

**Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers  
FY 23 Common Data Elements Form**



|                         |                            |
|-------------------------|----------------------------|
| <b>Subgrantee: SOAR</b> | <b>Date: June 30, 2023</b> |
|-------------------------|----------------------------|

**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:                           | 146 | Number:  | 179 | Number:  | 158 | Number:                              | 48 | Number:                                      | 175 |

**2. Objectives**

| Total Objectives |    | Met     |   | Not Met |   | Other   |   |
|------------------|----|---------|---|---------|---|---------|---|
| Number:          | 11 | Number: | 6 | Number: | 4 | Number: | 1 |

**3. GTID**

|  |     |
|--|-----|
| Number of Student GTIDs Reported in Transact/Cayen | 179 |
|--|-----|

**4. Report Card Grades**

**4A. English Language Arts**

| Students without Grades                           | Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester ELA Grade |    |    |        | Students without Grades | Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade |    |    |        |    |
|---|---|----|----|--------|-------------------------|---|----|----|--------|----|
|   | A   | B  | C  | D or F |                         | A   | B  | C  | D or F |    |
| Number  | 6   | 33 | 74 | 46     | 20                      | 8   | 41 | 61 | 59     | 10 |
| 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 <sup>st</sup> Semester Math Grade |    |    |        | Students without Grades | Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade |    |    |        |    |
|---|--|----|----|--------|-------------------------|--|----|----|--------|----|
|   | A  | B  | C  | D or F |                         | A  | B  | C  | D or F |    |
| Number  | 5  | 36 | 52 | 40     | 46                      | 9  | 30 | 62 | 54     | 25 |
| Identify the preferred if it is not letter grades |  |    |    |        |                         |  |    |    |        |    |

**5. Teacher Reported Engagement in Learning Survey**

|  |  |   |                |   |                         |    |                    |    |                         |    |    |
|--|--|---|----------------|---|-------------------------|----|--------------------|----|-------------------------|----|----|
| <b>Total Number of Surveys Completed</b> | <b>Survey Question #1: Satisfactorily completes homework or assignments?</b> |   |                |   |                         |    |                    |    |                         |    |    |
|  | Significant Decline  |   | Slight Decline |   | Did not need to improve |    | Slight Improvement |    | Significant Improvement |    |    |
|  | %  | 0 | %              | 5 | %                       | 12 | %                  | 35 | %                       | 49 |    |
|  | <b>Survey Question #2: Participates in class and is attentive?</b>           |   |                |   |                         |    |                    |    |                         |    |    |
|  | Significant Decline  |   | Slight Decline |   | Did not need to improve |    | Slight Improvement |    | Significant Improvement |    |    |
|  | %  | 0 | %              | 5 | %                       | 12 | %                  | 38 | %                       | 46 |    |
|  | <b>Survey Question #3: Demonstrates a motivation to learn?</b>               |   |                |   |                         |    |                    |    |                         |    |    |
|  | Significant Decline  |   | Slight Decline |   | Did not need to improve |    | Slight Improvement |    | Significant Improvement |    |    |
|  | 173  | % | 1              | % | 5                       | %  | 15                 | %  | 32                      | %  | 48 |

**6. Partners**

| Number of Partners | Total Amount of Contributions |
|--------------------|-------------------------------|
| 24                 | \$9,433.00                    |



**SOAR**  
**21st Century Community  
Learning Centers**  
**Annual Evaluation Report**  
**2022-2023**

Prepared for the Georgia Department of Education by

Center for Evaluation and Research Services  
P.O. Box 3977  
Atlanta, GA 30302-3977  
June 2023

## Reporting Information

### **School District**

Douglas County School System

### **Project Director**

Mitzi Teal

Communities in Schools of Douglas County

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### **Evaluators**

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### **Participating Schools**

Mt Carmel Elementary School

Sweetwater Elementary School

Lithia Springs High School

### **Site Coordinators**

Patrice Moore

Mt Carmel Elementary School

William Sherman

Sweetwater Elementary School

Althea Elliott and Treena Edwards

Lithia Springs High School

### **Reporting Period**

August 2022 – May 2023

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**Note to the Reader**

The following abbreviations are used in this report:

|       |   |
|-------|---|
| APlus | Academic Plus Georgia 21 <sup>st</sup> CLC Database |
| CISDC | Communities in Schools of Douglas County            |
| DCSS  | Douglas County School System                        |
| CERS  | Center for Evaluation and Research Services         |
| MCES  | Mt. Carmel Elementary School                        |
| SWES  | Sweetwater Elementary School                        |
| LSHS  | Lithia Springs High 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. Thanks also goes to the schools' site coordinators, Patrice Moore, William Sherman, Althea Elliott, and Treena Edwards, 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 2023, the Douglas County School System, in partnership with Communities in Schools of Douglas County, completed the first year of its 21<sup>st</sup> Century Community Learning Centers grant program funded by the Georgia Department of Education. The program, known as SOAR, serves students at Mt. Carmel Elementary School (MCES), Sweetwater Elementary School (SWES), and Lithia Springs High School (LSHS). SOAR 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 SOAR program are 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 56 students were served at Mt. Carmel Elementary School. Fifty-three students attended the MCES program for 30 days or more. At Sweetwater Elementary School, a total of 58 students were served, with 54 attending for 30 days or more. At Lithia Springs High School, a total of 65 students were served, with 51 attending for 30 days or more. All three sites exceeded their target enrollments of 41, 55, and 50 respectively. In total, there were 179 students ( $56 + 58 + 65 = 179$ ) served in the SOAR program, with 158 regular attendees ( $53 + 54 + 51 = 158$ ). The attendees of the SOAR program are shown by grade level in Figure 1.

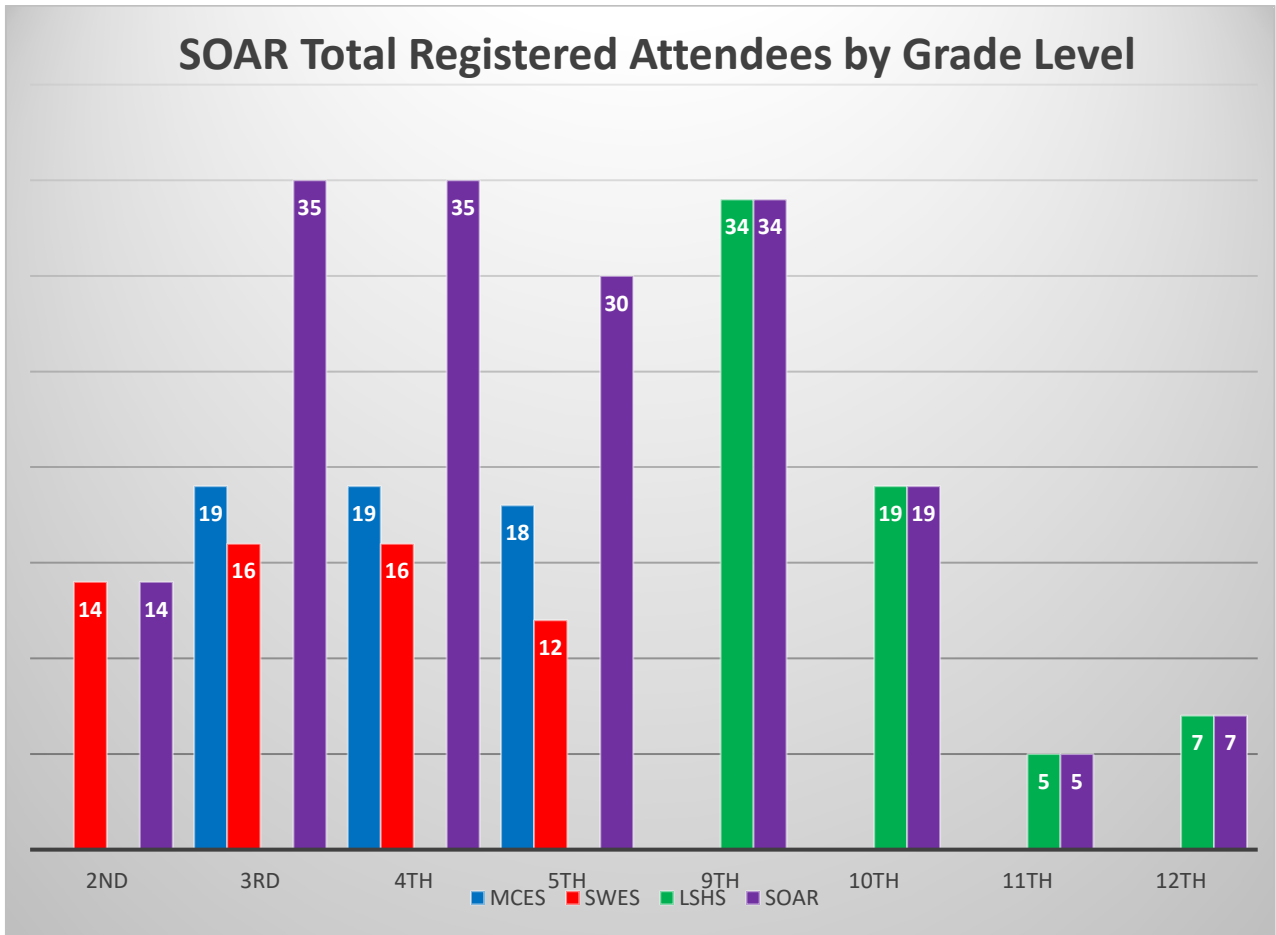


Figure 1. SOAR Total Registered Attendees by Grade Level 2022-2023. Source: APlus Information System.

