



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education
21st Century Community Learning Centers
FY 22 Common Data Elements Form



SUCCESS					6/15/2022					
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:	100	Number:	122		108	Number:	14	Number:	97	
2. Objectives										
Total Objectives		Met		Not Met		Other				
Number:	8	Number:	6	Number:	2	Number:	0			
3. GTID										
Number of Student GTIDs Reported in Cayen				122						
4. Report Card Grades										
4A. English Language Arts										
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade					
Number	A	B	C	D or F	A	B	C	D or F		
14	30	43	30	5	29	55	24	0		
Identify the preferred if it is not letter grades										
4B. Math										
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade					
Number	A	B	C	D or F	A	B	C	D or F		
14	27	48	27	6	32	43	30	3		
Identify the preferred if it is not letter grades										
5. Teacher Reported Engagement in Learning Survey										
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	
	%	0	%	1	%	13	%	62	%	40
	Survey Question #2: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	0	%	3	%	7	%	55	%	51
116	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	0	%	4	%	6	%	49	%	57
6. Partners										
Number of		Total Amount of Contributions								
8		\$3,550								



SUCCESS
**21st Century
Community Learning
Centers**
Revised Annual Evaluation Report

Prepared for the Georgia Department of Education by

Center for Evaluation and Research Services
P.O. Box 3977
Atlanta, GA 30302-3977
June 2022

Reporting Information

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Douglas County School System

Project Director

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Participating Schools

Bright Star Elementary School

North Douglas Elementary School

Site Coordinators

Tara Nicolini

Bright Star Elementary School

Carmilla Hilton

North Douglas Elementary School

Reporting Period

August 2021– May 2022

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Note to the Reader

The following abbreviations are used in this report:

APlus	Academic Plus Georgia 21 st CLC Database
CISDC	Communities in Schools of Douglas County
DCSS	Douglas County School System
CERS	Center for Evaluation and Research Services
BSES	Bright Star Elementary School
NDES	North Douglas Elementary School
GaDOE	Georgia Department of Education

Acknowledgments

Quality program evaluation requires collaborative work with a number of people. Special thanks go to Mitzi Teal for the leadership and support provided to the schools as well as for the assistance provided in planning and implementing the evaluation. Our thanks also go to Site Coordinators Tara Nicolini, and Carmilla Hilton for their willingness to help with the evaluation. Without their help and cooperation, the program evaluation would not be possible. A special thanks goes to the students, parents, teachers, and staff members who participated in the surveys.

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Program Overview and History

1.1

Program Overview

In May of 2022, the Douglas County School System, in partnership with Communities in Schools of Douglas County, completed the third year of its 21st Century Community Learning Centers grant program funded by the Georgia Department of Education. The program, known as SUCCESS, serves students at Bright Star Elementary School (BSES) and North Douglas Elementary School (NDES). SUCCESS is strategically designed to increase student academic skills, improve self-esteem and provide exposure to life- skills through hands-on activities. Educational experiences provided through the SUCCESS program are specifically designed to instill in the student a lifelong love of learning. Additionally, all of the activities take place in a safe and productive environment.

1.2

Program History

A total of 65 students were served at BSES. Of those students, 56 students attended the BSES program for 30 days or more. At NDES, a total of 57 students were served, with 52 attending for 30 days or more. The target enrollment for SUCCESS sites were met. In total, there were 122 students who registered and 108 students ($56 + 52 = 108$) who were regular attendees. The attendees of the SUCCESS program are shown by grade level in Figure 1.

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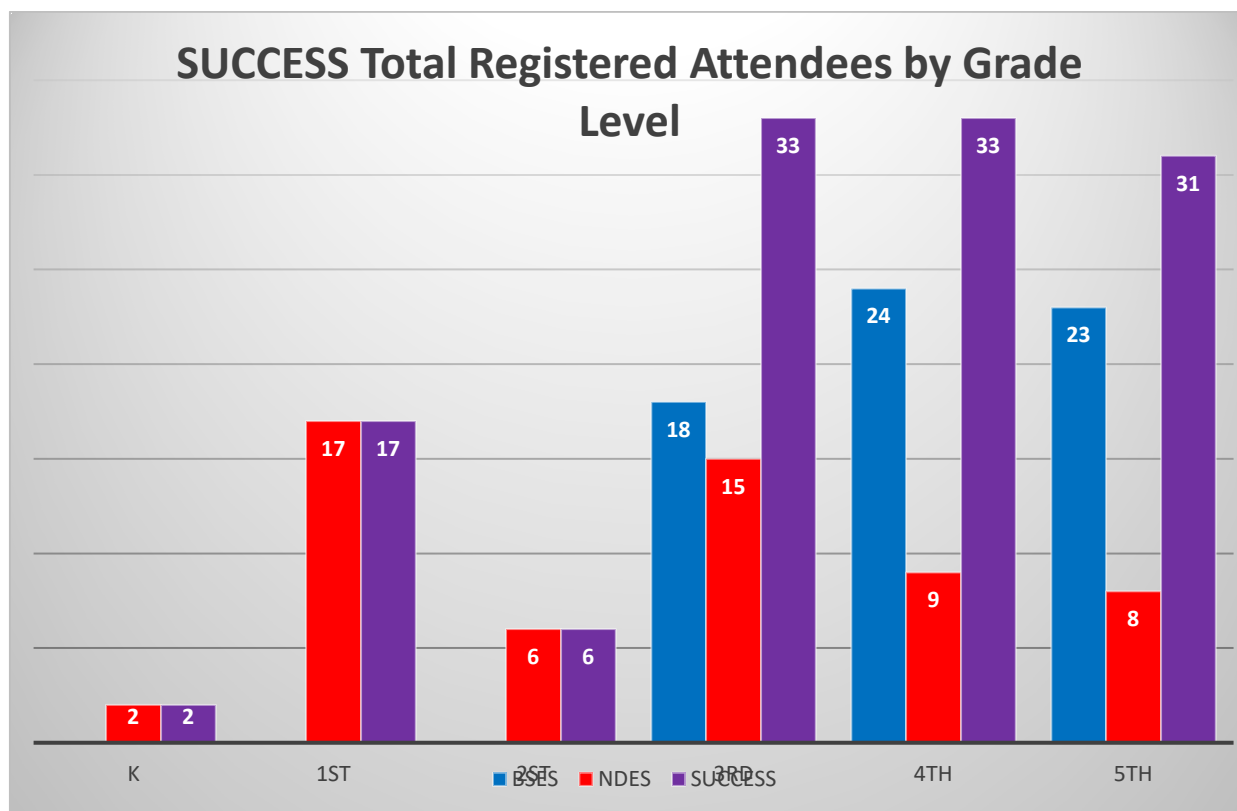


Figure 1. SUCCESS Attendees by Grade Level 2021-2022. Source: APlus Information System.

1.3

Program Goals, Objectives, Activities, and Benchmarks

The goals, objectives, activities, and benchmarks of SUCCESS are summarized in Table 1.

Table 1. SUCCESS 21 Century CCLC Goals and Objectives

Measurement Tools	Activities	Timeframe
Goal 1. Improve Academic Achievement		
Objective 1.1 50% of regularly participating students (attending the program 30 days or more) will score a at or above the 40+ proficiency percentile on local district assessment for READING/ELA.		
Local District Assessment	a) Homework Assistance	a) Daily & weekly monitoring,

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	b) Computer based assessments/activities & Enrichment sessions c) Accelerated Reader Reports d) Local assessment	b) Weekly sessions offered - multiple times per week c) Review every 2 weeks to ensure student completed AR test, review results d) Local assessment conducted twice a year in the fall and spring
Objective 1.2 50%of regularly participating students (attending the program 30 days or more) will score a at or above the 40+ proficiency percentile on local district assessment for MATH.		
Local District Assessment	a) Homework Assistance b) Computer based assessments/activities & Enrichment sessions c) Accelerated Reader Reports d) Local assessment	a) Daily & weekly monitoring, b) Weekly sessions offered - multiple times per week c) Review every 2 weeks to ensure student completed AR test, review results d) Local assessment conducted twice a year in the fall and spring
Objective 1.3. Of the 21st CCLC students participating in the program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B, or C) or (2,3) in Math as measured by the school report card.		
Progress notes each three weeks, report cards each six weeks	a) Progress report evaluations with classroom teachers b) Agenda book messages with missing assignments c) Remedial help needed and student goal setting	a) Every two weeks b) Daily and weekly throughout the school year c) Daily or weekly based on student needs
Objective 1.4. Of the 21st CCLC students participating in the program 30 days or more, 50% of the participants will exhibit an annual academic improvement, individual student growth with their Reading Lexile's Scores		
Lexile data from STAR 360	a) Progress report evaluations with classroom teachers b) Agenda book messages with missing assignments c) Remedial help needed and student goal setting d) STAR Reading assessment	a) Every two weeks b) Daily and weekly throughout the school year c) Daily or weekly based on student needs d) three assessment points per year using STAR reading assessment
Goal 2. Increase student involvement		
Objective 2.1 At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.		
Pre-program surveys, parent and teacher surveys Report card feedback and comments	a.) Agenda book messages with homework listed and missing assignments noted	a.) Daily agenda message review and homework messages. b.) Every-two weeks grade book review

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Review of grade book for homework grades	b.) Review of grade book looking for homework completion grades every two weeks. c.) Parent and teacher survey	c.) Pre-survey upon orientation – teacher and parent Mid-year survey from classroom teacher & End of year survey from parent and teacher
Objective 2.2. At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory behavior by the end of the school year.		
Progress notes each three weeks, report cards each six weeks, agenda messages, teacher survey, behavior report from Infinite Campus	a.) Agenda book message checks b.) Speakers, counseling services, conferencing, Role playing activities, character development seminars c.) Teacher survey to measure progress	a.) Daily agenda review throughout the school year b.) Program schedules showing youth development activities held weekly c.) Pre and post (at end of ye
Goal 3. Increase family involvement		
Objective 3.1. 50% of registered active parents will attend 2 or more parent education sessions per year.		
Calendar of events, parent needs assessment survey,	a) Newsletter b) Schedule of parent education sessions, c) Parent activity interest survey	a) Quarterly b) Schedule/calendar of activities, APLUS adult registration, and attendance records. 1 hour parent sessions for a minimum of 6 sessions. c) Administered at parent orientation and survey at end the year
Objective 3.2. Of the family members who participate in 3 or more family involvement / education / literacy activities, 50% will report increased engagement.		
Sign in sheets and agenda from parent sessions, calendar of events, parent needs assessment survey	a) Event sign in sheet b) Schedule of parent education sessions, c) Parent survey	a) Collected at each parent session b) Schedule event posted each month in APLUS c) Parents will be given an evaluation survey at the end of the year.

Evaluation Overview and Methods

2.1

Evaluation Overview

The Center for Evaluation and Research Services (CERS) is the independent, third-party evaluator for the SUCCESS program. A part of the Georgia State University College of Education & Human Development, CERS supports faculty, students, and other educational agencies with proposal and budget development, research design, and external evaluation. CERS is currently managing large federal grants and has personnel with over 30 years of grant experience combined, including evaluation of large federal and state grants.

There were two main purposes for the SUCCESS evaluation during 2021-22: (1) to provide detailed information about the continuing SUCCESS program implementation to the program director and site coordinators and (2) to assess the progress of the program in meeting the goals and objectives as outlined in the grant proposal during this year of implementation.

