about how to create an environment that students want to be part of.

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Overall, these challenges pushed me to become more adaptable, proactive, and focused on building a program that encourages consistent attendance and long-term student involvement.

Photographs







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Quotes

"I really like the fun stuff we get to do in the program,like building the Leprachuan trap and that musical stuff."

-1st grade male

"It can be fun especially when I get to play with my friends."

-4th 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 afterschool operations serving hundreds of students annually and thousands over the past decade. Specific to the Walnut Grove Elementary School (WGES) program, direct service partners contributed valuable facilities, supplies, materials, incentives, and resources that enhanced the quality of programming and student experiences throughout the 2025-2026 school year.

At WGES, 11 individuals, businesses, and community partners contributed a total of $28,264 in cash match and in-kind support. The largest investment came from Walton County School District through annual facility usage and approved participant snacks, demonstrating the district's continued commitment to sustaining high-quality afterschool opportunities for students and families. Additional support from community members and local businesses provided school supplies, attendance incentives, family engagement resources, snacks, Valentine's Day activities, and materials for STEM and Fine Arts events.

These contributions helped strengthen student participation, support family engagement activities, enhance enrichment programming, and create meaningful opportunities for student

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recognition and success. Collectively, these investments reflect a strong community commitment to ensuring that Walnut Grove Elementary students have access to engaging, high-quality afterschool experiences that support academic achievement, personal growth, and overall well-being.

WGES

WCSD - Walnut Grove 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
Madenna Landers	$ 50.00	Sept. 30, 2025	year
Sucheros	$ 200.00	November 1, 2025	Donated School Supplies to LEAP
Mark Blackman	$ 100.00	November 1, 2025	Prizes for Attendance Incentives
Madenna Landers	$ 25.00	February 13, 2026	Snacks for Valentines Day
Affordable Lawn Care	$ 200.00	March 10, 2026	Donated Supplies for Spring Events -STEM Night, Fine Arts Night
Anonymous	$ 100.00	March 17, 2026	Prizes for Attendance Incentives
GRAND TOTAL	$ 28,406		

8. OVERAL RECOMMENDATIONS

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

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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 the School Day	Maintains clear alignment with schoolday priorities and academic 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.

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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 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 WGES continued providing high-quality academic support, enrichment opportunities, and youth development experiences during Year 2 of the current grant cycle.
- Attendance remained strong and stable throughout the year, with 81 students attending 30 or more days and an average daily attendance of 65 students.
- Student feedback remained highly positive, with 93% reporting they liked the program, 84% reporting improved self-confidence, and 88% reporting they made new friends through participation
- Family engagement remained a significant strength, with parent participation exceeding the objective target through multiple literacy, STEM, curriculum, and fine arts events.
- Teacher feedback reflected strong student outcomes, including 84% reporting improved or maintained classroom attentiveness and 86% reporting students came to school motivated to learn.

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- No background check findings were reported, and all required staff documentation remained current and compliant.
- Community partners contributed $28,264 in cash match and in-kind support, demonstrating continued community investment in student success and program sustainability.

Recommendations

1. Objective 1.3 specific to Math Classroom Grades was not met. 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. 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

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use findings to strengthen future literacy-focused academic interventions and enrichment activities. Particular attention should be given to subgroup performance and identified skill deficits to support continuous program improvement.

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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