1.3

## Program Goals, Objectives, Activities, and Benchmarks

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

| Measurement Tools   | Activities | Timeframe |
|---|------------|-----------|
| Goal 1. Improve Academic Achievement  |            |           |
| 1.1 50% of regularly participating students (attending the program 30 days or more) will demonstrate a 6% increase in proficiency on local district assessments for READING from fall to spring administration. |            |           |

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|  |  |   |
|--|--|---|
| Local District Assessment  | a) Homework Assistance<br>b) Computer based assessments/activities & Enrichment sessions<br>c) Accelerated Reader Reports<br>d) Local assessment   | a) Daily & weekly monitoring,<br>b) Weekly sessions offered - multiple times per week<br>c) Review every 2 weeks to ensure student completed AR test, review results<br>d) Local assessment conducted twice a year in the fall and spring |
| 1.2 50% of regularly participating students (attending the program 30 days or more) will demonstrate a 6% increase in proficiency on local district assessments for Math from fall to spring administration.                 |  |   |
| Local District Assessment  | a) Homework Assistance<br>b) Computer based assessments/activities & Enrichment sessions<br>c) Accelerated Reader Reports<br>d) Local assessment   | a) Daily & weekly monitoring,<br>b) Weekly sessions offered - multiple times per week<br>c) Review every 2 weeks to ensure student completed AR test, review results<br>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<br>b) Agenda book messages with missing assignments<br>c) Remedial help needed and student goal setting                               | a) Every two weeks<br>b) Daily and weekly throughout the school year<br>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<br>b) Agenda book messages with missing assignments<br>c) Remedial help needed and student goal setting<br>d) STAR Reading assessment | a) Every two weeks<br>b) Daily and weekly throughout the school year<br>c) Daily or weekly based on student needs<br>d) three assessment points per year using STAR reading assessment  |
| Objective 1.5 Of the 21st CCLC grant students participating 30days or more, 50% will score a level 2, 3, or 4 EOC's (High School)  |  |   |
| EOC Scores   | a)Progress report evaluations with classroom teachers<br>b)Agenda book messages with missing assignments<br>c)Remedial help needed and student goal setting<br>d) STAR assessments           | a)Every two weeks<br>b)Daily and weekly throughout the school year<br>c)Daily or weekly based on student needs<br>d) Daily or weekly based on student needs   |

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|   |  |  |
|---|--|--|
| Objective 1.6 Of the active 21st CCLC grant students participating 30 days or more in the program who are behind on credits, 80% of students will recover one or more credits by the end of the school year (High School)                 |  |  |
| Credit recovery records   | At the high school the students are identified if they are behind in the number of credits earned. Those students will work to recover the credits missed by the EOY                             | These students are assessed as they recover credits at the end of the school year.   |
| <b>Goal 2. Increase student involvement</b>   |  |  |
| 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<br>Report card feedback and comments<br>Review of grade book for homework grades  | a.) Agenda book messages with homework listed and missing assignments noted<br>b.) Review of grade book looking for homework completion grades every two weeks.<br>c.) Parent and teacher survey | a.) Daily agenda message review and homework messages.<br>b.) Every-two weeks grade book review<br>c.) Pre-survey upon orientation – teacher and parent<br><br>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<br>b.) Speakers, counseling services, conferencing, Role playing activities, character development seminars<br>c.) Teacher survey to measure progress             | a.) Daily agenda review throughout the school year<br>b.) Program schedules showing youth development activities held weekly<br>c.) Pre and post (end of year)   |
| Objective 2.3 At least 80% of 21st CCLC grant participants will report increased knowledge, understanding and support related to college readiness.   |  |  |
| Student responses on the annual spring Student Survey   | Student reports of the extent to which they believe tat the SOAR program is of benefit to them.  | Spring administration of the Student Survey  |
| <b>Goal 3. Increase family involvement</b>  |  |  |
| Objective 3.1. 50% of registered active parents will attend 2 or more parent education sessions per year.   |  |  |

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|  |   |  |
|--|---|--|
| <p>Calendar of events, parent needs assessment survey,</p>   | <p>a) Newsletter<br/>b) Schedule of parent education sessions,<br/>c) Parent activity interest survey</p> | <p>a) Quarterly<br/>b) Schedule/calendar of activities, APLUS adult registration, and attendance records. 1 hour parent sessions for a minimum of 6 sessions.<br/>c) Administered at parent orientation and survey at end the year</p> |
| <p>Objective 3.2. 50% will report increased engagement and understanding of their child's academic progress.</p> |   |  |
| <p>Sign in sheets and agenda from parent sessions, calendar of events, parent needs assessment survey</p>        | <p>a) Event sign in sheet<br/>b) Schedule of parent education sessions,<br/>c) Parent survey</p>          | <p>a) Collected at each parent session<br/>b) Schedule event posted each month in APLUS<br/>c) Parents will be given an evaluation survey at the end of the year.</p>  |

## Evaluation Overview and Methods

### 2.1

## Evaluation Overview

The Center for Evaluation and Research Services (CERS) is the independent, third-party evaluator for the SOAR program. A part of the Georgia State University College of Education & Human Development, CERS supports faculty, students, and other educational agencies with proposal development, research design, and external evaluation. CERS is currently managing large federal grants and has personnel with over 60 years of grant experience combined, including evaluation of large federal and state grants.

There were two main purposes for the SOAR evaluation during 2022-23: (1) to provide detailed information about the continuing SOAR 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 2023-2024 school year, the evaluation of objectives and information obtained from the staff interviews and parent, staff and student surveys will be shared with the SOAR teachers at a preplanning faculty meeting. In addition, results will be shared with the grant advisory committee, parents, and other key stakeholders.

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### **Project Director, Site Coordinators and Douglas County School System**

1. Patrice Moore is site coordinator at MCES. William Sherman serves as site coordinator at SWES. Althea Elliott and Treena Edwards are the site coordinators at LSHS. 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 21<sup>st</sup> Century CLC 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 2023, the Project Director plans to 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 evaluations results will inform the implementation of the 21<sup>st</sup> Century CLC program for 2023-2024.



2.3

Evaluation Methods

2.3.1. Parent Survey

During spring 2023, a survey was administered to the parents and guardians of students who participated in the SOAR 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.

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*

|   | MCES | SWES | LSHS | Total |
|---|------|------|------|-------|
| Parent Surveys Completed                    | 54   | 65   | 59   | 178   |
| No. of Regular Attendees at the School Site | 53   | 54   | 51   | 158   |
| % Completed per Regular Attendees           | 98%  | 120% | 116% | 113%  |

2.3.2. Regular School Day Teacher Survey

During spring 2023, an online survey was administered to the regular-school-day teachers of the student participants within the SOAR 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 SOAR this year. The survey has 10 items on a 5- or 6-point scale. The 6-point rating scale 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*).

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Forty-one teacher survey responses were received from teachers at MCES, 55 results from SWES, and 77 results from LSHS, for a total of 173 results.

### 2.3.3. After-School Worker Survey

During spring 2023, a survey of actions, aptitudes, and confidence levels was administered to after-school workers who participated in the SOAR 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 37 after-school workers completed the survey.

### 2.3.4. Student Survey

During spring 2023, a survey of actions and attitudes was administered to students who participated in the SOAR 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 6 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*

|  | MCES | SWES | LSHS | Total |
|--|------|------|------|-------|
| Student Surveys Completed                            | 52   | 68   | 48   | 168   |
| No. of Students Targeted by the Grant Application    | 41   | 55   | 50   | 146   |
| No. of Students Active at the Time of Student Survey | 53   | 54   | 51   | 158   |
| % Completed per Active Students                      | 98%  | 106% | 94%  | 106%  |

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 SOAR program in

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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 Visit

The evaluators conducted onsite visits in fall of 2022 and spring of 2023. 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 evaluator used other techniques to gather data. Those additional techniques included the following:

1. Monthly discussion with Project Director
2. Collection and analysis of secondary data gathered from the APlus Information System
3. Collection and analysis of secondary data gathered from DCSS.

### 2.3.7. Data Collection Schedule








| <i>Data Collection Activity</i>           | <i>Fall 2022</i>   | <i>Spring 2023</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 SOAR 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 SOAR 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 SOAR 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 SOAR program, as identified in the APlus Information System, are listed below. Other activities are described in the formative evaluation reports for fall and spring.

- Academics
- GMAS Review
- College and Careers
- Cultural Exploration
- STEAM Crafts
- Parent Orientation
- Parent Workshop
- Lead for Change
- How to Help Your Child Succeed in School
- Homework
- STEM
- Financial Literacy
- Life Skills/Cooking
- Weight Training
- Family Game Night
- Character Education
- Lights On After Dark
- Castle Kids Showcase

3.2

## Program Operation

Table 4  
Summary of Program Operations

| <i>Site</i> | <i>Total No. of Weeks Open</i> | <i>Typical No. of Days per Week Open</i> | <i>Typical No. of Hours per Week</i> | <i>No. of Summer Weeks Open</i> | <i>Typical Hours per Summer Week</i> |
|-------------|--------------------------------|--|--------------------------------------|---------------------------------|--------------------------------------|
| MCES        | 32                             | 5  | 12                                   | 3                               | 20                                   |
| SWES        | 32                             | 5  | 12                                   | 3                               | 20                                   |
| LSHS        | 32                             | 4  | 12                                   | 3                               | 20                                   |

3.3

## Student Attendance and Enrollment

During the school year, 179 students attended the SOAR program for one day or more. The numbers of days attended by students are summarized in Figure 3. Of the students who attended the SOAR program for one day or more, 21 (12%) attended for fewer than 30 days. Some of these were from highly mobile families that attend school and move often. Of the students who attended the SOAR program for one day or more, 150 (88%) attended for 30 days or more and are defined as Regular Attendees.