2.2

Use of Evaluation Findings

Schools

Data were collected during the year and special efforts were made to establish a safe and effective learning environment conducive to academic achievement. Additionally, staff made an effort to communicate clear expectations to all stakeholders, including students, parents, faculty, and staff. Prior to the opening of the 2022-23 school year, the evaluation of objectives and information obtained from the staff interviews and parent, staff and student surveys will be shared with the SUCCESS teachers at a preplanning faculty meeting. In addition, results will be shared with the grant advisory committee, parents, and other key stakeholders.

Project Director, Site Coordinators and Douglas County School System

1. Tara Nicolini is site coordinator for Bright Star Elementary School. Carmilla Hilton is site coordinator at North Douglas Elementary School. The Project Director meets with the site coordinators on a regular basis to review program operations and identify areas that need to be improved. The site coordinators also participate in professional development implemented by the Project Director. The Project Director has attended sustainability training, coaching for continuous improvement, youth driven spaces promoting youth voice and grant writing sessions in addition to other relevant training.
2. The Project Director reports evaluation findings to the school district and works with instructional staff at the district level to include 21st CCLC programs and evaluation results in the District School Improvement plan. An LEA Implementation Plan is created from district-level and school- specific trend data analysis. This analysis becomes a part of the Consolidated Application-Comprehensive Plan of the district.
3. The Project Director presents data and evaluation results to the Communities in Schools of Douglas County Board of Directors at quarterly meetings. The role of this volunteer Board is to identify ways of supporting the school improvement plan through suggestions for additional partnerships and financial support through donations.
4. During July 2022, the Project Director will lead a meeting of the grant coordinators to analyze student assessment data in order to create an improvement plan that addresses each school's individual academic needs. This plan coupled with the previous year's evaluation results will inform the implementation of the 21st CCLC program for 2022-2023.

2.3

Evaluation Methods

2.3.1. Parent Survey

During spring 2022, a survey was administered to the parents and guardians of students who participated in the SUCCESS after-school program. Parents and guardians were given and encouraged to complete the survey via email or as a paper survey. Reminders were sent to encourage completion of the survey.

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The purpose of the survey was to assess the level of interest and involvement of parents and guardians. The survey instrument was a 10-item, 5-point Likert-type scale survey with agree-disagree options. The completion rates for the Parent survey are summarized in Table 2.

Table 2

Parent Survey Completion Rates

	Bright Star ES	North Douglas ES	Total
Parent Surveys Completed	59	39	98
No. of Regular Attendees at the School Site	56	52	108
% Completed per Regular Attendees	100%	75%	91%

2.3.2. Regular School Day Teacher Survey

During spring 2022, an online survey was administered to the regular-school-day teachers of the student participants within the SUCCESS after-school program. The purpose of the survey was to assess whether regular-school-day teachers believed that student participants' behavior related to academic performance had changed during their involvement with SUCCESS this year. The survey has 10 items on a 5- or 6-point scale. The 6-point ratingscale is as follows: 1 (*significant improvement*), 2 (*some improvement*), 3 (*no change*), 4 (*some decline*), 5 (*significant decline*), and 6 (*did not need to improve*).

Fifty-seven teacher survey results regarding students were received from teachers at BSES and 59 results from NDES for a total of 116 (100% response rate) results.

2.3.3. After-School Worker Survey

During spring 2022, a survey of actions aptitudes and confidence levels was administered to after-school workers who participated in the SUCCESS program. The survey consisted of seven items measured on the following points: 1 (*confident in my skill/ability in this area*), 2 (*with some review, can deliver this type of assistance*), 3 (*limited knowledge/experience*), and 4 (*not applicable*). A total of 25 after-school workers completed the survey.

2.3.4. Student Survey

During spring 2022, a survey of actions and attitudes was administered to students who participated in the SUCCESS after-school program. The purpose of the surveys was to gauge the actions and attitudes of students toward school and whether those actions and attitudes had changed over the year. The survey has 10 items on a 5-point scale. The 5-point rating scale points ranged from 1 (*strongly agree*) to 5 (*strongly disagree*). The completion rates of the student survey are summarized in Table 3.

Table 3

Student Survey Completion Rates

	BSES	NDES	Total
Student Surveys Completed	60	54	114
No. of Students Targeted by the Grant Application	45	55	100
No. of Students Active at the Time of Student Survey	56	52	108
% Completed per Active Students	100%	100%	100%

A student who is termed a regular attendee by the state has attended the program for 30 days or more but may not be a currently active participant in the program. For example, a student who registered for the SUCCESS program in September and attended through January would be a regular attendee as defined by the state, but he or she might be withdrawn from the program and school during the administration of the spring survey.

2.3.5. Site Visits

The evaluators conducted a virtual interview with both schools in the fall of 2021 and an onsite visit in spring of 2022. The purpose of the site visits was to interview the site coordinator(s) and collect information on the implementation of the program from the perspective of the site coordinator and observe the program as it was being implemented.

2.3.6. Other Techniques

Throughout the year, the evaluators used other techniques to gather data. Those additional techniques included the following:

1. Monthly discussion with Project Director
2. Collected and analyzed secondary data gathered from the APlus Information System
3. Collected and analyzed secondary data gathered from DCSS.

2.3.7. Data Collection Schedule








<i>Data Collection Activity</i>	<i>Fall 2021</i>	<i>Spring 2022</i>
Student Survey		
Parent Survey		
After-School Worker Survey		
Regular Day Teacher Survey		
Site Visits		
Analysis of APlus Information System Data		
Other Techniques		

Figure 2. Data Collection Schedule.

Program Implementation

3.1

Program Activities

The goals of the SUCCESS program were to create an academic learning environment, increase student academic performance in an effort to bridge the academic gap, increase student engagement, and increase adult family members participation in school activities. The program director and site coordinators of the SUCCESS program worked with community organizations, such as Communities in Schools of Douglas County, in an effort to maximize resources for students participating in the program.

The activities of the SUCCESS program focused on the whole child first to encourage belonging and social awareness and then to increase academic achievement, creativity, and student motivation. The primary activities of the SUCCESS program, as identified in the APlus Information System, are listed below. Other activities are described in the formative evaluation reports for fall and spring.

- | | |
|-------------------------------------------|--------------------------------|
| • Activity Enrichment Center | • Structured Recreation |
| • Intensive Academic Activities (Math) | • Math Sense |
| • Intensive Academic Activities (Reading) | • Character Development |
| • Homework Assistance | • STEM |
| • Milestones Boot Camp | • Cultural Arts |
| • Math Boot Camp | • Civil Engineering Simulation |
| • Parent Education | • Jewelry & Arts and Crafts |
| • Parent Literacy and Involvement | • Project Based Learning |
| • Summer Camp | • Field Trips |

3.2

Program Operation

Table 4

Summary of Program Operations

Site	Total No. of Weeks Open	Typical No. of Days per Week Open	Typical No. of Hours Per Week	No. of Summer Weeks Open	Typical Hours per Summer Week
BSES	32	5	20	3	20
NDES	32	5	20	3	20

Source: APlus Information System.

3.3

Student Attendance and Enrollment

During the school year, 122 students attended the SUCCESS program for one day or more. The numbers of days attended by students are summarized in Figure 3. Of the students who attended the SUCCESS program for one day or more, 14 attended for fewer than 30 days. Some of these were highly mobile families that attend school and move often. Of the students who attended the SUCCESS program 108 attended for 30 days or more and are defined as Regular Attendees.

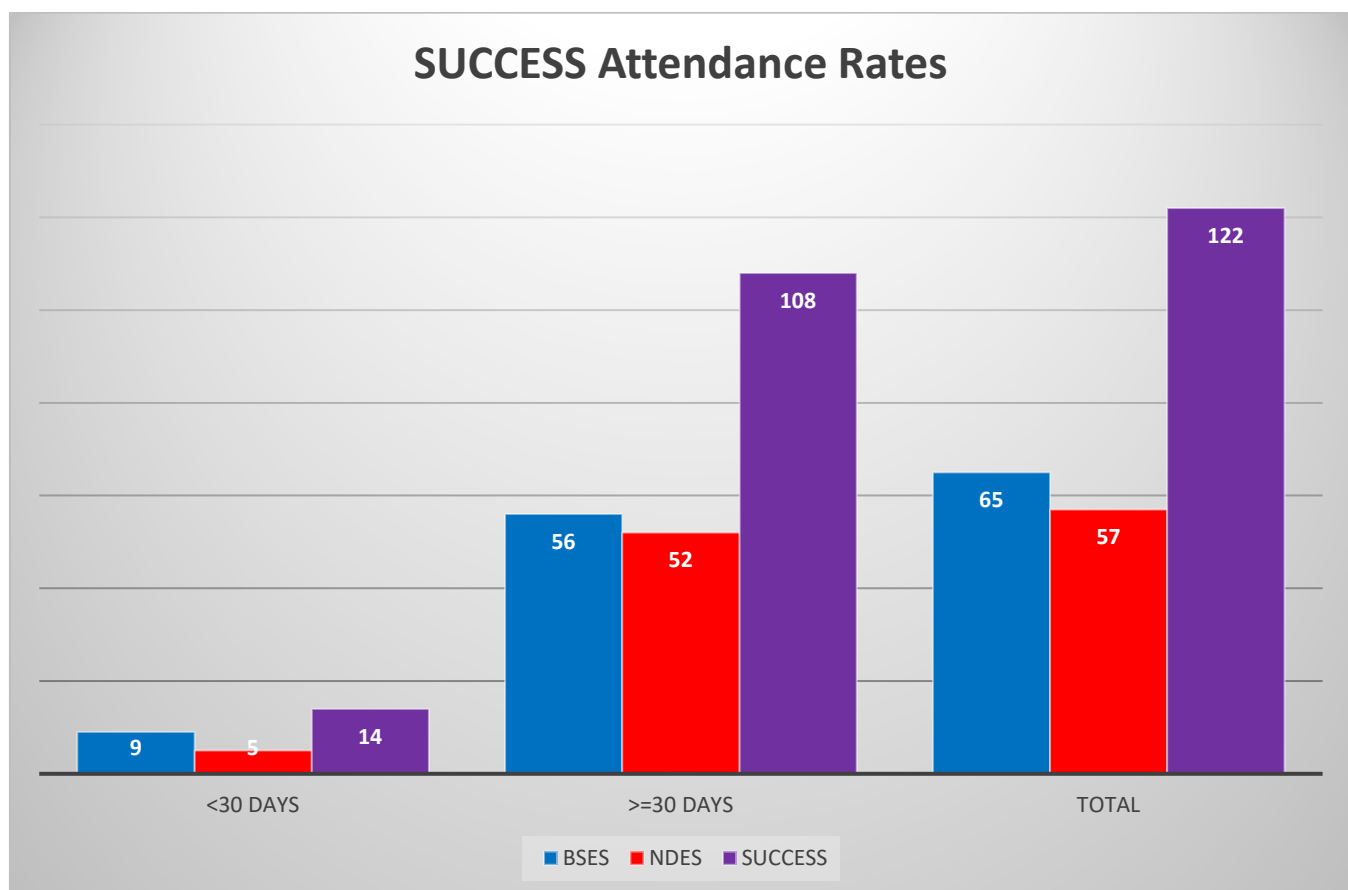


Figure 3. Student Attendance Rates. Source: APlus Information System.

3.4

Student Demographics

The demographic information for the 122 students who participated in the SUCCESS program is presented in Table 5.

