



Georgia Department of Education
 21st Century Community Learning Centers
 FY 23 Common Data Elements Form



Subgrantee: FOCUS		Date: June 30, 2023
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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:	159	Number:	180	Number:	154	Number:	43	Number:	149

2. Objectives									
Total Objectives			Met		Not Met			Other	
Number:	8	Number:	6	Number:	2	Number:	0		

3. GTID									
Number of Student GTIDs Reported in Transact/Cayen				180					

4. Report Card Grades									
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4A. English Language Arts									
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade			
	Number	A	B	C		D or F	Number	A	B
16	27	64	50	23	25	33	55	52	15
Identify the preferred if it is not letter grades						Numeric Grades			

4B. Math									
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade			
	Number	A	B	C		D or F	Number	A	B
16	30	74	40	20	23	32	60	43	22
Identify the preferred if it is not letter grades						Numeric 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		
	%	1	%	7	%	12	%	53	%	26	
	Survey Question #2: Participates in class and is attentive?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	2	%	5	%	14	%	60	%	18	
	Survey Question #3: Demonstrates a motivation to learn?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	119	%	2	%	4	%	17	%	56	%	21
6. Partners											
Number of Partners	Total Amount of Contributions										
24	\$34,723.00										



FOCUS
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
FOCUS 2022-2023 Evaluation

Reporting Information

School District

Douglas County School System

Project Director

Mitzi Teal
Communities in Schools of Douglas
County 770-651-2039

Evaluators

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Participating Schools

Chapel Hill Middle School
Chestnut Log Middle School
Turner Middle School

Site Coordinators

Jane Rookard and Cheronda Minnis
Arnold
Chapel Hill Middle School

Mikki Lucas
Chestnut Log Middle School

Claudia Copeland and Camish Foster
Turner Middle 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 21st CLC Database CISDC

Communities in Schools of Douglas County DCSS

Douglas County School System

CERS Center for Evaluation and Research Services

CHMS Chapel Hill Middle School

CLMS Chestnut Log Middle School

TMS Turner Middle 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, Jane Rookard, Cheronda Minnis-Arnold, Mikki Lucas, and Claudia Copeland and Camish Foster, 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 fourth year of its 21st Century Community Learning Centers grant program funded by the Georgia Department of Education. The program, known as FOCUS, serves students at Chapel Hill Middle School (CHMS), Chestnut Log Middle School (CLMS), and Turner Middle School (TMS). FOCUS 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 FOCUS 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 51 students were served at CHMS. Of these, 46 students attended the CHMS program for 30 days or more. At CLMS, a total of 62 students were served, with 9 attending for 30 days or more. At TMS, a total of 67 students were served, with 12 attending for 30 days or more. All three of the FOCUS sites reached their target enrollment. In total, there were 180 students ($51 + 62 + 67 = 180$) served in the FOCUS program, with 154 regular attendees ($46 + 53 + 55 = 154$). The attendees of the FOCUS program are shown by grade level in Figure 1.

FOCUS Total Registered Attendees by Grade

Level

6TH 7TH 8TH

CHMS CLMS TMS FOCUS

Figure 1. FOCUS 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 FOCUS are summarized in Table 1.

*FOCUS 2022-2023 Evaluation*Table 1. FOCUS 21st Century Goals and Objectives

<i>Measurement Tools</i>	<i>Activities</i>	<i>Timeframe</i>
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.		
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
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 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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FOCUS 2022-2023 Evaluation