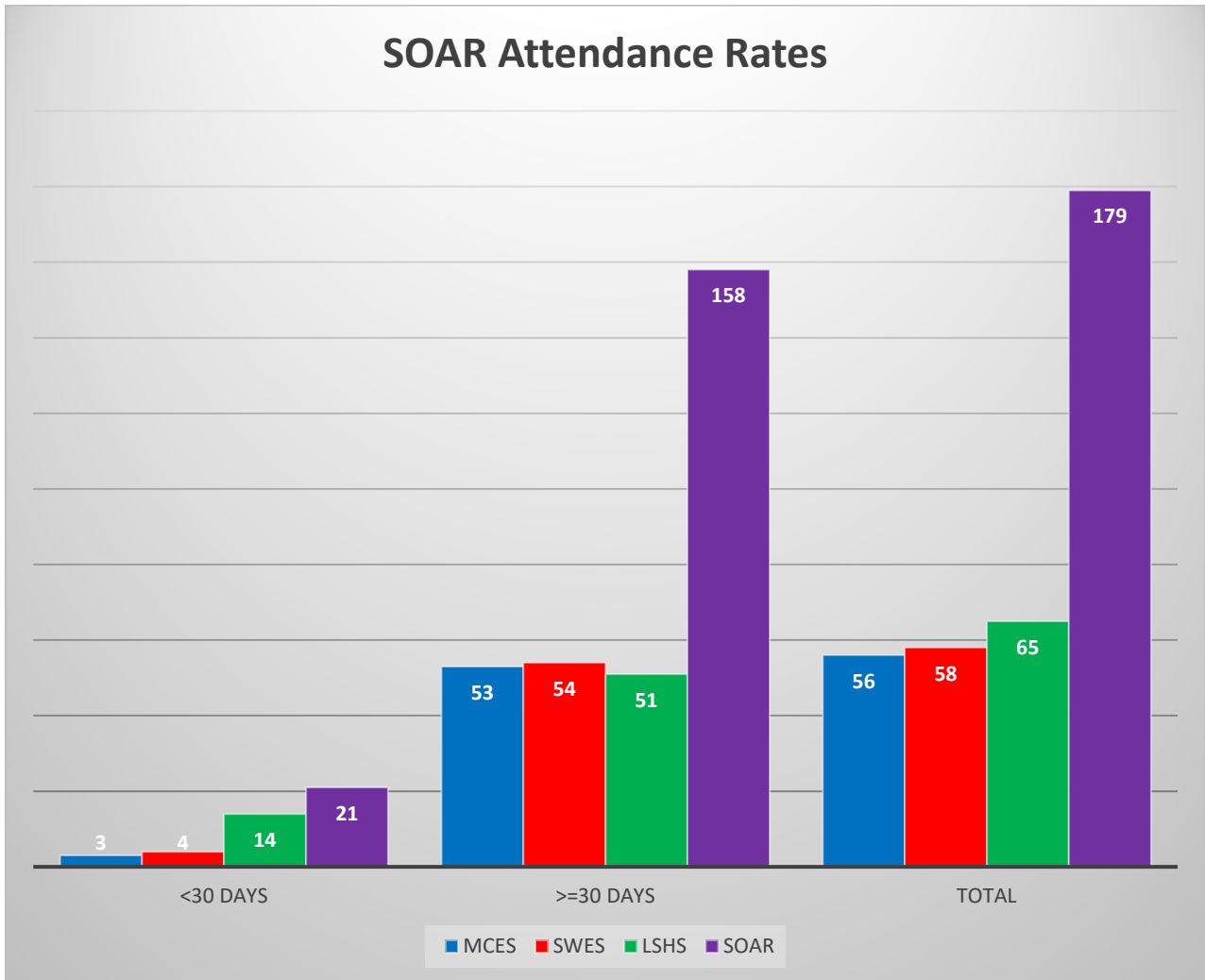


Figure 3. Student Attendance. Source: APlus Information System.

3.4

## Student Demographics

The demographic information for the 179 students who participated in the SOAR program is presented in Table 5.

Table 5

*Total Students*

|                                 | MCES            |            | SWES            |            | LSHS            |            | ALL SCHOOLS     |            |
|---------------------------------|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|
|                                 | No. of Students | % of Total | No. of Students | % of Total | No. of Students | % of Total | No. of Students | % of Total |
| <b>Grade</b>                    |                 |            |                 |            |                 |            |                 |            |
| K                               |                 |            |                 |            |                 |            |                 |            |
| 1                               |                 |            |                 |            |                 |            |                 |            |
| 2                               |                 |            | 14              | 24%        |                 |            | 14              | 8%         |
| 3                               | 19              | 34%        | 16              | 28%        |                 |            | 35              | 20%        |
| 4                               | 19              | 34%        | 16              | 28%        |                 |            | 35              | 20%        |
| 5                               | 18              | 32%        | 12              | 21%        |                 |            | 30              | 17%        |
| 6                               |                 |            |                 |            |                 |            |                 |            |
| 7                               |                 |            |                 |            |                 |            |                 |            |
| 8                               |                 |            |                 |            | 1               | 2%         | 1               | 1%         |
| 9                               |                 |            |                 |            | 33              | 51%        | 33              | 18%        |
| 10                              |                 |            |                 |            | 19              | 29%        | 19              | 11%        |
| 11                              |                 |            |                 |            | 5               | 8%         | 5               | 3%         |
| 12                              |                 |            |                 |            | 7               | 11%        | 7               | 4%         |
| <b>Gender</b>                   |                 |            |                 |            |                 |            |                 |            |
| Female                          | 28              | 50%        | 42              | 72%        | *               |            |                 |            |
| Male                            | 28              | 50%        | 16              | 28%        | *               |            |                 |            |
| <b>Race/Ethnicity</b>           |                 |            |                 |            |                 |            |                 |            |
| American Indian /Alaskan Native |                 |            |                 |            | *               |            |                 |            |
| Asian                           | 2               | 4%         |                 |            | *               |            |                 |            |
| Black                           | 42              | 75%        | 27              | 47%        | *               |            |                 |            |
| Hawaiian/Pacific Islander       |                 |            | 1               | 2%         | *               |            |                 |            |
| Hispanic                        | 4               | 7%         | 18              | 2%         | *               |            |                 |            |
| White                           | 6               | 11%        | 8               | 14%        | *               |            |                 |            |
| Multi-racial/NA                 | 1               | 2%         | 3               | 5%         | *               |            |                 |            |
| <b>Other</b>                    |                 |            |                 |            |                 |            |                 |            |
| Not English Proficient          | 1               | 2%         | 3               | 5%         | *               |            |                 |            |
| Economically Disadvantaged      | 42              | 75%        | 48              | 83%        | *               |            |                 |            |
| Special Education               | 4               | 7%         | 6               | 10%        | *               |            |                 |            |
| <b>Total Students</b>           | <b>56</b>       |            | <b>58</b>       |            | <b>65</b>       |            | <b>179</b>      |            |

Source: APlus Information System \* Data not provided

3.5

### Student Attendance

The average daily student attendance was 36 students for MCES, 39 students for SWES, and 38 for LSHS (APlus Information System).

3.6

### Adult Family Member Attendance

During the school year, the SOAR program served 175 adult family members. The attendance patterns of these family members are shown in Figure 4. Obstacles to parent participation include a lack of transportation to events and long, inflexible work hours during events. Of the parents who completed the Parent Survey, 76% indicated they attended two or more events this year.