Table 5

Students Participating

	BSES		NDES		BOTH SCHOOLS	
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total
Grade						
K			2	4%	2	2%
1			17	30%	17	14%
2			6	11%	6	5%
3	18	28%	15	26%	33	27%
4	24	37%	9	16%	33	27%
5	23	35%	8	14%	31	25%
Gender						
Female	35	54%	34	60%	69	57%
Male	30	46%	23	40%	53	43%
Race/Ethnicity						
Asian / Pacific Islander	0		0		0	
Black	53	82%	47	82%	100	82%
Hispanic	5	8%	9	16%	14	11%
White	7	11%	1	2%	8	7%
Multi-racial/NA	0		0		0	
Other						
Not English Proficient	1	2%	2	4%	3	2%
Free/Reduced-Price Lunch	60	92%	56	98%	116	95%
Special Education	6	9%	3	5%	9	7%
Total Students	65		57		122	

Source: APlus Information System

3.5

Student Attendance

The average daily student attendance was 39 students for BSES and 40 students for NDES (APlus Information System).

3.6

Adult Family Member Attendance

During the school year, the SUCCESS program served 97 adult family members. The attendance pattern of these family members are shown in Figure 4. Barriers to parent participation are a lack of transportation to events and long, inflexible work hours during events. Upon examining the documentation regarding parent attendance, 92% (89/97) indicated they attended two or more events this year.

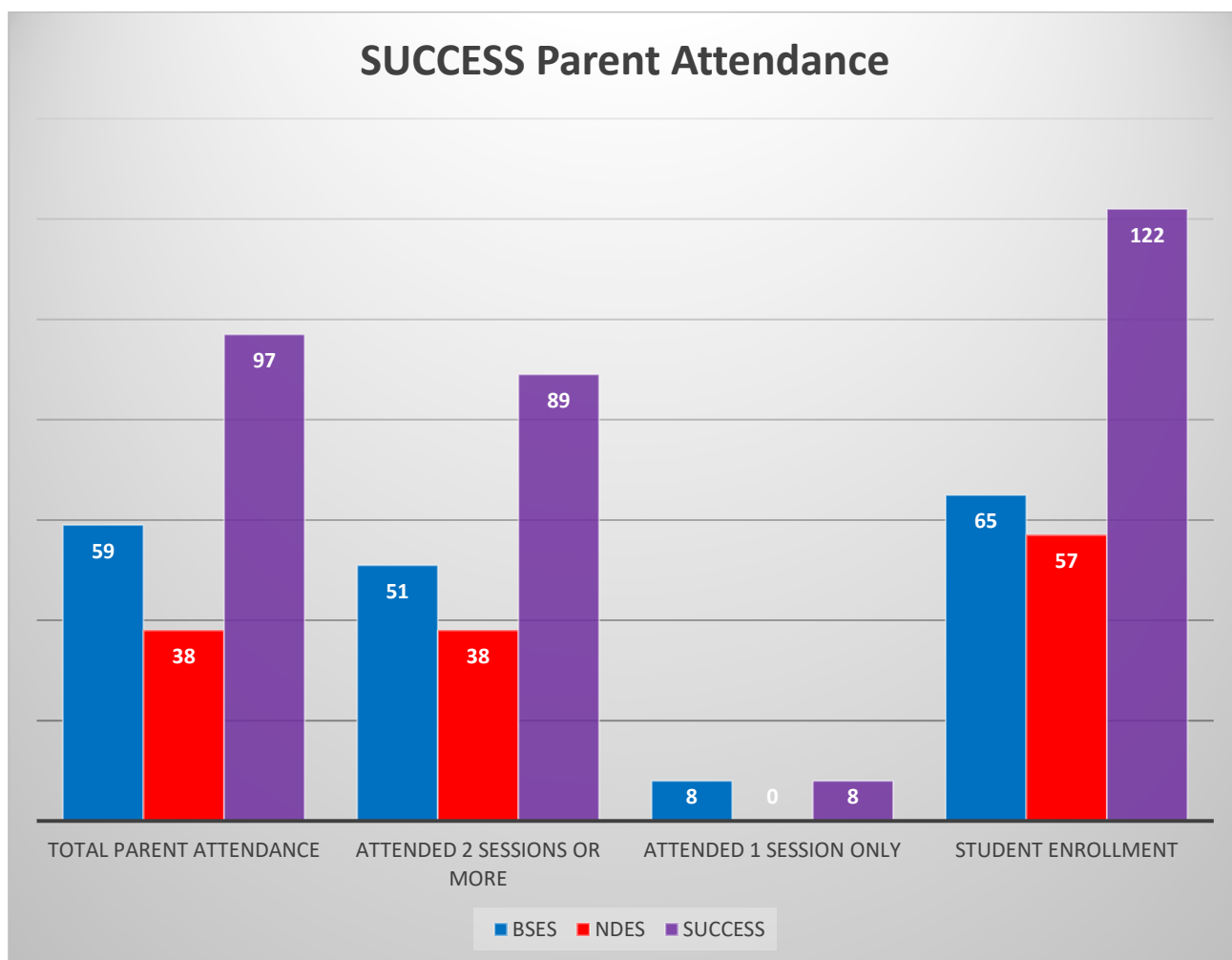


Figure 4. SUCCESS Parent Event Attendance. Sources: APlus InformationSystem.

3.7

Program Staff

Table 6

Ratios of Students to Teacher

	BSES	NDES
• Academic	12:1	12:1
• Enrichment	15:1	15:1
• Recreation	15:1	15:1

Sources. DCSS & Evaluator Site Visits.

Program Outcomes

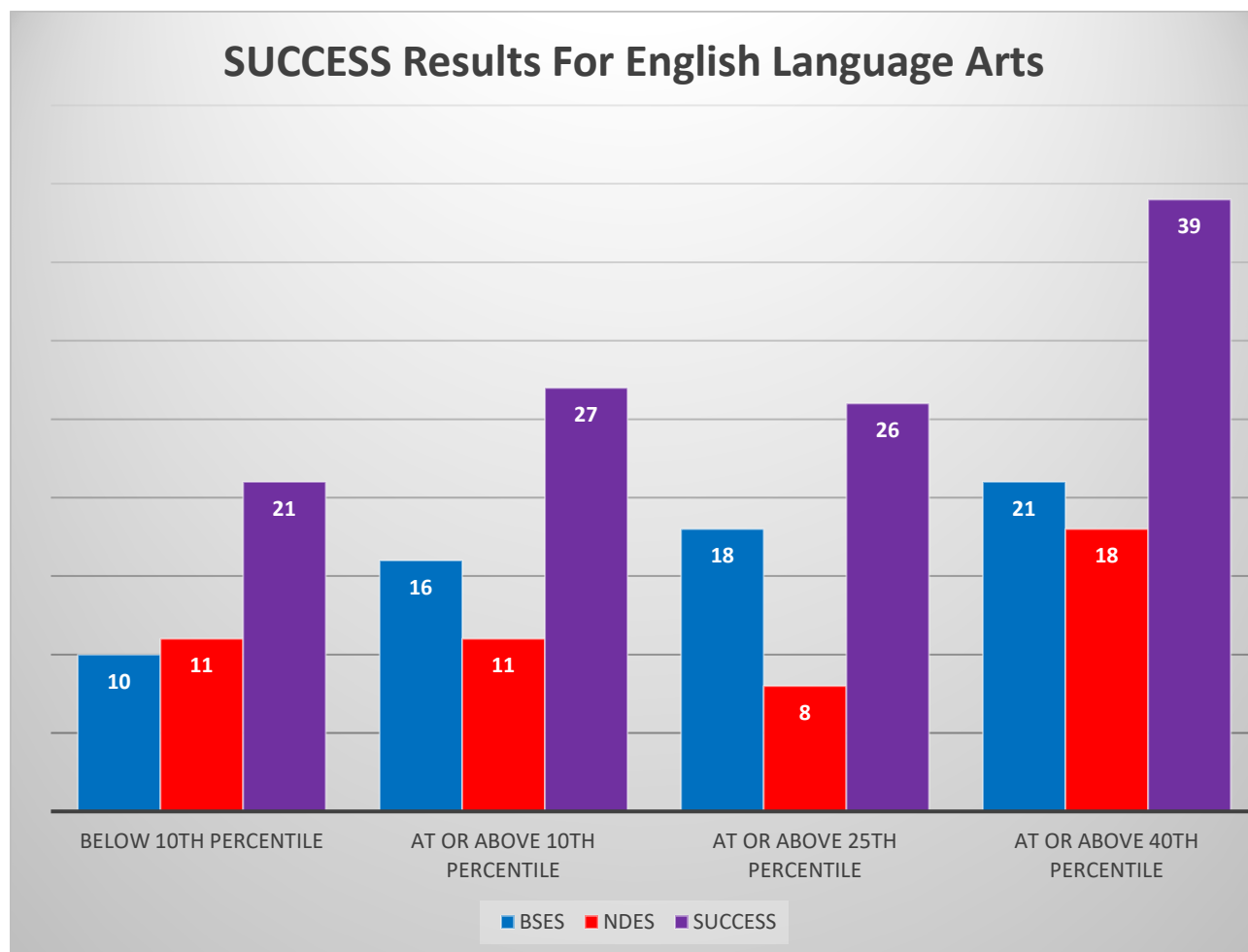
4.1

Academic Performance: STAR 360 Scores

The STAR 360 Assessments are used to provide standardized assessment results for Language Arts, Lexiles, and Math for selected students who participated in the SUCCESS program at BSES and NDES.

The STAR Reading Assessments were administered in the fall for baseline scores, at the midpoint, and at end of year. Thus, there were three reading scores indicating the progress of the students in reading for the year. Many of the participating students started the year well below the 40% proficiency score established by the STAR analysis. The goal is to help students reach the goal; however, progress toward the goal when the student starts at a deficit is also an indication that the program is working.

STAR ELA scores were provided for 108 students who attended the SUCCESS Program, 60 from BSES, and 48 from NDES. These scores indicate that most of the students (95%) increased their ELA STAR Score between the baseline and EOY assessment points. Regarding the goal of Proficiency, the SUCCESS ASP fell short of the goal; however, had a majority of students increase in score. For BSES 21 of 60 (35%) were at the 40th percentile or above and NDES had 18 of 48 (38%). For SUCCESS there were 39 of 108 (36%) students at or above the 40th percentile.



In 2022, the Lexile scores were released for the participating students. The Lexile score is an indication of the student's reading ability on the Lexile scale from 5L to 2000L. Georgia has estimated bands of Lexile scores equivalent to the student's grade level. The following tables examine the Lexile scores by grade and site.

In SUCCESS there were 109 total students with Lexile scores, 25% (27/109) of those students had Lexile scores within the estimated reading band or greater for their grade placement. However, the student growth in Lexile scores may be an indication of academic growth by students in the CCLC program. Typically, the students in need of the CCLC ASP are also in need of structures to help them grow academically. In BSES, 10 of 60 (17%) students placed in grade 1 Lexile equivalents or lower as indicated by the beginning Lexile level. For NDES, 18 of 49 (37%) placed in grade 1 or below. This starting point for most of the SUCCESS students makes it very challenging for students to reach the grade equivalent band goal. The students in each band who display growth from the fall to spring Lexile scores are identified and the percent of positive growth is assessed by examining those increases. The

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students whose scores are within the state estimated Lexile grade bands or exceed that grade band will be the benchmark for acceptable student Lexile scores this year and the percentage of students that indicate growth will be an indication of the developmental nature of the CCLC program. Therefore, students displaying academic growth in Lexile development are identified by an increase in Lexile score from fall to spring scores. BSES identified 56 of the 60 (93%) students with Lexile scores as increasing from fall to spring. NDES identified 27 of 49 (55%) students with an increase in Lexile scores from fall to spring.