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.		
<p>Pre-program surveys, parent and teacher surveys</p> <p>Report card feedback and comments</p> <p>Review of grade book for homework grades</p>	<ul style="list-style-type: none"> a.) Agenda book messages with homework listed and missing assignments noted b.) Review of grade book looking for homework completion grades every two weeks. c.) Parent and teacher survey 	<ul style="list-style-type: none"> a.) Daily agenda message review and homework messages. b.) Every-two weeks grade book review c.) Pre-survey upon orientation – teacher and parent <p>Mid-year survey from classroom teacher & End of year survey from parent and teacher</p>
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.		
<p>Progress notes each three weeks, report cards each six weeks, agenda messages, teacher survey, behavior report from Infinite Campus</p>	<ul style="list-style-type: none"> a.) Agenda book message checks b.) Speakers, counseling services, conferencing, Role playing activities, character development seminars c.) Teacher survey to measure progress 	<ul style="list-style-type: none"> a.) Daily agenda review throughout the school year b.) Program schedules showing youth development activities held weekly c.) Pre and post (end of year)
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. 50% will report increased engagement and understanding of their child's academic progress.		
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 FOCUS 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 FOCUS evaluation during 2022-23: (1) to provide detailed information about the continuing FOCUS 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 FOCUS 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. Jane Rookard and Cheronda Minnis-Arnold were site coordinators for CHMS. Mikki Lucas served as site coordinators for CLMS. Claudia Copeland and Camish Foster is site coordinator at TMS. 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 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 21st 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 FOCUS 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

	<u>CHMS CLMS TMS Total</u>							
Parent Surveys Completed	% Completed per							
No. of Regular Attendees at the School Site	48	56	23	127	41	50	42	133

Regular Attendees 117% 112% 55% 95%

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 FOCUS after-school program. The purpose of the survey was to assess whether regular-school-dayteachers believed that student participants' behavior related to academic performance had changed during their involvement with FOCUS 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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Thirty-five teacher survey responses were received from teachers at CHMS, 41 results from CLMS, and 43 results from TMS, for a total of 119 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 FOCUS 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 35 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 FOCUS 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

Student Surveys Completed	% Completed per Active
No. of Students Targeted by the Grant Application	40 59 37 136 50 52 57 159
No. of Students Active at the Time of Student Survey	41 53 55 154

Students 98% 111% 67% 88%

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 FOCUS 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 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 FOCUS 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 FOCUS 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 FOCUS 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 FOCUS program, as identified in the APlus Information System, are listed below. Other activities are described in the

formative evaluation reports for fall and spring.

- Awards Night • Lights On After Dark • GMAS Parent Preparation Night • Math Night
- Parent Orientation • Social and Wellness Night • Academics • Homework
- College and Careers • Character Education • E/LA Night • Family Game Night • Parent Advisory Meeting • Parent Newsletter

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3.2 Program Operation

Table 4

Summary of Program Operations

<u>Site</u> <i>Total No.of</i>	<u>Weeks Open</u> <i>Typical No. of Days per Week</i>				<u>Typical No.of</u> <i>Hours per Week</i>				<u>Summer</u> <i>perSummer</i>								
	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>	<u>Week</u> <i>No. of</i>					
CHMS	32	5	12	4	20	CLMS	32	5	12	4	20	TMS	32	5	12	4	20

3.3 Student Attendance and Enrollment

During the school year, 180 students attended the FOCUS program for one day or more. The numbers of days attended by students are summarized in Figure 3. Of the students who attended the FOCUS program for one day or more, 26 (14%) 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 FOCUS program for one day or more, 154 (86%) attended for 30 days or more and are defined as Regular Attendees.

FOCUS Attendance Rates

<30 DAYS >=30 DAYS TOTAL Series1 Series2 Series3 Series4

Figure 3. Student Attendance. Source: APlus Information System. 3.4

Student Demographics

The demographic information for the 180 students who participated in the FOCUS program is presented in Table 5.