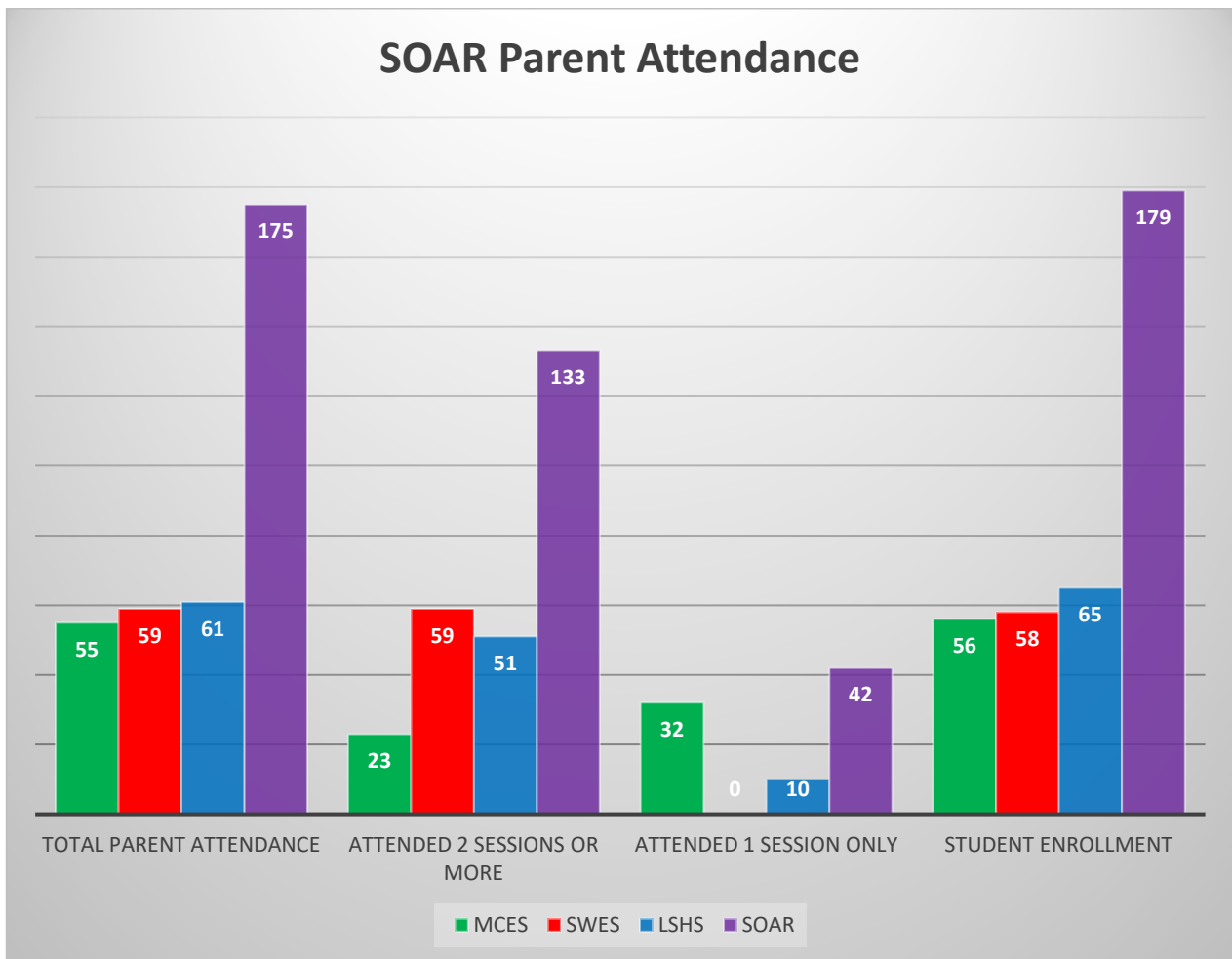


Figure 4. SOAR Parent Event Attendance recorded by Parent Survey. Sources: Parent Survey.



3.7

## Program Staff

Table 6

*Ratios of Students to Teacher*

|              | <b>MCES</b> | <b>SWES</b> | <b>LSH<br/>S</b> |
|--------------|-------------|-------------|------------------|
| • Academic   | 12:1        | 12:1        | 12:1             |
| • Enrichment | 15:1        | 15:1        | 15:1             |

## Program Outcomes

### 4.1 Academic Performance: STAR Score Results

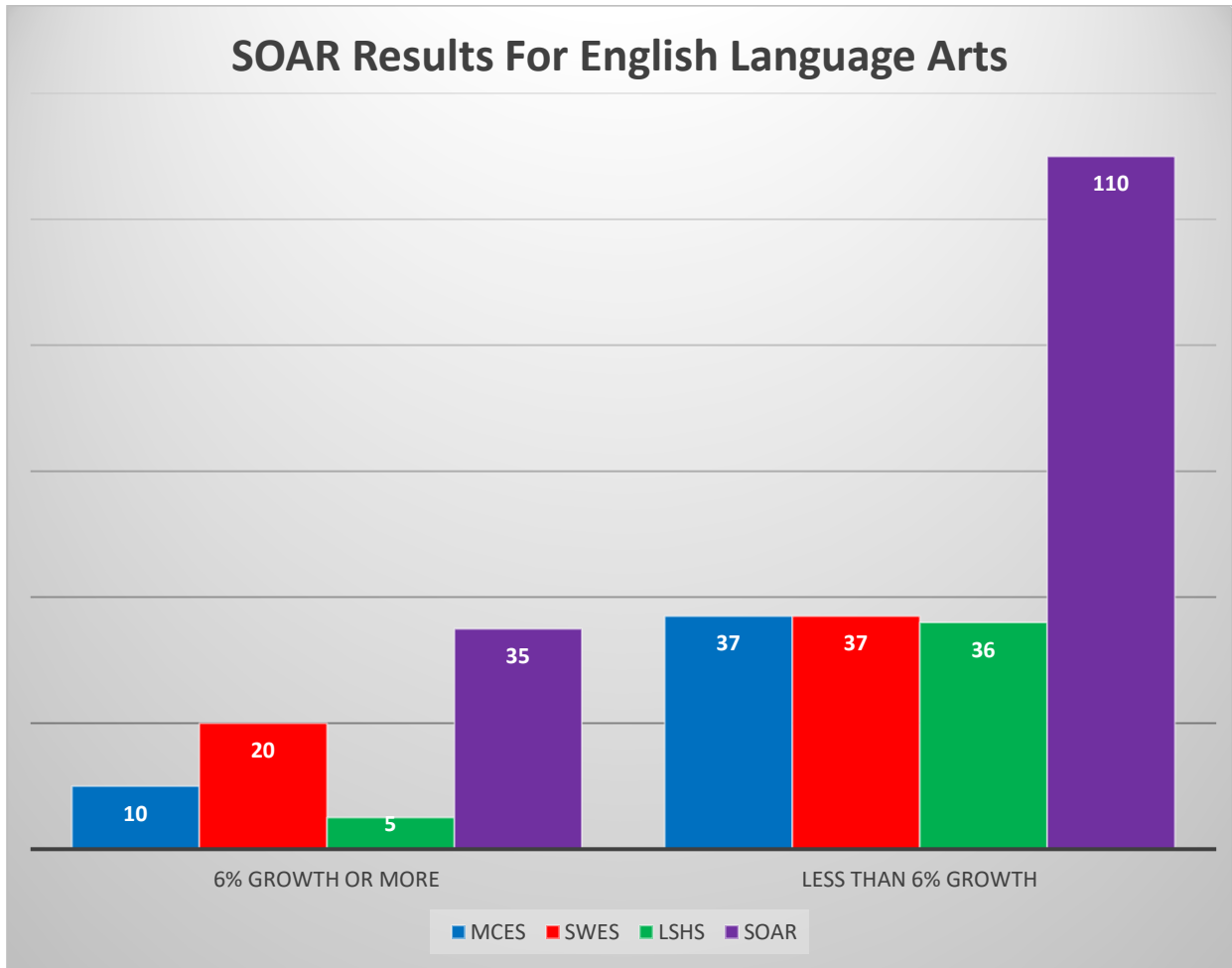
The STAR Assessments for ELA and MATH are used to provide standardized assessment results for grades 3 through 8 in English Language Arts and Math for selected students who participated in the SOAR program at MCES, SWES, and LSHS.

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. Students were expected to increase their baseline score by at least 6%. That is to say, the threshold for a student meeting the achievement goal was an end-of-year score that was at least 106% of their beginning of year score on the STAR assessments.

STAR ELA scores were provided for 145 students who attended the SOAR program: 47 from MCES, 57 from SWES, and 41 from LSHS. Twenty-four percent (35 of 145) of students in the program increased their ELA STAR score between the baseline and EOY assessment points by at least the 6% target. As such, the program as a whole did not meet Performance Objective 1.1. At the individual sites, 10 of 47 MCES students (21%) met the goal, along with 20 of 57 (35%) at SWES and 5 of 41 (12%) at LSHS.

Lexile scores also were provided 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 the SOAR program there were 142 total students with end-of-year Lexile scores. Twenty-one percent (30/142) 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. At the beginning of the 2022-23 school year, 34 of 46 (74%) of MCES students – regardless of their grade level – had Lexile scores that placed them within or below the 1<sup>st</sup> grade band. At SWES, 46 of 58 (79%) placed in the grade 1 band or below. At LSHS, 16 of 40 (40%) placed in grade 6 band or below. This starting point for most of the SOAR students makes it very challenging for students to reach the grade equivalent band goal. Recognizing this, Performance Objective 1.4 calls for 50% or more of regularly attending program participants to increase their Lexile reading scores over the course of the school year. The program as a whole as well as SWES met this objective. MCES identified 27 of the 46 (59%) students with Lexile scores as increasing from fall to spring. SWES identified 34 of 57 (60%) students with an increase, and LSHS identified 22 of 47 (47%) students showing an increase in Lexile scores from fall to spring. Within SOAR as a whole, 83 students of 150 (55%) showed an increase in Lexile scores from fall to spring.