Table 7

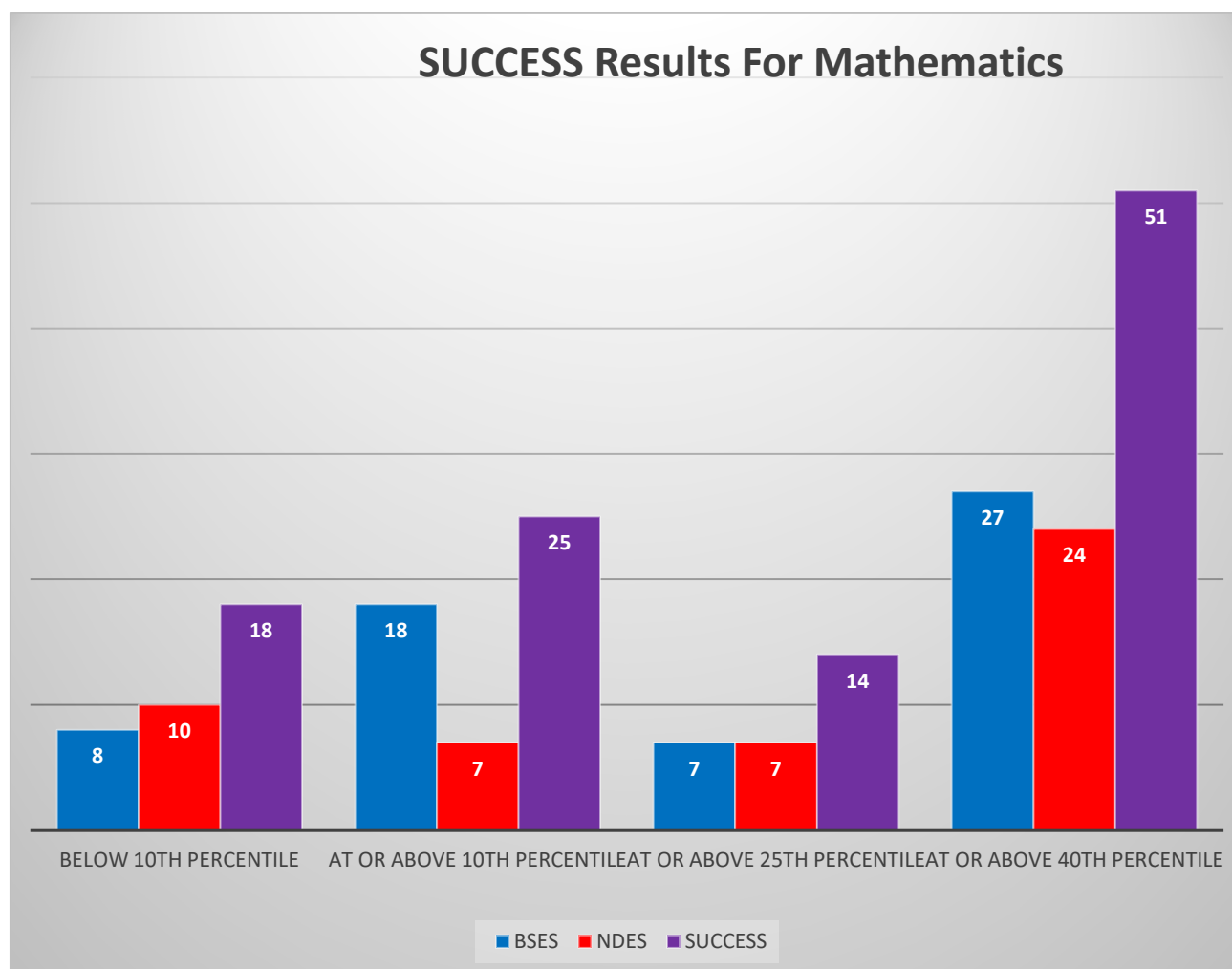
Lexile Scores by Grade Band

<i>BSES LEXILE SCORES by Grade Band</i>			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	13
3	520 to 820	Within Band	5
		Exceed Band	0
		Under Band	20
4	740 to 940	Within Band	1
		Exceed Band	0
		Under Band	16
5	830 to 1010	Within Band	5
		Exceed Band	0
<i>NDES LEXILE SCORES by Grade Band</i>			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	10
1	190 to 530	Within Band	2
		Exceed Band	0
		Under Band	5
2	420 to 650	Within Band	0
		Exceed Band	1
		Under Band	9
3	520 to 820	Within Band	6
		Exceed Band	0
		Under Band	7
4	740 to 940	Within Band	0
		Exceed Band	3
		Under Band	3
5	830 to 1010	Within Band	1
		Exceed Band	2

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The STAR 360 Math Assessments were administered in the fall for baseline scores, at the midpoint, and at end of year. Thus, there were three math scores indicating the progress of the students in math for the year. Many of the participating students started the year well below the 40% proficiency score established by the STAR analysis. The goal is to help students reach the goal; however, progress toward the goal when the student starts at a deficit is also an indication that the program is working.

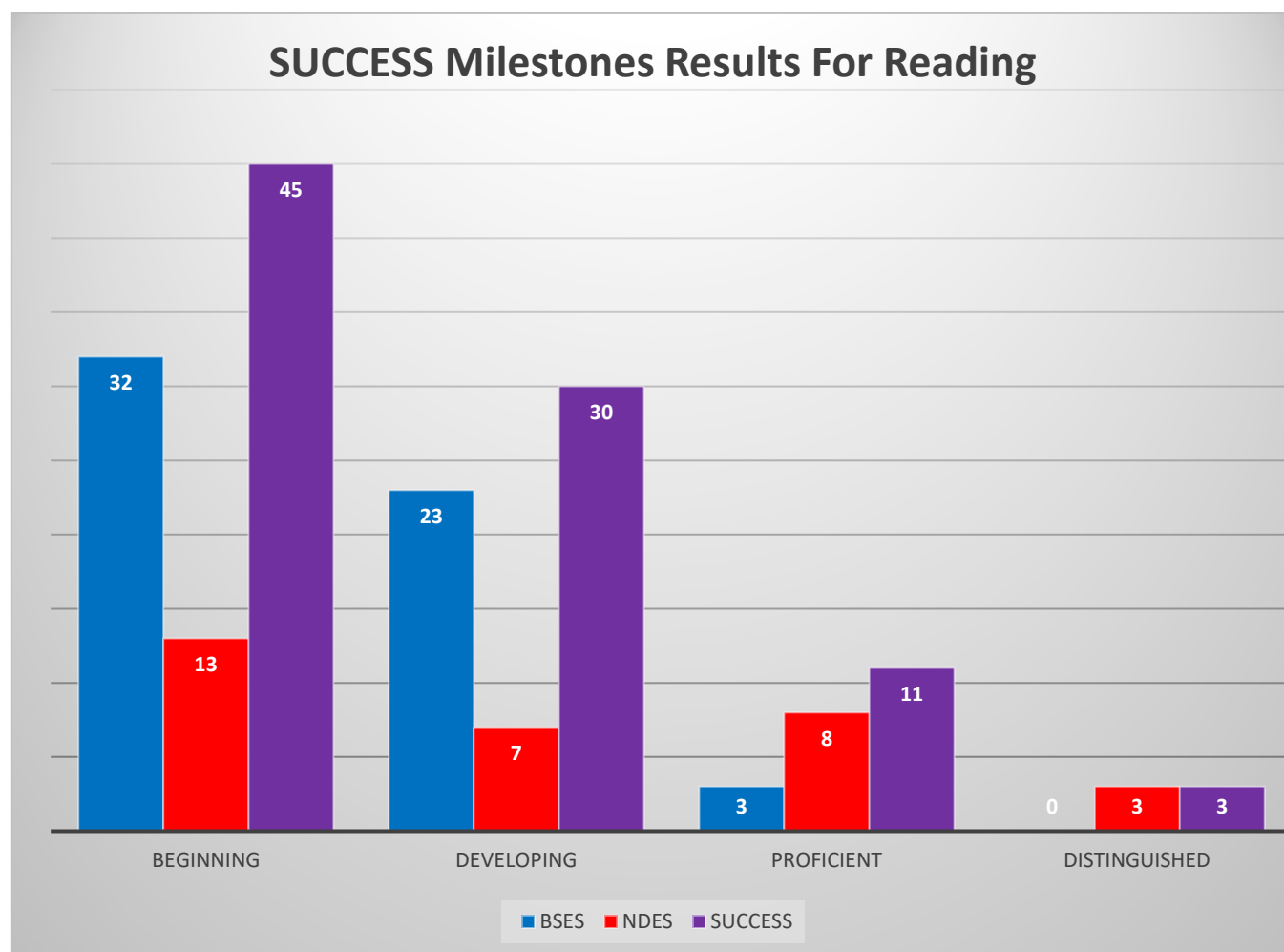
STAR 360 Math scores were provided for 108 students who attended the SUCCESS ASP Program, 60 from BSES and 48 from NDES. These scores indicate that most of the students, 95% increased their Math STAR Score between the baseline and EOY assessment points. Regarding the MATH goal of Proficiency, the SUCCESS ASP fell short of the goal of 50% students achieving the 40th percentile proficiency; however, SUCCESS had a majority of students increase in score from fall to spring administrations. For BSES 27 of 60 (45%) were at the 40th percentile or above and NDES had 24 of 48 (50%). For SUCCESS there were 51 of 108 (47%) students at or above the 40th percentile.