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Table 5

Total Students

% of Total	Grade	No. of Students	% of Total No. of Students	Students % of Total	CHMS CLMS TMS ALL SCHOOLS																			
					No. of Students	% of Total No. of Students	Students	% of Total																
41	11%	11	53	4%	12	42%	634	67%	30	45%	26	42%	90	50%	7	6	12%	10	15%	16	26%	32	18%	8
Gender																								
Female 21 41% 33 50% 25 40% 79 44% Male 30 59% 34 50% 37 60% 101 56%																								
Race/Ethnicity																								
American Indian /Alaskan Native 1 2% 1 1%																								
Asian 1 1% 1 1% Black 46 90% 43 64% 48 77% 137 76%																								
Hawaiian/Pacific Islander 1 1% 1 1%																								
Hispanic 1 2% 14 21% 5 8% 20 11% White 3 6% 6 9% 4 6% 13 7% Multi-racial/NA 1 2% 2 3% 3 5% 6																								
Other																								
Not English Proficient 72%																								
Economically Disadvantaged 2 4% 6 9% 1 2% 7 4% 15 29% 59 88% 56 90% 130																								
Special Education 3 6% 7 10% 9 15% 19 11%																								
Total Students 51 67 62 180																								

Source: APlus

Information System

3.5 Student Attendance

The average daily student attendance was 33 students for CHMS, 37students for CLMS, and 38 for TMS (APlus Information System).

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3.6 Adult Family Member Attendance

During the school year, the FOCUS program served 149 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, 100% indicated they attended two or more events this year.

FOCUS Parent Attendance

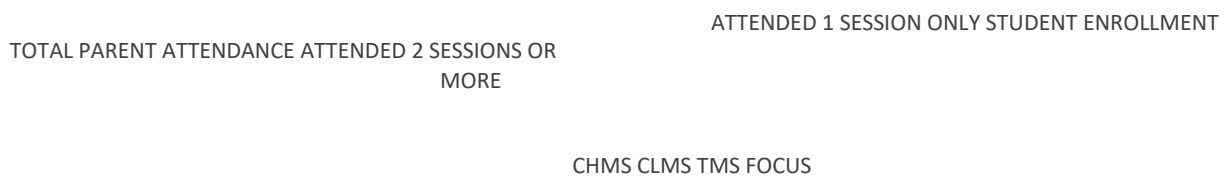


Figure 4. FOCUS Parent Event Attendance recorded by Parent Survey. *Sources:* ParentSurvey.

3.7 Program Staff

Table 6

Ratios of Students to Teacher

CHMS CLMS TMS

- Academic 12:1 12:1 12:1 • Enrichment 15:1 15:1 15:1

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 5 in English Language Arts and Math for selected students who participated in the FOCUS program at CHMS, CLMS, and TMS.

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 154 students who attended the FOCUS program: 47 from CHMS, 59 from CLMS, and 48 from TMS. Sixteen percent (24 of 154) 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, 4 of 47 CHMS students (9%) met the goal, along with 8 of 59 (14%) at CLMS and 12 of 36 (33%) at TMS.

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 FOCUS program there were 160 total students with end-of-year Lexile scores. Thirty-two percent (51/160) 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, 31 of 46 (67%) of CHMS students – regardless of their grade level – had Lexile scores that placed them within or below the 3rd grade band. At CLMS, 39 of 60 (63%) placed in the grade 3 band or below. At TMS, 25 of 47 (53%) placed in grade 3 band or below. This starting point for most of the FOCUS 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, and each individual site, met this objective. CHMS identified 27 of 47 (57%) students with Lexile scores as increasing from fall to spring. CLMS identified 42 of 61 (69%) students with an increase, and TMS identified 32 of 52 (62%) students showing an increase in Lexile scores from fall to spring. Within FOCUS as a whole, 101 students of 160 (63%) showed an increase in Lexile scores from fall to spring.