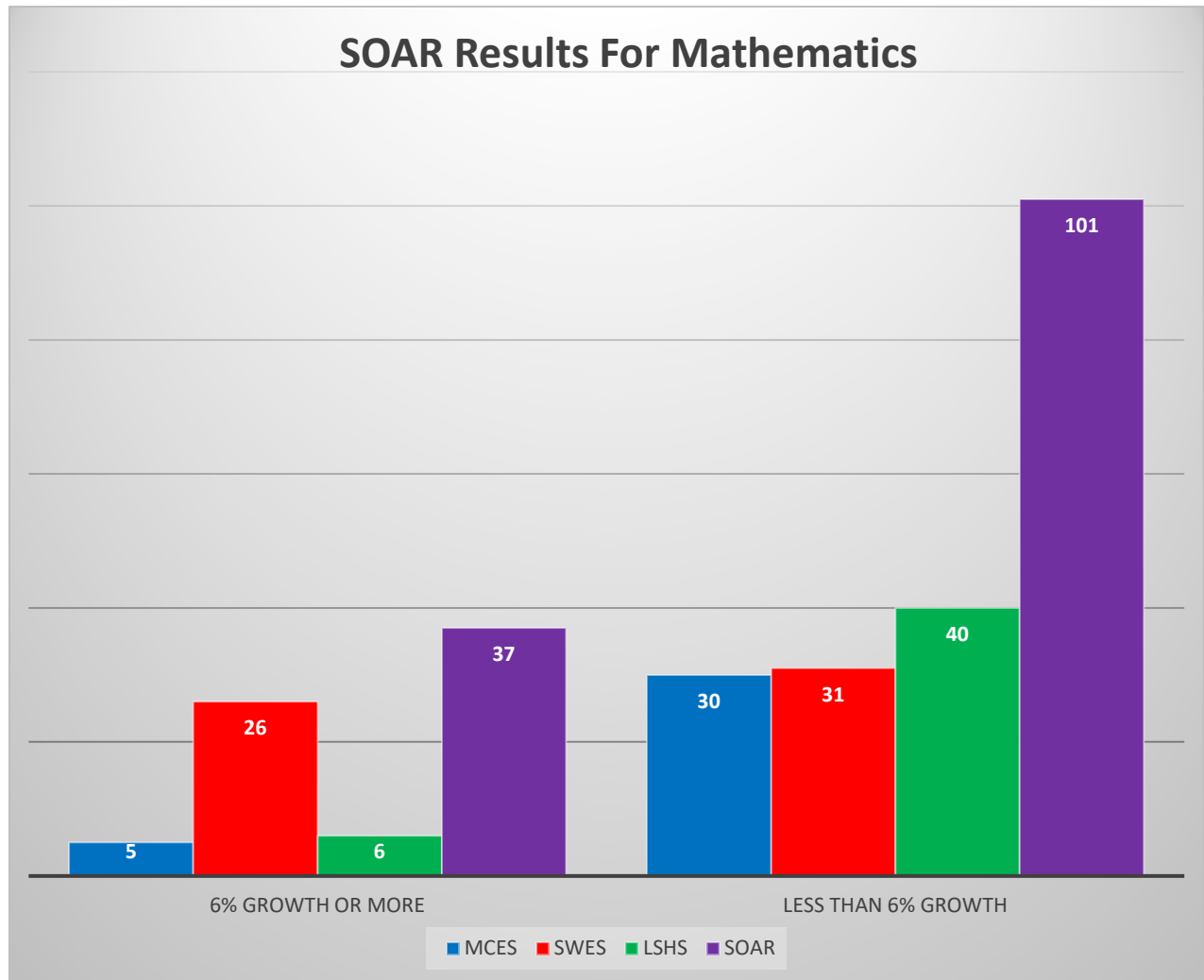
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| <b>MCES LEXILE SCORES by Grade Band</b> |             |                      |                    |
|---|-------------|----------------------|--------------------|
| Grade                                   | Lexile Band | Score Classification | Number of Students |
|   |             | Under Band           | 16                 |
| 3                                       | 520 to 820  | Within Band          | 3                  |
|   |             | Exceed Band          | 0                  |
|   |             | Under Band           | 13                 |
| 4                                       | 740 to 940  | Within Band          | 3                  |
|   |             | Exceed Band          | 1                  |
|   |             | Under Band           | 13                 |
| 5                                       | 830 to 1010 | Within Band          | 5                  |
|   |             | Exceed Band          | 0                  |
| <b>SWES LEXILE SCORES by Grade Band</b> |             |                      |                    |
| Grade                                   | Lexile Band | Score Classification | Number of Students |
|   |             | Under Band           | 12                 |
| 2                                       |             | Within Band          | 2                  |
|   |             | Exceed Band          | 0                  |
|   |             | Under Band           | 11                 |
| 3                                       | 520 to 820  | Within Band          | 5                  |
|   |             | Exceed Band          | 0                  |
|   |             | Under Band           | 13                 |
| 4                                       | 740 to 940  | Within Band          | 2                  |
|   |             | Exceed Band          | 0                  |
|   |             | Under Band           | 9                  |
| 5                                       | 830 to 1010 | Within Band          | 3                  |
|   |             | Exceed Band          | 0                  |
| <b>LSHS LEXILE SCORES by Grade Band</b> |             |                      |                    |
| Grade                                   | Lexile Band | Score Classification | Number of Students |
|   |             | Under Band           | 13                 |
| 9                                       | 1050-1260   | Within Band          | 7                  |
|   |             | Exceed Band          | 7                  |
|   |             | Under Band           | 16                 |
| 10                                      | 1080-1335   | Within Band          | 3                  |
|   |             | Exceed Band          | 1                  |
|   |             | Under Band           | 0                  |
| 11                                      | 1185-1385   | Within Band          | 0                  |
|   |             | Exceed Band          | 0                  |
|   |             | Under Band           | 0                  |
| 12                                      | 1185-1385   | Within Band          | 0                  |
|   |             | Exceed Band          | 0                  |

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The STAR 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 reading for the year. Students were expected to increase their baseline score by at least 6%. That is to say, the threshold for a student meeting the achievement goal was an end-of-year score that was at least 106% of their beginning of year score on the STAR assessments.

STAR Math scores were provided for 138 students who attended the SOAR After School Program, 35 from MCES, 57 from SWES, and 46 from LSHS. Thirty-five percent (37 of 138) of students in the program increased their Math STAR score between the baseline and EOY assessment points by at least the 6% target. As such, the program as a whole did not meet Performance Objective 1.2. At the individual sites, 5 of 35 MCES students (14%) met the goal, along with 26 of 57 (46%) at SWES and 6 of 46 (13%) at LSHS.



4.2

## Academic Performance: Grades

One of the objectives of the SOAR 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, 72% (39/54) of students who were regular attendees in the MCES after-school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in ELA. Additionally, 48% (26/54) of students that were regular attendees in the MCES after-school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on reportcard grades in math.

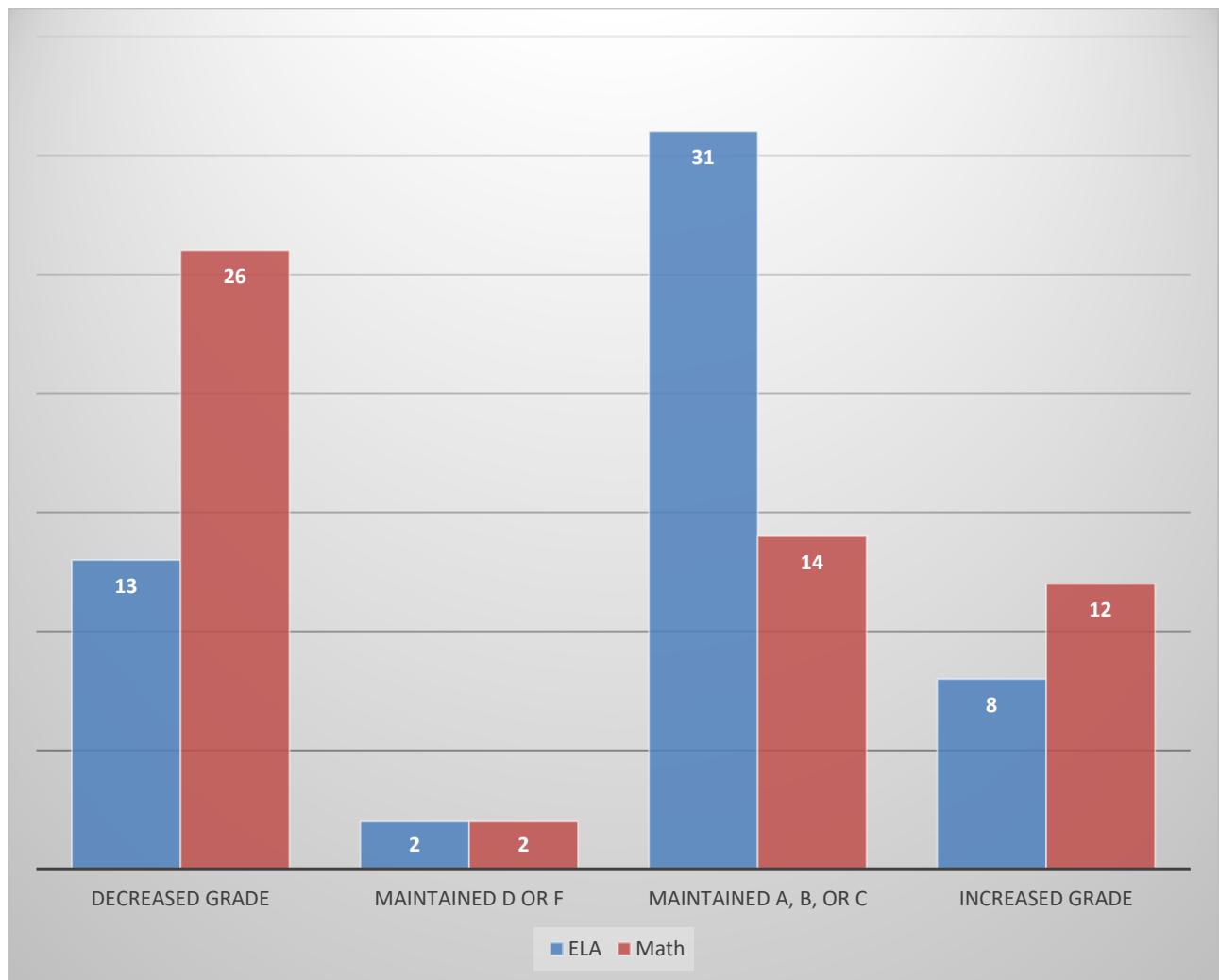


Figure 5. MCES Report Card Grade Changes from 1<sup>st</sup> to 4<sup>th</sup> Nine-Weeks. Source: DCSS.