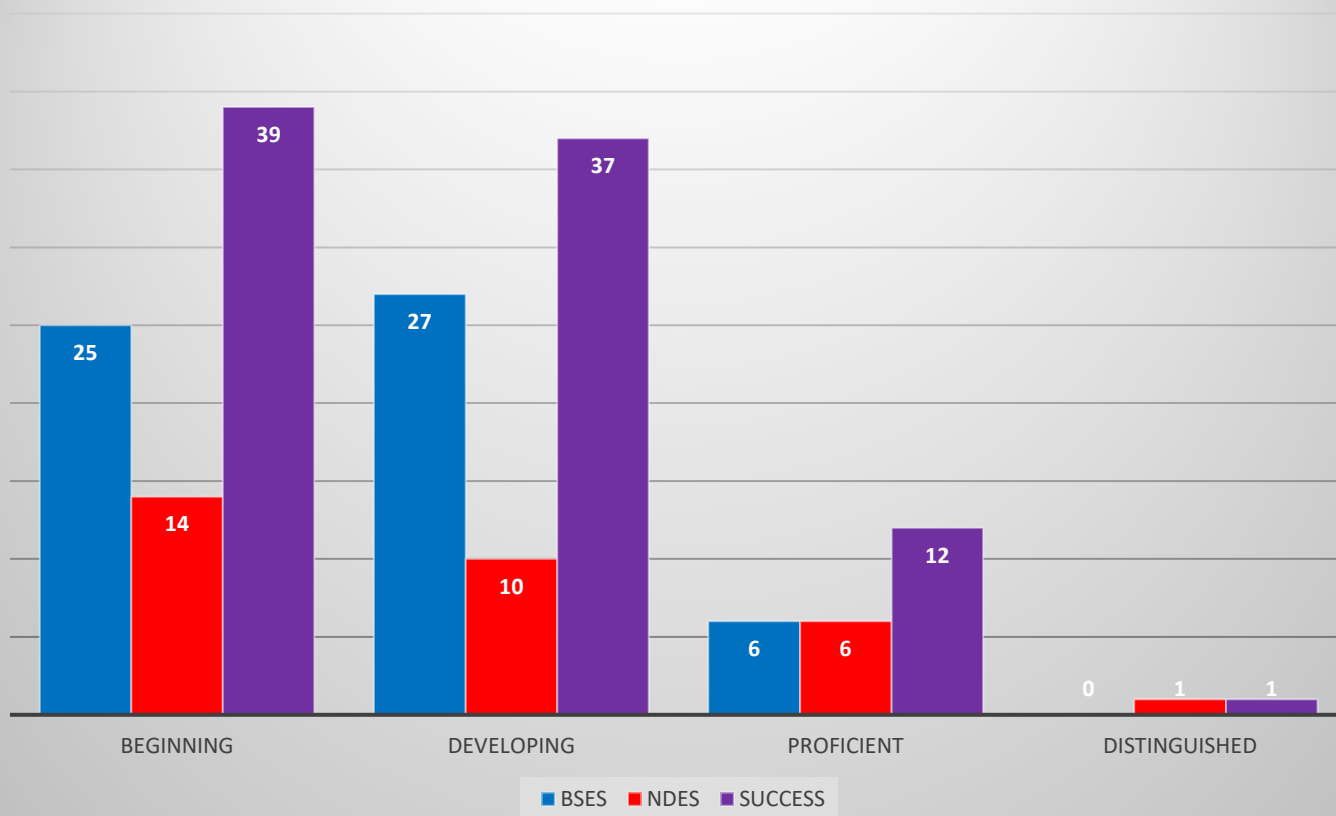
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Georgia Milestone Assessments (GMA) for Reading and Math

During the school year, some students completed the GMA for reading and math and were classified as beginning, developing, proficient or distinguished. The following is an update of those results. For SUCCESS there were 89 students that took the GMA reading and math sections (Bright Star Elementary– 58; North Douglas Elementary – 31). The following graphs show the schools and the total number of students for SUCCESS for reading and math.



SUCCESS Milestones Results For Math



4.2

Academic Performance: Grades

One of the objectives of the SUCCESS program is to increase academic performance. This directly related to the grades earned during the 1st nine-weeks compared to the grades earned during the 4th nine-weeks of After School program participants.

As shown in Figure 5, 77% (43/56) of students that were regular attendees in the BSES after-school program during 2021-22 either increased their grade or maintained an A, B, or C average for the school year on report card grades in ELA. Additionally, 89% (49/55) of students who were regular attendees in the BSES after-school program during 2021-22 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math.

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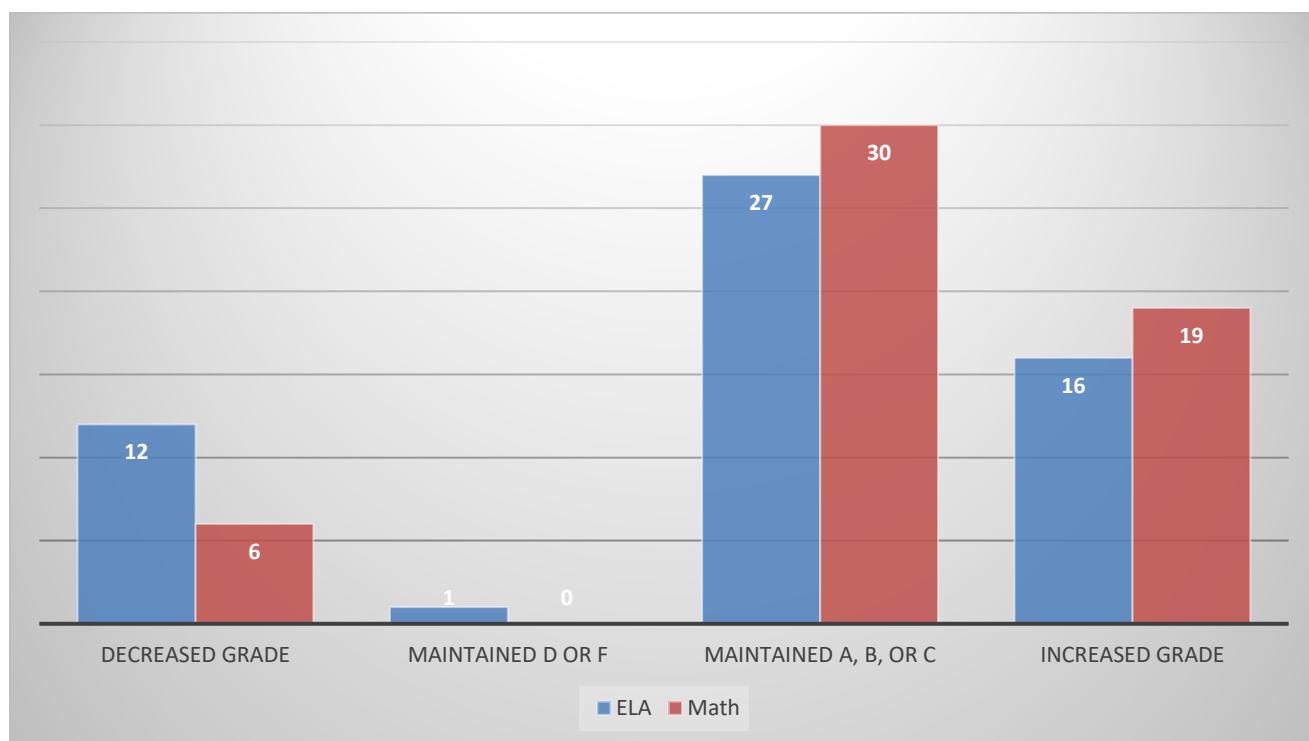


Figure 5. BSES Report Card Grades Change from 1st to 4th Nine-Weeks. Source: DCSS.

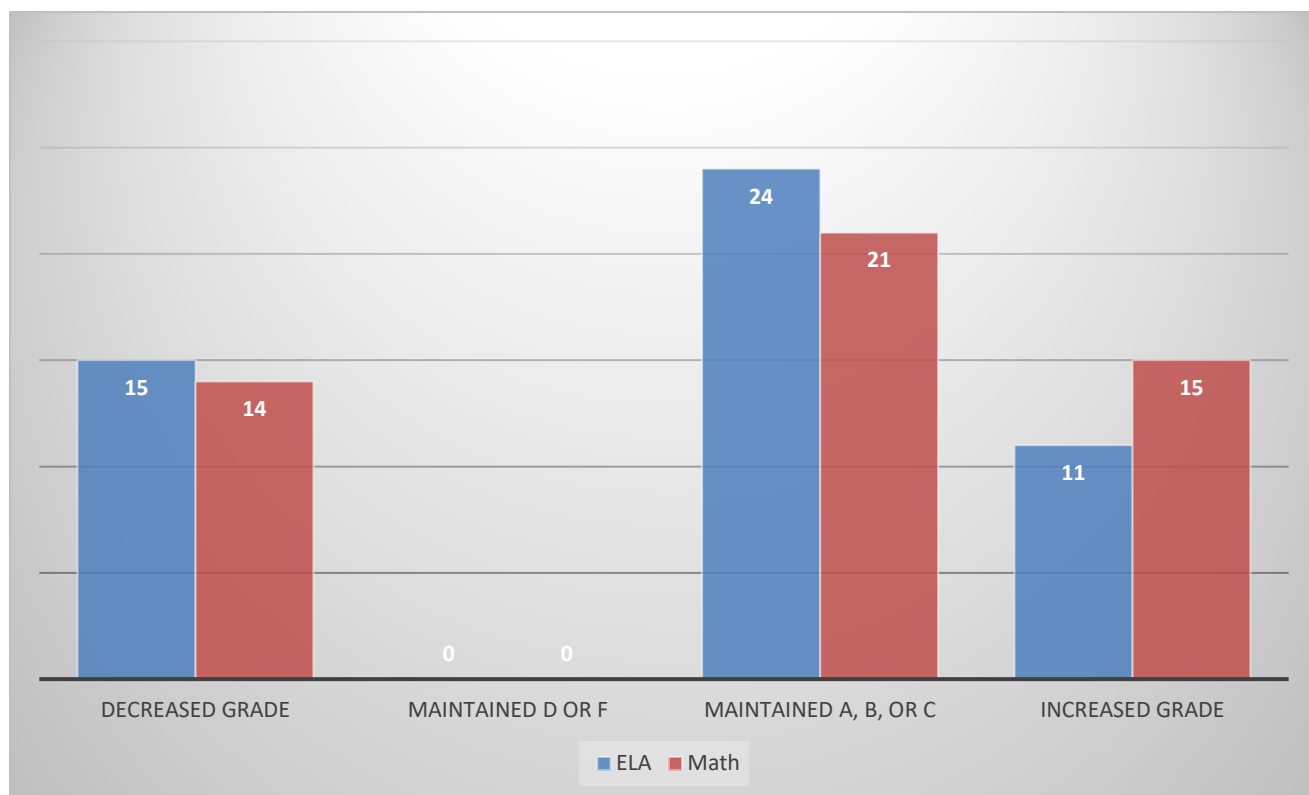


Figure 6. NDES Report Card Grades Change from 1st to 4th Nine-weeks. Source: DCSS.

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As shown in Figure 6, 70% (35/50) of students that were regular attendees in the NDES after-school program during 2021-22 either increased their grade or maintained an A, B, or C average for the school year on report card grades in ELA. Additionally, 72% (36/50) of students that were regular attendees in the NDES after-school program during 2021-22 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math.

As shown in Figure 7, 74% (78/106) of students who were regular attendees in the SUCCESS After-School Program during 2021-22 either increased their grade or maintained an A, B, or C average for the school year on report card grades in ELA. Finally, as shown in Figure 7, 81% (85/105) of students that were regular attendees in the SUCCESS After School Program during 2021-22 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math. In Figure 7 the report card grades change for reading and math for the individual schools are an aggregation of Figures 5 and 6.