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CHMS LEXILE SCORES by Grade Band			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	24
6	925 to 1070	Within Band	4
		Exceed Band	4
		Under Band	2

7	970 to 1120	Within Band	2
		Exceed Band	1
		Under Band	8
8	1010 to 1185	Within Band	0
		Exceed Band	2

CLMS LEXILE SCORES by Grade Band

Grade	Lexile Band	Score Classification	Number of Students
		Under Band	17
6	925 to 1070	Within Band	4
		Exceed Band	5
		Under Band	15
7	970 to 1120	Within Band	0
		Exceed Band	1
		Under Band	12
8	1010 to 1185	Within Band	5
		Exceed Band	2

TMS LEXILE SCORES by Grade Band

Grade	Lexile Band	Score Classification	Number of Students
		Under Band	16
6	925 to 1070	Within Band	1
		Exceed Band	4
		Under Band	8
7	970 to 1120	Within Band	2
		Exceed Band	0
		Under Band	7
8	1010 to	Within Band	3

	1185		
		Exceed Band	11

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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 149 students who attended the FOCUS After School Program, 47 from CHMS, 60 from CLMS, and 42 from TMS. Seventeen percent (26 of 149) 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 47 CHMS students (11%) met the goal, along with 17 of 60 (28%) at CLMS and 4 of 42 (9%) at TMS.

FOCUS Results For Mathematics

4.2 Academic Performance: Grades

One of the objectives of the FOCUS 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, 51% (24/47) of students who were regular attendees in the CHMS 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, 72% (34/47) of students that were regular attendees in the CHMS 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.

DECREASED GRADE MAINTAINED D OR F MAINTAINED A, B, OR C INCREASED GRADE ELA Math

Figure 5. CHMS Report Card Grade Changes from 1st to 4th Nine-Weeks. Source: DCSS.

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Eighty-one percent (47/58) of students that were regular attendees in the CLMS 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, 86% (50/58) of students that were regular attendees in the CLMS 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).

DECREASED GRADE MAINTAINED D OR F MAINTAINED A, B, OR C INCREASED GRADE ELA Math

Figure 6. CLMS Report Card Grade Changes from 1st to 4th Nine-Weeks. Source: DCSS.

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As shown in Figure 7, 80% (41/51) of students that were regular attendees in the TMS 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 ELA. Additionally, 73% (38/52) of students that were regular attendees in the TMS 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.

DECREASED GRADE MAINTAINED D OR F MAINTAINED A, B, OR C INCREASED GRADE ELA Math

Figure 7. TMS Report Card Grade Changes from 1st to 4th Nine-Weeks. Source: DCSS.

Finally, as shown in Figure 8, 72% (112/156) of students that were regular attendees in the FOCUS 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, 78% (122/157) of students that were regular attendees in the FOCUS 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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DECREASED GRADE MAINTAINED D OR F MAINTAINED A, B, OR C INCREASED GRADE ELA Math

Figure 8. Report Card Change Summary for FOCUS.

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Reporting GPRA Measures for FOCUS

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.

GPA data for the sites and club was not available.

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 FOCUS there were 12 students who had an attendance rate lower than 90% in 2022, and 5 of 12 (42%) 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 FOCUS there were 33 of the 162 students attending who were in ISS during 2022. Of those, 20 of 33 (61%) 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.

There were no students in FOCUS at those grade levels.

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 FOCUS 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.

- 93% of the parents who responded indicated they strongly agreed or agreed the FOCUS helped their child to complete homework.
- 61% of the parents who responded indicated they strongly agreed or agreed the FOCUS helped their child to improve in behavior.
- 96% of adult family members who responded to the survey were satisfied or very satisfied with the FOCUS 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 FOCUS 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 83% 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 (86%) 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 93% 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 92% 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 FOCUS 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 FOCUS program and completed the student survey.

- 87% of students who responded to the student survey reported that the after-school program helped them to complete their homework.
- 78% of student respondents reported that they had improved in academics.
- 85% 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 FOCUS 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

11. Responses were from after-school workers who participated in the FOCUS program and completed the after-school worker survey.

There were a total of 30 after-school workers in the FOCUS who completed the survey. Ninety-five percent of the after-school workers who responded to the question (20/21) indicated that they were satisfied with the professional development they received during the year.