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Sixty-five percent (35/54) of students that were regular attendees in the SWES after school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in ELA. Additionally, 80% (43/54) of students that were regular attendees in the SWES after-school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math (Figure 6).

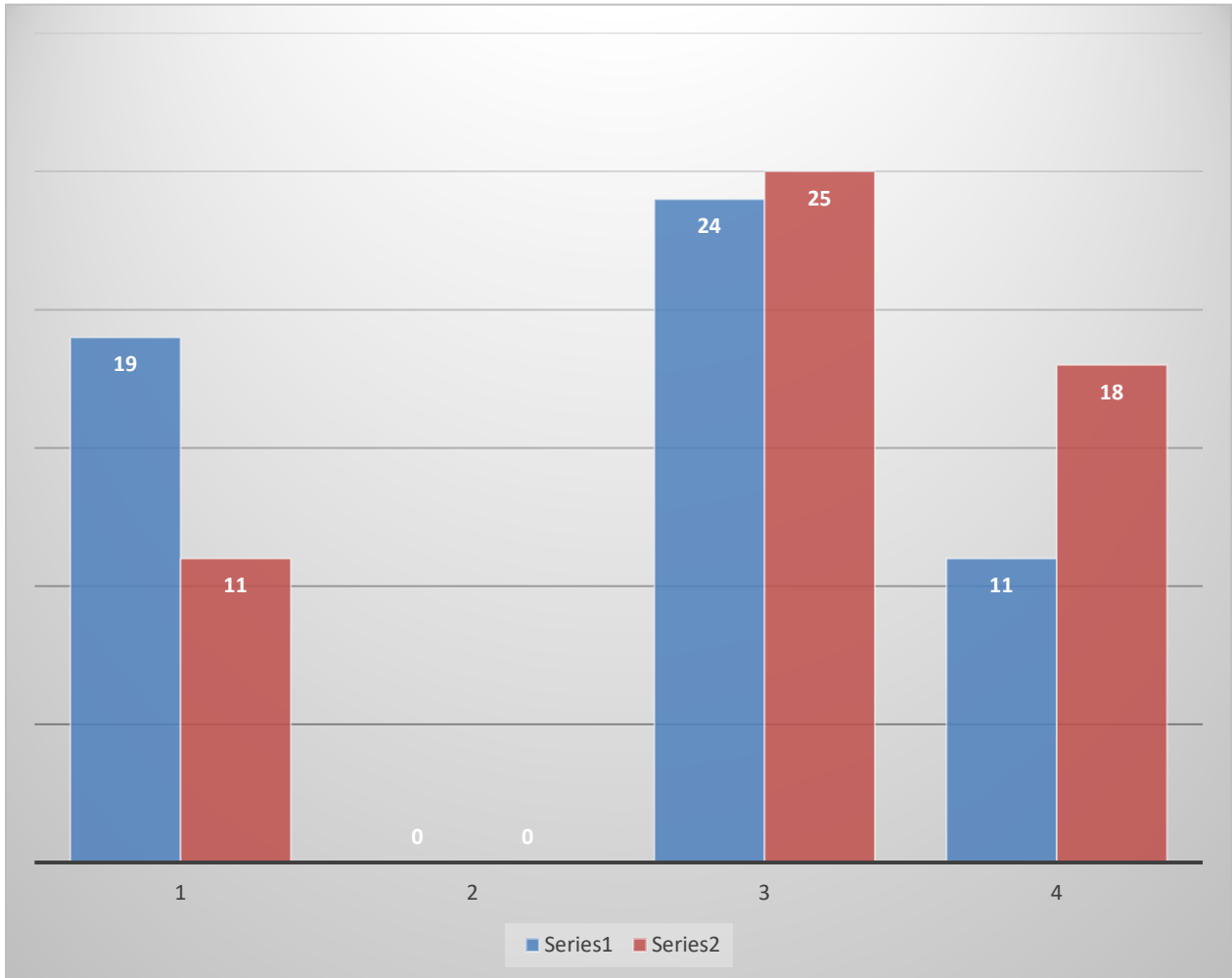


Figure 6. SWES Report Card Grade Changes from 1<sup>st</sup> to 4<sup>th</sup> Nine-Weeks. Source: DCSS.

As shown in Figure 7, 52% (32/62) of students that were regular attendees in the LSHS after-school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in ELA. Additionally, 73% (45/62) of students that were regular attendees in the LSHS after-school program during 2022-23 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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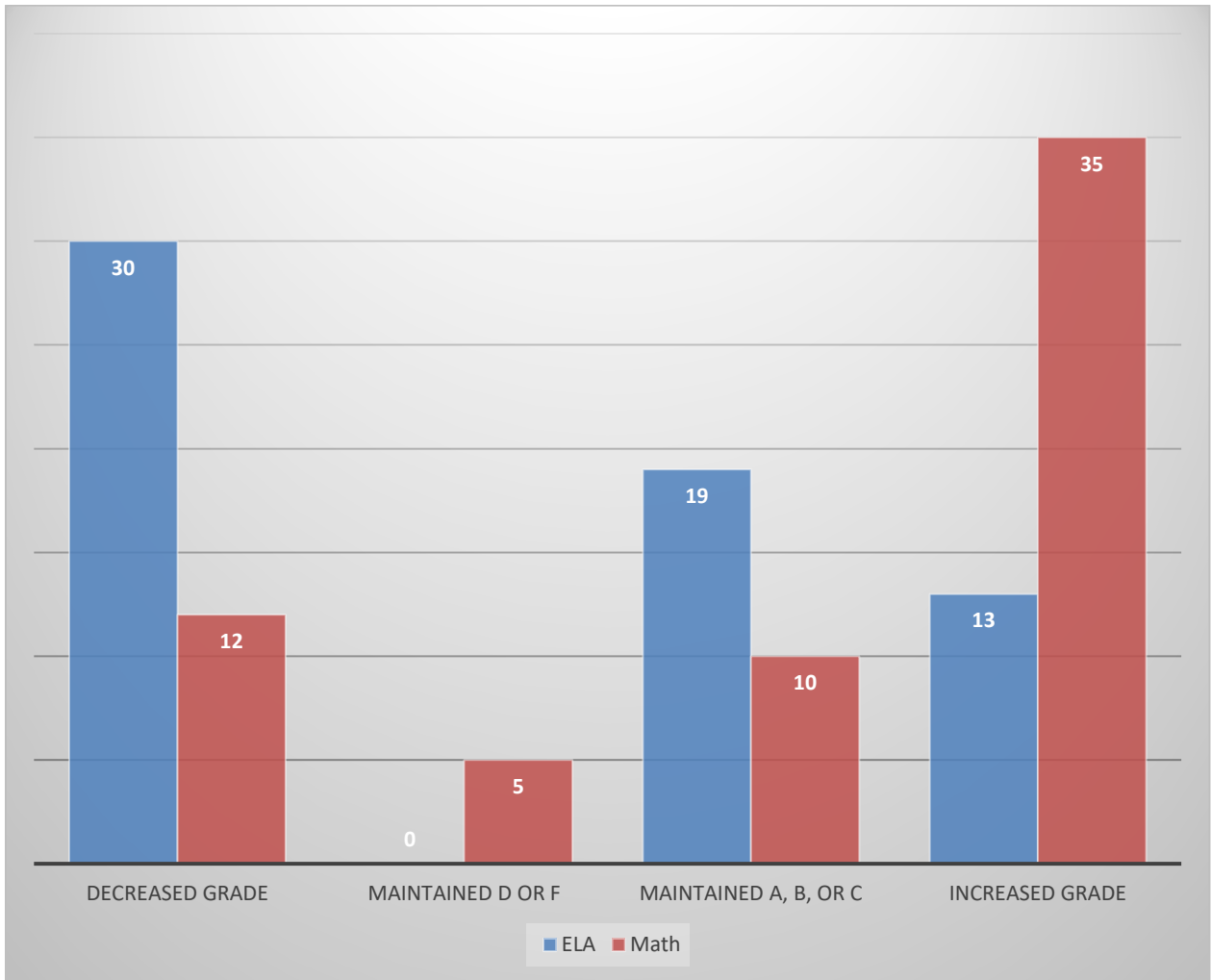


Figure 7. LSHS Report Card Grade Changes from 1<sup>st</sup> to 4<sup>th</sup> Nine-Weeks. Source: DCSS.

Finally, as shown in Figure 8, 62% (106/170) of students that were regular attendees in the SOAR After School Program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in ELA. Also shown in Figure 8, 67% (114/170) of students that were regular attendees in the SOAR After School Program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math. In Figure 8, the report card grades change for ELA and math for the individual schools are an aggregation of figures 5, 6, and 7.