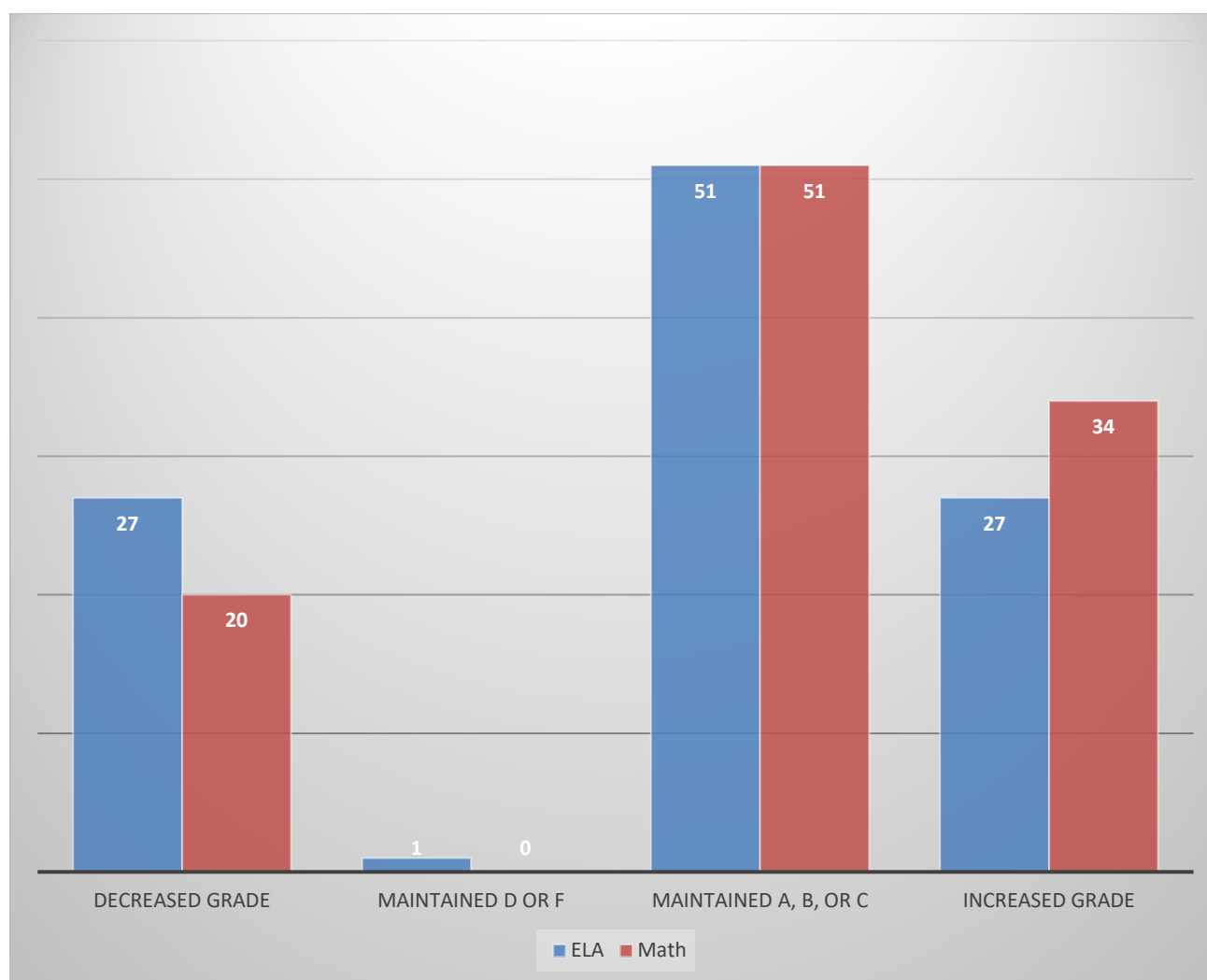


Figure 7. Report Card Change Summary for SUCCESS.

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Reporting GPRA Measures for SUCCESS

GPRA 1 (a). Percentage of students in grade 4-8 participating in 21CCLC programming during the school year and summer who demonstrate growth in reading and language arts on State assessments.

In comparing the State Milestones ELA scores from 2021 to 2022 there is little change in the level (Beginning, Developing, Proficient, and Distinguished) for the students in grades 4 and 5 participating in the SUCCESS ASP. Academic growth in ELA can better be evidenced by an increase in the ELA STAR assessment during subsequent administrations in 2022. There is strong evidence that links the STAR assessment to the State Milestones. In the SUCCESS program there were 57 of 61 (93%) students that increased in their STAR ELA assessments in 2022.

GPRA 1 (b). Percentage of students in grade 4-8 participating in 21CCLC programming during the school year and summer who demonstrate growth in mathematics on State assessments.

In comparing the State Milestones Math scores from 2021 to 2022 there is little change in the level (Beginning, Developing, Proficient, and Distinguished) for the students in grades 4 and 5 participating in the SUCCESS ASP. Academic growth in Math can better be evidenced by an increase in the Math STAR assessment during subsequent administrations in 2022. There is strong evidence that links the STAR assessment to the State Milestones. In the SUCCESS program there were 56 of 60 (93%) students that increased in their STAR Math assessments in 2022.

GPRA 2. Percentage of students in grades 7-8 and 10-12 attending 21CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

There were no students in SUCCESS at those grade levels. N/A

GPRA 3. Percentage of students in grades 1-12 participating in 21CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

In SUCCESS there were 9 students who had an attendance rate lower than 90% in 2021, and 6 of 9 (67%) improved attendance in 2022.

GPRA 4. Percentage of students in grades 1-12 attending 21CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

In SUCCESS there was 1 of the 122 students attending who was in ISS during 2021. That student decreased the number of in-school suspensions during 2022.

GPRA 5. Percentage of students in grades 1-5 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

In SUCCESS there were 116 teachers that reported about an improvement in engagement. Of those 112 of 116 (97%) reported an increase in teacher reported engagement.

4.3

Involvement of Adult Family Members

In the spring of 2022, a survey was administered to the adult family members of students who participated in the SUCCESS program. The purpose of the survey was to assess whether their involvement and interest in the education of their student(s) had changed over the year. Survey responses are summarized below.

- 88% of the parents who responded indicated they strongly agreed or agreed the SUCCESS helped their child to complete homework.
- 91% of the parents who responded indicated they strongly agreed or agreed the SUCCESS helped their child to improve in ELA.
- 95% of the parents who responded indicated they strongly agreed or agreed the SUCCESS helped their child to improve in math.
- 87% of adult family members who responded to the survey reported that the after school program has helped to improve my child's behavior in school.

4.4

Student Observation by Regular-Day Teachers

In spring of 2022, a survey was administered to the regular-day teachers of the students who participated in the SUCCESS program. The purpose of the survey was to assess whether the regular-day teacher had observed a change in student performance or behavior related to after-school programs over the year. Survey responses are summarized below.

- Regular-day teachers who responded to the survey reported that 97% of students involved with the after-school program have improved or maintained acceptable class participation since the beginning of school.
- Regular-day teachers who responded to the survey reported that 93% of students involved with the after-school program have improved their behavior in class or did not need to improve the behavior since the beginning of school.
- Regular-day teachers who responded to the survey reported that many of the students (92%) involved with the after-school program have improved their academic performances since the beginning of school.

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- Regular-day teachers who responded to the survey report that 97% of students involved with the after-school program have improved in coming to school ready to learn since the beginning of school.
- Regular-day teachers, who responded to the survey, report that 99% of students involved with the afterschool program have improved or maintained satisfactory completion of homework since the beginning of school.

4.5

Attitudes of Students toward School

In the spring of 2022, a survey of attitudes was administered to students who participated in the SUCCESS program. The purpose of the survey was to gauge the attitudes of students towards school and whether those attitudes had changed over the year.

Responses were from students who participated in the SUCCESS program and completed the student survey. Survey responses are summarized below.

- 87% of students who responded to the student survey reported that the after-school program helped them to complete their homework.
- 87% of student respondents reported that they had improved in academics.
- 89% of students who responded to the student survey reported that the after-school program helped them to improve their behavior.
- 81% of students who responded to the student survey reported that they feel better about themselves.
- 88% of student respondents reported that they like the after-school program.

4.6

After-School Worker Survey

In spring 2022, a survey of aptitudes and confidence level was administered to after-school workers who participated in the SUCCESS program. The purpose of the survey was to gauge the satisfaction of after-school workers towards professional development opportunities and to determine needs of the after-school workers. Survey responses are summarized in Figure 8. Responses were from after-school workers who participated in the SUCCESS program and completed the after-school workers survey.

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There were a total of 24 after-school workers in the SUCCESS who completed the survey. One-hundred percent of the after-school workers indicated he or she was satisfied with the professional development received during the year. Though the indications are that the majority of the teachers are confident with their skills, the SUCCESS club may need to examine these results and provide professional development for motivating learners and enrichment.

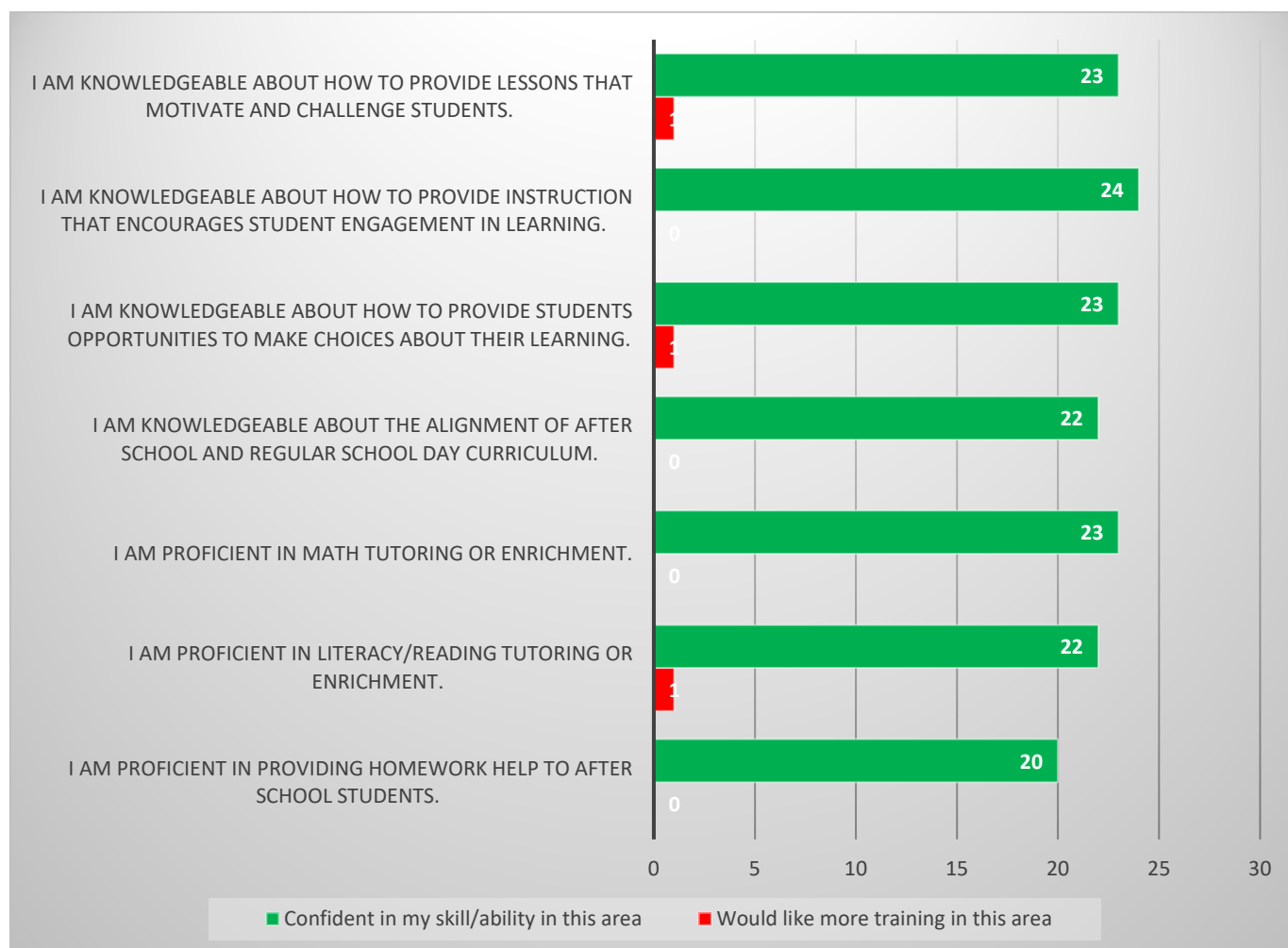


Figure 8. SUCCESS After-School Worker Survey Results 2022. Source: After-School Workers Survey.