IN AN EMERGENCY (I.E., FIRE SAFETY, TORNADOES, ...
I AM KNOWLEDGEABLE ABOUT THE PROCEDURES TO ENSURE

COMPLIANCE WITH HEALTH AND SAFETY LAWS (I.E., ...
I AM KNOWLEDGEABLE ABOUT THE RELATIONSHIP BETWEEN

THE AFTER SCHOOL PROGRAM ACTIVITIES AND THE GOALS ...
I AM KNOWLEDGEABLE ABOUT THE AFTER SCHOOL

POLICIES/PROCEDURES.
I KNOW EFFECTIVE POSITIVE TECHNIQUES FOR MANAGING

STUDENT BEHAVIOR.
I AM PROFICIENT IN TIME MANAGEMENT AND CLASSROOM

MANAGEMENT.
I KNOW EFFICIENT METHODS FOR CONDUCTING ATTENDANCE

CHECKS AND DISMISSALS (CHECKOUT PROCESS) DURING THE ...
I AM KNOWLEDGEABLE ABOUT HOW TO PROVIDE LESSONS

THAT MOTIVATE AND CHALLENGE STUDENTS.
I AM KNOWLEDGEABLE ABOUT HOW TO PROVIDE

INSTRUCTION THAT ENCOURAGES STUDENT ENGAGEMENT ...
I AM KNOWLEDGEABLE ABOUT HOW TO PROVIDE STUDENTS

OPPORTUNITIES TO MAKE CHOICES ABOUT THEIR LEARNING.
I AM KNOWLEDGEABLE ABOUT THE ALIGNMENT OF AFTER

SCHOOL AND REGULAR SCHOOL DAY CURRICULUM.

I AM PROFICIENT IN MATH TUTORING OR ENRICHMENT.

I AM PROFICIENT IN LITERACY/READING TUTORING OR

ENRICHMENT.
I AM PROFICIENT IN PROVIDING HOMEWORK HELP TO AFTER

SCHOOL STUDENTS.

0 5 10 15 20 25

Confident in my skill/ability in this area Would like more training in this area

Figure 9: FOCUS 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 schoolyear is summarized in Table 7.

Objectives	2020 Status	2021 Status	2022 Status	2023 Status	Comments
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<p>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.</p>	Waived	Not Met	Not Met	Met	<p>Met CHMS 9% increased 6% or more CLMS 14% increased 6% or more TMS 33% increased 6% or more</p>
<p>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.</p>	Waived	Not Met	Not Met	Not Met	<p>FOCUS 16% increased 6% or more CHMS 11% increased 6% or more CLMS 28% increased 6% or more TMS 9% increased 6% or more</p>
<p>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.</p>	Not Met	Not Met	Not Met	Not Met	<p>FOCUS 17% increased 6% or more CHMS 72% increased or A, B, C CLMS 86% increased or A, B, C TMS 73% increased or A, B, C FOCUS 78% increased or A, B, C</p>
<p>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.</p>	Not Met	Met	Met	Met	<p>CHMS 57% Increased Lexile scores CLMS 69% Increased Lexile scores TMS 62% Increased Lexile scores</p>
<p>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.</p>	Met	Met	Met	Met	<p>FOCUS 63% Increased Lexile scores Regular Day Teachers of students in the FOCUS program indicate that 92% of students improved in homework; 93% of parents and 87% of students reported improvement.</p>
<p>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.</p>	Met	Met	Met	Met	<p>Regular Day Teachers of students in the FOCUS program indicate that 83% of students improved or maintained satisfactory behavior; 61% of parents and 76% of students indicated improved behavior</p>
<p>attend two or more parent sessions per year.</p>	Met	Met	Met	Met	<p>Parents attended two or more parent sessions: CHMS 100%, CLMS 98%, TMS 100%, FOCUS 99%</p>
<p>3.2 50% will report increased engagement and understanding of their child's academic progress.</p>	Met	Met	Met	Met	<p>As indicated in the Parent Survey, more than 50% of the parents reported increased engagement.</p>

Success Stories

Sam, a fifth-grade student, was not doing well in school and had a lot of homework assignments missing. He failed during the 1st nine-week grading period, but at the beginning of the 2nd nine-week grading period Sam entered the afterschool program. He worked with his afterschool teacher every day to get his homework done and shore up skills that he was struggling with. Sam got his 2nd nine-week grades and he passed every single subject! All of the afterschool teachers were proud of him and his accomplishment.