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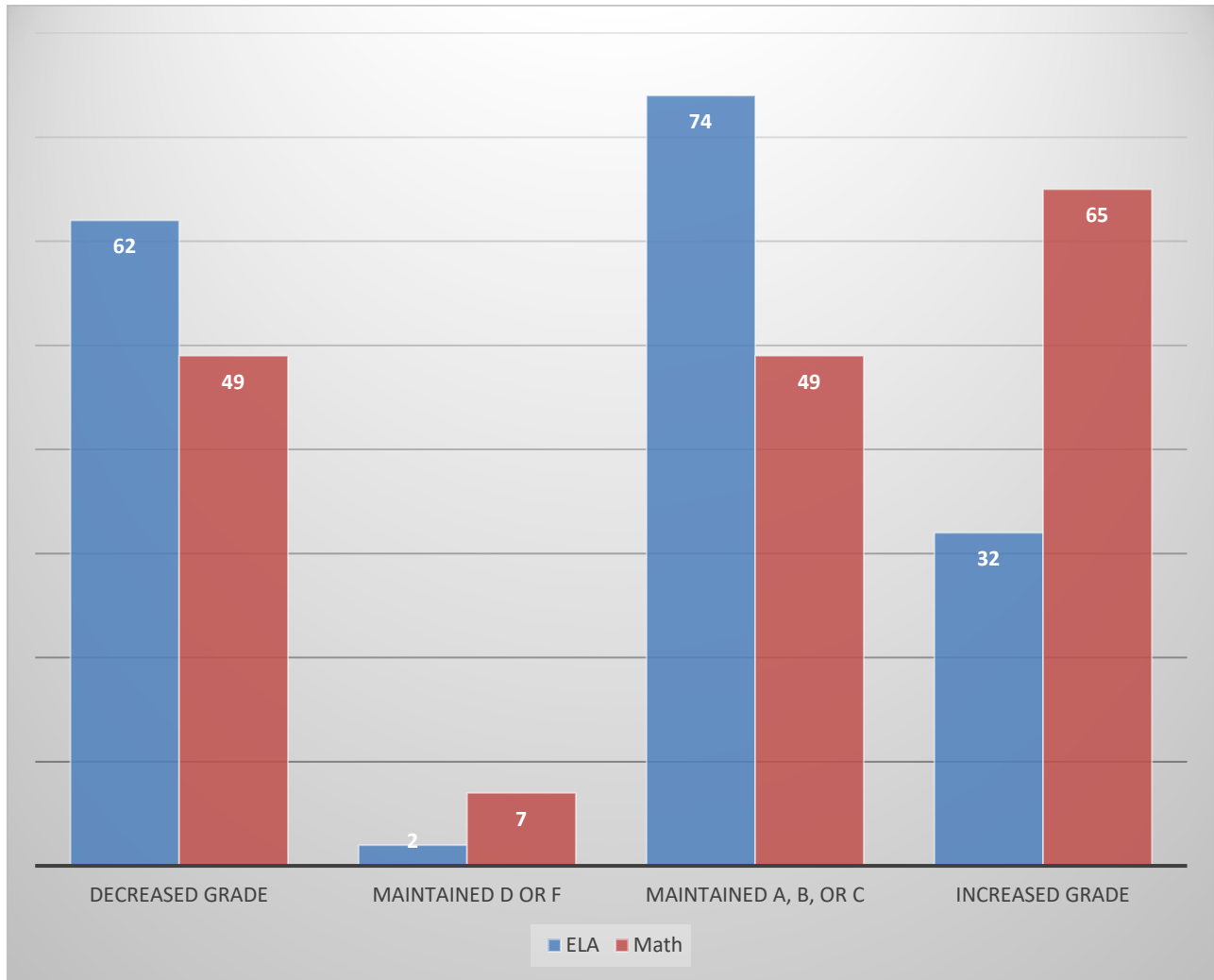


Figure 8. Report Card Change Summary for SOAR.

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### **Reporting GPRA Measures for SOAR**

**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.**

GMAS results are not available. These GMAS results will be provided by the Georgia Department of Education at a later date.

**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.**

GMAS results are not available. These GMAS results will be provided by the Georgia Department of Education at a later date.

**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.**

Of the 24 SOAR students in the indicated grades who had a GPA of less than 3.0 at the end of the 2021-22 school year, 15 (63%) increased their GPA during the 2022-23 school year.

**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 SOAR there were 23 students who had an attendance rate lower than 90% in 2022, and 14 of 23 (61%) improved attendance in 2023.

**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 SOAR there were 4 students who were in ISS during 2022. Of those, 3 (75%) decreased the number of in-school suspensions.

**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 SOAR there were 96 teachers that reported about an improvement in student engagement. Of those, 91 of 96 (95%) reported an increase in engagement.

## 4.3

### Involvement of Adult Family Members

In the spring of 2023, a survey was administered to the adult family members of students who participated in the SOAR 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 presented below.

- 91% of the parents who responded indicated they strongly agreed or agreed the SOAR helped their child to complete homework.
- 80% of the parents who responded indicated they strongly agreed or agreed the SOAR helped their child to improve in behavior.
- 97% of adult family members who responded to the survey were satisfied or very satisfied with the SOAR ASP.

## 4.4

### Student Observation by Regular-Day Teachers

In spring of 2023, a state survey was administered to the regular-day teachers of the students who participated in the SOAR 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 afterschool programs over the year. Survey responses are summarized below.

- Regular-day teachers who responded to the survey reported that 91% 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 (93%) involved with the after-school program have improved their academic performances since the beginning of school.
- Regular-day teachers who responded to the survey report that 95% 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 95% 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 2023, a survey of attitudes was administered to students who participated in the SOAR program. The purpose of the survey was to gauge the attitudes of students towards school and whether those attitudes had changed over the year. Survey responses are summarized below. Responses were from students who participated in the SOAR program and completed the student survey.

- 80% of students who responded to the student survey reported that the after-school program helped them to complete their homework.
- 71% of student respondents reported that they had improved in academics.
- 70% of student respondents reported that their behavior has improved
- 83% of student respondents reported that they liked their after-school program.

4.6

## After-School Worker Survey

In the spring of 2023, a survey of aptitudes and confidence level was administered to after-school workers who participated in the SOAR 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 9. Responses were from after-school workers who participated in the SOAR program and completed the after-school worker survey.

There were a total of 37 after-school workers in the SOAR who completed the survey. Ninety-six percent of the after-school workers who responded to the question indicated that they were satisfied with the professional development they received during the year.

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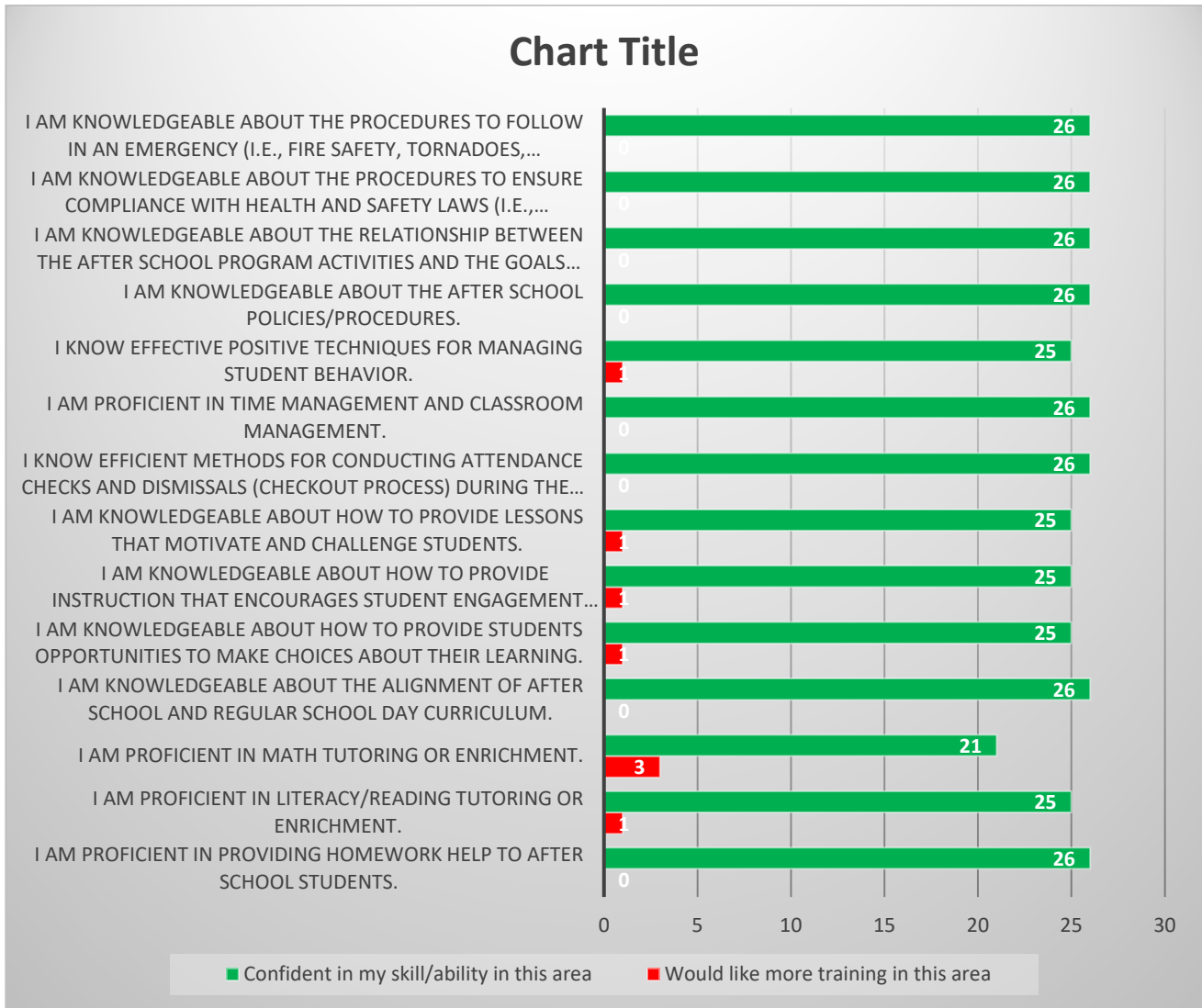


Figure 9: SOAR After-School Worker Survey Results 2022-23. Source: After-School Workers Survey.