Status of Program Objectives

The status of each of the program objectives for the 2021-2022 school year is summarized in Table 8 below.

Objectives	2020 Status	2021 Status	2022 Status	Comments
1.1 50% of regularly participating students (attending the program 30 days or more) will score at or above the 40+ proficiency percentile on local district assessment for READING/ELA.	Waived	Not Met	Not Met	BSES 35% PROFICIENT 40 TH PERCENTILE NDES 38% PROFICIENT 40 TH PERCENTILE SUCCESS 36% PROFICIENT 40 TH PERCENTILE Though the students showed growth (95% increased from baseline to EOY) the target was not met.
1.2 50% of regularly participating students (attending the program 30 days or more) will score at or above the 40+ proficiency percentile on local district assessment for MATH	Waived	Not Met	Not Met	BSES 45% PROFICIENT 40 TH PERCENTILE NDES 50% PROFICIENT 40 TH PERCENTILE SUCCESS 47% PROFICIENT 40 TH PERCENTILE Though the students showed growth (96% increased from baseline to EOY) the target was not met.
1.3 Of the 21st CCLC students participating in the program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A,B, or C) or (2,3) in Math as measured by the school report card	Met	Met	Met	BSES 89% increased or A, B, C NDES 72% increased or A, B, C SUCCESS 81% increased or A, B, C
1.4 Of the 21st CCLC students participating in the program 30 days or more, 50% of the participants will exhibit an annual academic improvement, individual student growth with their Reading Lexile's Scores	Met	Met	Met	BSES 93% Increased Lexile Score NDES 54% Increased Lexile Score SUCCESS 76% Increased Lexile Score
2.1 At least 80% of 21st CCLC grant students participating in the program 30 days or more will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.	Met	Met	Met	Regular Day Teachers of students in the SUCCESS program indicate that 99% of students improved in homework; 88% of parents; and 87% of students showed improvement.
2.2 At least 80% of 21st CCLC grant students participating in the program 30 days or more will demonstrate improvement or maintain satisfactory behavior by the end of the school year.	Met	Met	Met	Regular Day Teachers of students in the SUCCESS program indicate that 93% of students improved or maintained satisfactory behavior; 87% of parents and 89% of students indicated improved behavior
3.1 50% of registered and active parents will attend two or more parent sessions per year.	Met	Met	Met	Parents attended two or more parent sessions: BSES 86%, NDES 100%, SUCCESS 92%
3.2 Of the family members who participate in 3 or more family involvement/education/literacy activities, 50% will report increased engagement.	Met	Met	Met	As indicated in the Parent Survey, more than 50% of the parents attending 3 or more family involvement activities reported increased engagement

Success Stories

Bright Star Elementary School

The students, parents and teachers of the Comet Club at Bright Star Elementary School were proud that the students continued to make progress in both reading and math. Students were excited to participate in reading programs that encourage content knowledge while providing texts that are of high interest. Additionally, students enjoyed the project-based math approach that brings understanding and joy into daily learning.

North Douglas Elementary School

North Douglas Elementary School students were excited about learning how to practice yoga and participate in mindfulness exercises during enrichment time this year. They learned how to use these activities to relax. Moola Matters was also a student favorite allowing them to earn tokens for completing work and good behavior. Students enjoyed using their tokens to shop at Stingrays, a school store.

Program Highlights and Areas for Improvement

7.1

Program Highlights

During the 2021-2022 school year, the SUCCESS program began its third year of program implementation and operation.

Student Participation

Of the students who registered for the SUCCESS program, 108 attended 30 days or more and are defined as Regular Attendees. The average daily attendance at Bright Star Elementary School was 56 and at North Douglas Elementary School was 52.

Participation of Adult Family Members

The overall adult family member (parents/guardians) response rates for the SUCCESS program based on the number of adult family members served was 91%. The participation rate for Bright Star parents was 100% and for North Douglas parents was 75%. Of the parents who completed the survey, 92% reported attending two or more events this year. A total of 97 adult family members were served by the program.

Student Achievement

Mathematics. At Bright Star Elementary School, the number of students maintaining an A, B, or C average or increasing their average in math was 89% which is an increase from last year's rate of 85%. At North Douglas Elementary School, the number of students maintaining an A, B, or C average or increasing their average in math was 72%, a decrease from last year's rate of 78%.

English/Language Arts. Of the SUCCESS students participating in the program for more than 30 days, a target of 50% will exhibit annual academic improvement and student growth in their Reading Lexile Scores. At Bright Star Elementary School 93% of the students increased their Lexile Score while at North Douglas Elementary School 54% of the students increased their Lexile Score. The overall SUCCESS Lexile Score was 76% which met the 50% threshold.

Student Attitudes toward School

According to responses gathered from the student survey, 87% of students who responded reported that the SUCCESS program helped them to complete their

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homework, and 88% said they liked the after-school program. Of the student respondents 87% reported that they had improved in academics, and 81% of student respondents reported that they feel better about themselves since starting.

Adult Family Member Attitudes toward the SUCCESS Program

According to responses gathered from the parent survey, 88% said that the SUCCESS program helped their child to complete their homework; 91% said that the SUCCESS program helped their child improve in ELA; and 95% said that the SUCCESS program helped their child improve in math.

A total of 97 adult family members were served by the SUCCESS Program. Of the family members taking the parent survey, 92% reported that they had attended two or more events this year.

7.2

Areas for Improvement

During year-3 of SUCCESS, the Georgia Milestone testing scores for Math and English/Language Arts were completed and provided. The SUCCESS students, as a group, have met all but two of their objectives for the year, which included STAR assessment scores for Math and Reading/ELA and were related to scores with a target score of 50% at the 40th percentile proficiency level.

SUCCESS students as a whole, did not meet the 50% target at or above 40+ proficiency percentile on local district assessment for MATH. The overall score was just slightly lower at 47% for the program with Bright Star Elementary School at 45% and North Douglas Elementary School at 50%.

The students in the SUCCESS Program, overall, demonstrated achievement at 76% on the Reading Lexile scores, which exceeded the 50% target. BES exceeded the average with a score of 93% and NDES scored 54% which was also above the 50% target score.

The STAR Reading English/Language Arts Assessments, the SUCCESS students overall scored 36% at or above the 40th percentile which did not meet the 50% target. BES scored 35%, and NDES scored 38% at or above the 40th percentile.

7.3.1

Challenges to Implementation

There have been several challenges this school year. The first challenge was successfully recruiting qualified students into the program and then retaining them. There was difficulty getting parents to attend the required orientation and once attended, complete the requisite paperwork for their student to attend. While there is general agreement that a larger than normal learning gap for students exists, it has been difficult to get parents to agree for their students to attend.

Second, with the return to face-to-face schooling, testing has also been reinstated. The students enrolled in the SUCCESS ASP data supports the notion that students have a generally larger learning gap to overcome. This gap might have been caused by a number of reasons including the virtual learning format which may not be conducive to learning for struggling students and possibly a decrease in student engagement because of the inability to provide experiential, hands-on learning. However, it is most likely that the COVID 19 pandemic with the accompanying social and emotional isolation and long periods of screen time created the larger learning gaps that struggling students are experiencing.

Third, several of the SUCCESS schools struggled with getting day teachers to communicate consistently and in a timely manner with the ASP staff. Teacher workloads during the day school have increased because of the learning gap experienced by most students. They are under pressure to increase test scores while struggling to deal with their own social and emotional issues caused by the Pandemic. In the GA DOE document, *Teacher Burnout in Georgia: Voices from the Classroom* (2022). One teacher stated when interviewed for the study, “The workload is nearly impossible to tackle during the hours we are actually at school.” The report documents how teachers are struggling with their own burnout issues including unrealistic expectations of student engagement as well as their own mental health and wellness.

Fourth, the social emotional growth and development of students coming back to school from a frequently isolated virtual school experience to in-person learning has been challenging. Students returning to in-person learning may be dealing with trauma related issues such as the illness or death of a family member that might bring on depression and anxiety. Unresolved personal and learning issues may lead to behavioral concerns in the classroom. The SUCCESS social emotional learning program provides a “safe space” for students to discuss feeling and issues with which they are dealing.

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Despite the learning gap issues, students, staff and parents of the FOCUS program remained supportive of the afterschool programs. Student attendance has remained steady with everyone excited to be returning to in-person learning. Moving back to project based, experiential learning for struggling students in the ASP provides additional ways of addressing the learning gap created by the pandemic.

7.3.2

Students with Economic Disadvantage

The number of students with economic disadvantages is defined as the number of P-12 students eligible for the National School Lunch Program (NSLP), which supports free or reduced-priced meals for eligible students. In October 2020, at Bright Star Elementary School, 72.10% of students were NSLP-eligible, and, at North Douglas Elementary School, 82.28% of students were NSLP-eligible. In the Douglas County School District, 62.7% of students were NSLP-eligible this year. These data were provided by the Georgia Department of Education.

7.4

Progress toward Sustainability

The SUCCESS site coordinators have actively sought community partners to provide in-kind services not provided by the grant. Active community partnerships reported by SUCCESS program are the following:

Communities in School of Douglas County (2)

DCSS-Food Service (2)

Chick-fil-A

Tara Arbegast

DCSS-Teachers

Books A Million

7.5

Recommendations

(1) Recruiting qualified students into the program is important. To optimize this site coordinators should continue to encourage parents to attend the orientation and complete the requisite paperwork. Since it has been difficult for parents to attend orientation and complete paperwork, consider meeting individually with the parents and completing the paperwork for them while they are in the meeting. If parents cannot make the orientation meeting, consider making a persuasive video of program opportunities, asking other parents in the program who might know them to reach out and provide information on how the program has helped their student.

(2) There is a focus for teachers in both the day school and ASP to close the learning gap created by virtual learning and COVID 19. It is recommended that the site coordinator and the staff continuously review the STAR data and any additional formative data to identify specific, individualized learning gaps students may be experiencing. Identifying and utilizing individualized approaches to closing the gaps through small group tutoring has shown to be the most effective and efficient way to meet student's lagging learning needs. This approach also allows the teachers to stay aware of who has assignments that have not been completed and which assignments have not been submitted. When working with struggling students, ASP staff are encouraged to focus on student strengths, not deficits and build from there. Taking an asset-based approach builds student resiliency while encouraging students to strengthen academic skills.

Research has shown that the most effective intervention for students who have fallen behind is intensive tutoring (Education Week, 2020) which can be provided in small skills-based groups. Additionally, research suggests that using paraprofessionals and volunteers can be an effective way to provide on-on-one affordable intensive tutoring. By providing intentional, targeted experiential, hands-on learning activities to support overarching concepts particularly in literacy and STEM areas, in a small group setting, learning gaps have the highest probability of being closed.

(3) Consider reassessing Objectives 1.1 and 1.2 that require 50% of the student's score on the 40th percentile proficiency level on a local district assessment (STAR) for Reading/ELA and math. Many students made

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significant progress, yet failed to meet the reading/math objective. Reporting student growth levels as opposed to percentile proficiency levels seems to be a better indicator of student progress.