The site coordinator cited a different child, an eighth grader who has been in the program since sixth grade, as a success story. As she tells the story, "I actually taught him in sixth grade because two years ago, I taught sixth grade. And I taught him math. And oh my gosh. He didn't have an IEP so there was no learning disability that has been recognized for him. But I'm telling you, we started with addition in sixth grade. I'm not kidding. And it was one of those things that by the end of the year, he had made such progress working in my classroom during the day and also in the after-school program. Could I say he was on a sixth-grade level? No, absolutely not. But did he grow one or two grades? Absolutely. When I graded him, I passed him because he did a lot. Seventh grade, I didn't teach him anymore, but he's still in our after-school program. And I would say he probably gained two grade levels then, too. Now he's in eighth grade, and there are still struggles. Eighth grade math is really different for them. Really different. That's when you stop doing the simple math and you start getting to the abstract math. He's still having struggles but he's still giving me 110% with

Chestnut Log Middle



his math all the time. And he's passing.”

Turner Middle School

Jesse and Jordan were two students who came to the afterschool program scores and

Lexile levels have increased and I'm proud of them!



with large learning gaps. After a lot of communication with their day school teachers we were able to identify what work had not been completed and complete it during the afterschool program. Both Jesse and Jordan's STAR

Program Highlights and Areas for

Improvement 7.1 Program Highlights

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

Student Participation

FOCUS served 180 students this year. Eighty-six percent of students who registered for the FOCUS program attended 30 days or more. The average daily attendance for Chapel Hill Middle School was 33, for Chestnut Log Middle School was 37, and for Turner Middle School was 38.

Participation of Adult Family Members

FOCUS served 149 adult family members. This included 45 from Chapel Hill, 52 from Chestnut Log, and 52 from Turner. The overall participation rate was 83% of student program enrollment. This included 88% at Chapel Hill, 85% at Chestnut Log, and 82% at Turner.

Student Grades

At Chapel Hill Middle School, the number of students maintaining an A, B, or C average or increasing their average in Math was 72%, a decrease over last year's 87% rate. At Chestnut Log Middle School, the number of students maintaining an A, B, or C average or increasing their average in Math was 86%, a slight decrease over last year's rate of 87%. At Turner Middle School, the number of students maintaining an A, B, or C average or increasing their average in Math was 73%, which is an increase over last year's rate of 70%. The overall FOCUS program was at 78%.

Of the students participating in the program 30 or more days, 57% of Chapel Hill students increased their Lexile scores during the year. At Chestnut Log Middle School 69% of the students increased their Lexile Scores. At Turner Middle School 62% of the students increased their Lexile scores. The overall FOCUS program percentage of students increasing their Lexile score was 63%.

Student Attitudes toward School

According to responses gathered from the student survey, 87% of responding students said that the FOCUS program helped them to complete their homework. Additionally, 78% of students reported that they had improved their academics, and 85% reported they liked FOCUS ASP.

Adult Family Member Attitudes toward the FOCUS Program

A total of 149 parents/adult family members were served by the FOCUS program. According to responses gathered from the parent survey, 93% of respondents said that the FOCUS program helped their child to complete their homework and 96% said that they were either very satisfied or satisfied with FOCUS After School Program. Of the parents who completed the survey, 99% reported that they attended two or more events this year.