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## Status of Program Objectives

The status of each of the program objectives for the 2022-2023 school year is summarized in Table 7.

| Objectives   | 2023 Status  | Comments  |
|--|--------------|---|
| <b>1.1</b> 50% of regularly participating students (attending the program 30 days or more) will demonstrate a 6% increase in proficiency on local district assessments for READING from fall to spring administration.             | Not Met      | MCES 21% increased 6% or more<br>SWES 35% increased 6% or more<br>LSHS 12% increased 6% or more<br><br>SOAR 24% increased 6% or more  |
| <b>1.2</b> 50% of regularly participating students (attending the program 30 days or more) will demonstrate a 6% increase in proficiency on local district assessments for Math from fall to spring administration.                | Not Met      | MCES 14% increased 6% or more<br>SWES 46% increased 6% or more<br>LSHS 13% increased 6% or more<br><br>SOAR 35% increased 6% or more  |
| <b>1.3</b> 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.            | Not Met      | MCES 48% increased or A, B, C<br>SWES 80% increased or A, B, C<br>LSHS 73% increased or A, B, C<br>SOAR 67% increased or A, B, C  |
| <b>1.4</b> 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          | MCES 59% Increased Lexile scores<br>SWES 60% Increased Lexile scores<br>LSHS 47% Increased Lexile scores<br>SOAR 55% Increased Lexile scores  |
| <b>1.5</b> Of the 21st CCLC grant students participating 30 days or more, 50% will score a level 2, 3, or 4 EOC's (High School)  | Not Reported | EOC scores were not available at the time this report was written   |
| <b>1.6</b> Of the active 21 <sup>st</sup> CCLC grant students participating 30 days or more in the program who are behind on credits, 80% of students will recover one or more credits by the end of the school year (High School) | Not Met      | LSHS 3 of 8 (38%) students that needed credit recovery, recovered one or more credit during the 2022-23 school year.  |
| <b>2.1</b> 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          | Regular Day Teachers of students in the SOAR program indicate that 95% of students improved in homework; 91% of parents and 80% of students reported improvement.                               |
| <b>2.2</b> 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          | Regular Day Teachers of students in the SOAR program indicate that 91% of students improved or maintained satisfactory behavior; 80% of parents and 70% of students indicated improved behavior |
| <b>2.3</b> At least 80% of 21 <sup>st</sup> CCLC grant participants will report increased knowledge, understanding and support related to college readiness  | Met          | 77% of students at LSHS reported that they like the SOAR program  |
| <b>3.1</b> 50% of registered and active parents will attend two or more parent sessions per year.  | Met          | MCES 42%<br>SWES 100%<br>LSHS 84%<br><br>SOAR 76%   |

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**3.2** 50% will report increased engagement and understanding of their child's academic progress.

Met

As indicated in the Parent Survey, more than 50% of the parents reported increased engagement.

## Success Stories

### Mt. Carmel Elementary School

Jordan, a girl in the after-school program, is one of the sweetest little girls that we have, but her big thing is being social. Jordan does fine one on one but when she gets with a crowd of students she frequently starts doing what the crowd is doing. This isn't always the best thing for Jordan and she began to have issues in both day school and during the after-school program. Now that we have begun providing SEL discussions in the afternoons, Jordan's behavior has improved. She is making better choices and having more success socially in both the day school program and the after-school program. Jordan is one of the first students to participate in the SEL discussions sharing how she is feeling and what she is thinking. Jordan continues to work on her academic skills which continue to improve, but her social-emotional growth has helped her to be more successful overall.



### Sweetwater Elementary School

Lilly (pseudonym), a fifth-grade student started coming to the Castle Kids program when she was in the third grade. When Lilly entered the after-school program her reading skills were very limited and she could only read kindergarten-level sight words. We worked really hard with her to get not just sight words but to get fluency and now we're working more on comprehension because she has gotten so much better in reading the past couple of years. She was reading a passage last week, we have a workbook that we do at the beginning after home worktime, where we do "popcorn reading." And seeing her read during that activity now is really exciting because she actually reads with fluency where a couple of years ago she was having to sound out every single letter. So, I think she is the biggest success story to me.



### Lithia Springs High School

The instructor who gave the students sewing lessons shared her experience with students making pillows. Using donated supplies, the instructor created a sewing project for the students. I got fat squares of fabric...and they took their fat squares, and that was like a little heard of puppies swarming over a food bowl, people were pushing and trying to get their fat squares. And we got everything put together and they made their pillows, stuffed them and did the blind stitch in the end. And it was just amazing. We got it all done before Christmas. And they were able to take home their own kits. So that was amazing. One little girl was able to sew her strap back on her backpack. Another little boy made four pillows for people who he wanted to give them to. That was really, really, amazing. They stuck with it and they were happy about it. I had kids coming in after they finished their final exams and ask, "Can I finish my pillow?" during school. And I'm like, yeah, finish your pillow, please finish your pillow. So, it just shocked me. I





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didn't think they would take it on so wholeheartedly as they did. That's an awesome success story!

## Program Highlights and Areas for Improvement

### 7.1

## Program Highlights

During the 2022-2023 school year, the SOAR program continued with its fourth year of program implementation and operation.

### Student Participation

SOAR served 179 students this year. Eighty-eight percent of students who registered for the SOAR program attended 30 days or more. The average daily attendance for Mt. Carmel Elementary School was 36, for Sweetwater Elementary School was 39, and for Lithia Springs High School was 38.

### Participation of Adult Family Members

SOAR served 175 adult family members. This included 55 from Mt. Carmel, 59 from Sweetwater, and 61 from Lithia Springs High School. The overall participation rate was 98% of student enrollment. This included 98% at Mt. Carmel, 102% at Sweetwater, and 94% at Lithia Springs High School.

### Student Grades

At Mt. Carmel Elementary School, the number of students maintaining an A, B, or C average or increasing their average in Math was 48%, a decrease from last year's 88% rate. At Sweetwater Elementary School, the number of students maintaining an A, B, or C average or increasing their average in Math was 80%, a decrease from last year's rate of 100%. At Lithia Springs High School, the number of students maintaining an A, B, or C average or increasing their average in Math was 73%, which is an increase compared to last year's rate of 58%. The overall SOAR program was 67%.

Of the students participating in the program 30 or more days, 59% of Mt. Carmel students increased their Lexile scores during the year. At Sweetwater, 60% of the students increased their Lexile Scores. At Lithia Springs High, 47% of the students increased their Lexile scores. The overall SOAR program percentage of students increasing their Lexile score was 55%.

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### Student Attitudes toward School

According to responses gathered from the student survey, 80% of responding students said that the SOAR program helped them to complete their homework. Additionally, 71% of students reported that they had improved their academics, and 83% reported they liked the program.

### Adult Family Member Attitudes toward the SOAR Program

A total of 175 parents/adult family members responded to the Parent Survey. According to responses gathered from the parent survey, 91% of respondents said that the SOAR program helped their child to complete their homework and 97% said that they were either very satisfied or satisfied with SOAR After School Program. Of the parents who completed the survey, 76% reported that they attended two or more events this year.

7.2

## Areas for Improvement and Recommendations

**(1) Academic Achievement.** While a substantial number of MCES students maintained or increased their classroom grades over the past year, performance on the STAR test did not meet the performance goal at any of the three sites. One common cause for this can be teaching more basic skills at the expense of higher-order thinking skills. At some level, this could be a necessary response to addressing learning loss resulting from schooling disruptions during the pandemic. However, staff might consider frequently reevaluating their mix of lower- and higher-order teaching in an effort to ensure that State academic content standards are being met. Possibly changing the scheduled STAR assessments may help to produce more accurate STAR assessment scores for spring. Seems on average the March/April Star scores were higher than the May Star scores. Possibly a shift in the assessment time would be productive.

**(2) Social and Emotional Development.** Social and Emotional Development. 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 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. Unresolved trauma and personal issues can lead to behavioral issues. Approaching students who are “acting out” with kindness and understanding will go a long way as students experience higher academic stress levels. 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.

7.3.1

## Challenges to Implementation

Staffing continues to be an issue for many after school programs. Many teachers are simply burned-out by the end of the regular school day,

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detering some from accepting an after school position and often, it seems, robbing energy from those who do accept the task.

Academic achievement is another struggle for many students. It is likely that teaching and learning during the pandemic, with little or no in-person instruction, exacerbated learning gaps that struggling students are experiencing.

Many schools are also faced with challenges caused by some students' social and emotional development having been delayed by schooling interruptions during the pandemic. Teachers often report that students coming back to school 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.

### 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. According to FY2023 data from the Georgia Department of Education, at Mt. Carmel Elementary School, more than 73.44% of students were NSLP-eligible; at Sweetwater Elementary School, 84.63% of students were NSLP-eligible; and, at Lithia Springs High School, 71.22% of students were NSLP-eligible. In the Douglas County School District, 64.59% of students were NSLP-eligible this year.

7.4

## Progress toward Sustainability

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

Communities in School of Douglas County (3)

DCSS-Food Service (3)

DCSS-Teachers (3)

Douglas CORE (3)

Chick-fil-A (2)

Douglas County School System Title I Parent Coordinator

Gables Sporting Goods

Publix

West Georgia Regional Library STEAM Engine

Jennifer Casteel

Katherine Wallace

Stevie B's Pizza

Wendy's Restaurants

William Sherman



## 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 21<sup>st</sup> 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 21<sup>st</sup> 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 focus 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 focus 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

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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 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.