(4) The SUCCESS ASP has struggled with a decrease in staff participation. There are several possible reasons for teachers not wanting to work in the ASP at this time. Pressure to close the learning gaps are being felt by both day and ASP teachers alike. Research shows that stress and anxiety have quadrupled for teachers in general. Teachers report feeling “burned out” and overwhelmed. Keeping these concerns in mind, develop ways to continue to engage day school faculty in the ASP. Reimagine ways to connect day teachers by allowing them to work one or two hours at a time directly after school. Intentionally remaining connected to day teachers who have previously worked in the ASP will provide an easier way to return and teach in the program once teachers are feeling less stressed. Additionally, consider reaching out to retired teachers from the community who might be interested in returning to work in the ASP.

(5) Research shows that school closures have been especially difficult for U.S. students who are living with serious emotional or behavior difficulties such as depression, anxiety, autism and trauma-related conditions. Schools often serve as one of the most important institutions that address children’s mental health needs (EdNC, 2021). For instance, students who have been learning virtually, in isolation, and return to the classroom may not be ready to meet the interpersonal challenges required by in-person attendance. Dealing with trauma related issues that occurred during the pandemic, such as the illness or death of a family member can be ongoing for students. Continue to provide curriculum-based learning programs in the ASP through character development, while providing research-based activities to discuss student interpersonal concerns and develop student awareness around positive mental health. It is also important for school districts to provide professional development that will train and equip staff to understand and support positive mental health for their students as well as for themselves.

(6) Consider providing professional development in the areas of ways to motivate and challenge students, how to provide students with opportunities to make choices and literacy/reading tutoring so that after school staff will feel prepared to support students across multiple subjects. Finally, providing professional development around positive mental health and physical wellness should be strongly considered. Returning to in-person school has

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been stressful for many students. Having staff that are knowledgeable around how to address minor student mental health issues and knowing when to refer to the school guidance counselor would further support student health, wellness, and academic achievement.



Appendix

Sustainability Plan

Realizing that to sustain our program successfully we will need additional funding and support, each school advisory committee will identify potential community partners and alternative funding streams. We will create a diversified plan to expand the overall capacity of the program and to replace state funding gradually. The advisory committee will be an essential part of the process. Additionally, parents, students, and the business community will be involved, as they will serve as integral parts of the process.

Plan Creation. Our plan was derived from our work in previous years with the Finance Project. The first phase consists of two stages beginning with the project director and site coordinators establishing and documenting key background components, such as history and development of the grant, mission and vision, and basic program structure (i.e. activities, staff, meals, transportation, and communication). The second stage of the first phase continues with a close examination of the current programming and future plans. The plan will address the following questions.

- How are you delivering your 21st CCLC program?
- What activities do you offer and how often?
- Who are key partners in the program and new ones added since original agreements received?
- How do existing partners support program implementation?
- What successes have been seen so far as a result of implementing the afterschool program?
- What unanticipated successes warrant further attention and future planning?

Once the team outlines current program operations, they will map out their future vision. Questions to be addressed include: Where do they see their grant needs in year two, three, and beyond? What activities and strategies will be sustained over the next three years? What adjustments can be made to help save money while not changing core function and target numbers?

Prioritizing existing strategies and activities is essential in this planning process. The grant staff at each school and the advisory committee will work through a matrix to rank their activities on a 5-point scale. The sites will list all the activities currently part of the existing grant and then review and rate them according to importance, with 1 being the least valued and 5 being the most valued in each of the following areas: links to organizations, evidence of effectiveness, ease of implementation, financial feasibility, and links to school day.

As the grant staff disaggregates scale data, they will identify which activities align with their mission and vision for the future. The grant staff will also need to determine if various stakeholders would see activities as aligning to the grant goals and objectives.

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The site coordinators will take the phase one information and conduct similar conversations with grant staff and 21st CCLC advisory committee. The site coordinator will then compare discussions to help create their Phase I Sustainability Plan.

The second phase of the plan will SUCCESS on strategic considerations. The project director will work with site coordinators to identify which current trends and community conditions will help sustain the grant at their school. The team will also brainstorm trends and conditions that may inhibit sustainability. A portion of the discussion will SUCCESS on the internal capacity to accomplish this work.

Based on the first phase meetings and plans, the team will document the scope of the work and what they intend to sustain and plan to scale down. The team will also document-specific strategies and activities to sustain the program as the grant continues and to what degree they aim to sustain these activities in the years after state funding ends.

The third phase of the sustainability plan includes considering a full range of resources (i.e., competencies, financial, political, administrative, and managerial resources to meet long-term goals). The third phase process will map out funding needs, seek funds that best meet those needs, and assess the spending gap to determine new partners needed.

The plan will outline costs in a line item or list formation. This format will show everything that has a cost in order to capture the true cost. The financial sustainability part of the plan will document current resources and the gaps to be filled by describing the resources on hand, including in-kind commitments. The plan will identify the gaps and plans for securing needed resources as well as what strategic partners need to be engaged.

Increasing public awareness of the grant program and its results is another key piece to gaining additional funding. Using student success stories will help market the program. Beginning in year one, program staff will take an active role in marketing and media relations for their programs. Opportunities to spotlight student accomplishments, student progress, and student performances will open doors to the community and help sites share their stories. The more visibility the grant program has, the greater the probability that the student successes will build public awareness. Greater awareness can lead to advocacy for our program, encouraging new partners and funders to commit to partnership agreements.

The final phase will detail specific actions necessary to sustain the 21st CCLC program and provide a timeline for those actions. The joint applicant, CISDC, will work with other community agencies and district grant teams to identify potential community partners and alternative funding streams to reduce the need for 21st CCLC grant funding as our grants mature. DCSS will continue support through in-kind contributions estimated at over \$380,833 per center, which includes use of facilities, utilities, technology equipment, custodial services, personnel cost associated with payroll and percentage of time school administrators spend monitoring the grant at their school.

For years three and four, the advisory committee and site coordinator will work with the local arts council on continuing the artists in education residence at no cost to the district. This creates a \$700 savings. The grant staff will also work with local colleges and universities to bring college tours to the schools via virtual trips. This will reduce the need to pay for transportation to the campus. Additional cost saving measures will include combining programs during the summer at central locations to help reduce the transport

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and staffing cost. Centers will be able to collaborate, blend classes and make better use of resources in the final two years and add to reduced funding. The teams will work to seek new partnerships with local hardware stores for materials to sustain garden projects. Sites will use in-house professional development rather than attending conferences. They will use the School Improvement Specialists for professional development as well. A portion of the sustainability plan will recruit and train volunteers. Volunteers will allow the program to maintain class ratio size as well as providing additional staffing for special projects or enrichment sessions. In the past, we paid a staff member to conduct these duties.

Sustainability will also involve additional grants through Google for Technology Club activities, Wal-Mart for education grants, foundation funding request to GreyStone Power, and Georgia Power for program activities and funding. Examples of potential partners' roles in sustainability will include: funding staff background check costs and parent engagement event materials, donations of supplies from retailers, and using high school advanced placement students to assist during tutoring times in return for service hours. The sites will work with local law enforcement and fire departments to help donate materials for drug awareness and safety seminars. We plan to work with local colleges and universities with teacher training programs to provide student teachers during the after school program hours to help offset staffing costs. These student teachers could gain course credit for their hours rather than paid compensation. The program manager and site coordinators will seek consultants and technical assistance on creating a long-term sustainability plan. The goal of this training will be to help establish a framework for sustainability which includes (a) self-assessment; (b) ongoing refinement of vision and mission; (c) results orientation; (d) strategic financial planning; (e) building organizational capacity, and (f) advocating for community support.

As part of our initial grant writing process, we met with partners about our grant application. We began the process by establishing partnership agreements. The intent of these agreements was to outline how our partners plan to support our grant. The partnerships listed in Table A-1 include a list of new partners we feel are necessary for our sustainability efforts.

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Table A-1

Potential Partners for Sustainability

Current Community Stakeholders	Strategic Interest
Douglas County School System	Help students who are having academic challenges to be successful.
Communities In Schools of Douglas County	Connect community resources to schools to help young people successfully learn, stay in school and prepare for life.
Douglas County Chamber of Commerce	The local business community is invested to achieve a stronger workforce.
Local Law Enforcement	Would like to see students involved in healthy alternatives so they can avoid the negative influences and the temptation to be involved in juvenile delinquency.
Public Health Department and local medical centers (WellStar and Tanner)	Would like students to make healthy decisions about tobacco and addictive substances.
CORE (The Georgia Family Connection site for Douglas County)	The goal is to strengthen Douglas County Families and Youth into making healthy decisions so the youth can become productive contributing members of the community.
Juvenile Justice	Desires a decrease in the number of students who enter the Juvenile Justice system annually.
Partners in Education (PIE) of Douglas County	Through healthy business partnerships with schools PIE seeks to inspire students to do well in school and instill hope about future job and post-secondary opportunities.

Sustainability Timeline

July – August: Review grant, begin Phase I of Sustainability Plan

September – October: Meet with staff and advisory committee

November – December: Work on Phase II of Sustainability Plan

January – February: Establish new partners, review program evaluation to determine program changes and summer plans

March: Work on Phase III of Sustainability Plan

April – May: Work on Phase IV of plan and contact potential partners

June – July: Review data, finalize reports, create marketing materials for advocacy campaign, finalize plan and submit to project director

Ongoing: Review and revisit plan each month, make necessary changes, hold forums, meetings with advisory. Contact new partners and map out their participation level and services.

Other funding streams and revenue sources may also include a sliding fee structure which must be introduced to parents in year four. The introduction will be part of the

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parent meetings as we inform them of the grant's funding ending. This will help parents begin the planning process for year six when state funding is no longer available.

Sustainability may also include reducing the number of days per week in year six and future years. The program could operate with volunteers two days a week, in collaboration with the fee-based program one day a week, and use grant funds raised for the fourth day. The program might not operate on Friday depending on funding availability. Transportation is the largest part of the funding cost aside from personnel. The district does not provide after-school transportation and parents will have to pick up their child from the program. The program could offer a later pick up time to help accommodate parents as needed. Additionally, each school offers a few clubs during the week.

Fee structures might begin in year four with each site asks for a suggested registration fee of \$10.00 or \$20 per child. This could generate approximately \$500 - \$1,000 for program services. The registration fee could then be added for the second year of \$20 per semester.

The key is to raise money for program services without turning away or preventing children from participating. Charging a reasonable and affordable registration fee of \$25-\$30 per child for the summer program would help offset expenses related to trips or other summer-specific activities, which are current supported with state funding.

Partner contributions and donations will be a critical part of the sustainability as well. We intend to seek \$1,500 grants from Walmart, Georgia Power, and GreyStone Power. Additionally, we will seek \$2,500 from McMaster Carr to help support program components. The staff will work in year four to write the Google grant asking for \$25,000 for activities focusing on technology integration and use in after-school programs.

We will also plan school-level fundraisers, such as parent night out or a Breakfast with Santa type event. Our goal is to raise approximately \$1,500-\$5,000 throughout the year. We would seek volunteers to help staff the event and local grocery stores to help donate the snacks. The in-kind value is estimated at \$500 for refreshments.

Schools, staff, parents and stakeholders will be essential in the planning process to ensure that grant sustainability occurs after we no longer receive state support for the project.