7.2 Areas for Improvement and Recommendations

(1) Beginning with the 2022-23 school year, the FOCUS program's academic achievement goals changed to require at least 50% of students to show a minimum 6% increase in their STAR assessment proficiency scores between the fall and spring administrations of the test. Only Chestnut Log met this requirement. Overall, the program only showed a 27% increase.

In mathematics, the required objective also was to have at least 50% of students show a proficiency score increase of at least 6% between fall and spring administrations of the STAR test. As with reading, this goal was not met at the program level, with only Chestnut Log exceeding the 50% mark.

While mathematics increases at two sites and the program overall fell short of the 50% goal, performance here was substantially stronger than on the STAR ELA assessment. It is possible that at least some level of student performance on standardized math assessments can be influenced by reading ability. The program should study which types of STAR (and other) test questions are more difficult for students. It may well be that attention to E/LA shortcomings could lead to improved student performance on non-computational aspects of the math tests.

With regard to Lexile scores, the program was expected to show at least 50% of students increasing their scores between fall and spring. Chapel Hill (70%), Chestnut Log (76%), Turner (89%), and the FOCUS program as a whole (78%) all met this requirement.

While increasing Lexile levels is important, it does not mean that students are achieving at their grade level. We strongly recommend that program staff work to identify ways to increase ELA skills other than reading while at the same time continuing their successful efforts to help students continue improving their reading ability.

(2) Staffing issues have been a real problem this year due for ASPs due to the lack of teachers agreeing to extend their work hours at some sites. The FOCUS ASP has also 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 is 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

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engage day school faculty in the ASP. Reimagine ways to connect with 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 for them 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.

(3) There is an intense focus for teachers in both the day school and ASPs to close the learning gap. 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 accelerated learning and motivational activities has shown to be an 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. Taking an intentional, consistent approach to classwork and homework completion over time will further support student's re-entry to in-person learning and should lessen teacher frustration. 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.

(4) Research also shows that school closures were especially difficult for U.S. students who are living with serious emotional or behavior difficulties such as depression, anxiety, 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 levels of academic stress. 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, deterring 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.

Despite the learning gap issues, students, staff and parents of the FOCUS program remain supportive of the afterschool programs. Indeed, the program has met all objectives other than the 6% score increase requirement. This is a substantial achievement that should be celebrated, even as work to remediate pandemic-related learning losses continues.

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

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Chapel Hill Middle School 55.01% of students were NSLP-eligible; at Chestnut Log Middle School, 77.82% of students were NSLP-eligible; and, at Turner Middle School, 81.22% 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 FOCUS site coordinators have actively sought community partners to provide in-kind services not provided by the grant. Active community partnerships reported by the FOCUS program are the following:

Communities in School of Douglas County (3)

DCSS-Food Service (3)

DCSS-Teachers (3)

Douglas CORE (3)

Douglas County School System Title I Parent Coordinator

Chick-fil-A

Little Caesars Pizza

Publix

Buffalo Wild Wings

Impact Inc.

Mikki Lucas

Tanner Health Care

TMS 21st CCLC Staff

Wendy's

A

A 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 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 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

<p>Current Community Stakeholders Strategic Interest</p> <p>Douglas County School System Help students who are having academic challenges to be successful.</p> <p>Communities In Schools of Douglas County to help young people successfully learn, stay in school and prepare for life.</p> <p>Connect community resources to schools</p>	
<p>Douglas County Chamber of Commerce</p>	<p>The local business community is invested to achieve a stronger workforce.</p>
<p>Local Law Enforcement</p>	<p>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.</p>
<p>Public Health Department and local medical centers (WellStar and Tanner)</p>	<p>substances.</p>
<p>CORE (The Georgia Family Connection site for Douglas County)</p> <p>Would like students to make healthy decisions about tobacco and addictive</p>	<p>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.</p>
<p>Juvenile Justice</p>	<p>Desires a decrease in the number of students who enter the Juvenile Justice system annually.</p>
<p>Partners in Education (PIE) of Douglas County</p>	<p>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.</p>

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.

