



Lithia Cohort

21st Century Community Learning Centers

Annual Evaluation Report

2016-2017

Prepared for the Georgia Department of Education by

GeorgiaStateUniversity. 

Center for Evaluation and Research Services

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June 2017

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Lithia Springs Elementary School

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Reporting Period

August 2016 – June 2017

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Note to the Reader

The following abbreviations are used in this report:

APlus	Academic Plus Georgia 21 st CLC Database
CISDC	Communities in Schools of Douglas County
DCSS	Douglas County School System
CERS	Center for Evaluation and Research Services
AWES	Annette Winn Elementary School
BES	Beulah Elementary School
LSES	Lithia Springs Elementary School
GaDOE	Georgia Department of Education

Acknowledgments

Quality program evaluation requires collaborative work with a number of people. Special thanks go to Mitzi Teal for the leadership and support provided to the schools as well as for the assistance provided in planning and implementing the evaluation. Thanks also goes to Site Coordinators Maggie Horne, Miriam Lott, Michelle Bowen, Viveca Edwards, and Katherine Wallace 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 2017, the Douglas County School System, in partnership with Communities in Schools of Douglas County, completed the 2016-17 year of its 21st Century Community Learning Centers grant program funded by the Georgia Department of Education. The program, known as Lithia Cohort, is completing its second year of program implementation, and it serves students at Annette Winn Elementary School (AWES), Beulah Elementary School (BES), and Lithia Springs Elementary School (LSES). The Lithia Cohort program 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 Lithia Cohort program are specifically designed to instill in the student a lifelong love of learning. Additionally, all of the activities take place in a safe and productive environment.

1.2

Program History

A total of 56 students were served at AWES. Of that number, 55 attended the AWES program for 30 days or more. At BES, a total of 43 students were served, with all attending for 30 days or more. Finally at LSES, a total of 71 students were served, with 67 attending for 30 days or more and 4 attending fewer than 30 days. The target enrollment for each Lithia Springs site was exceeded. In total, there were 170 students ($56+43+71 = 170$) served in the Lithia Cohort program, with 165 regular attendees ($55 + 43 + 67 = 165$). The total attendees of the Lithia Cohort program are shown by grade level in Figure 1.

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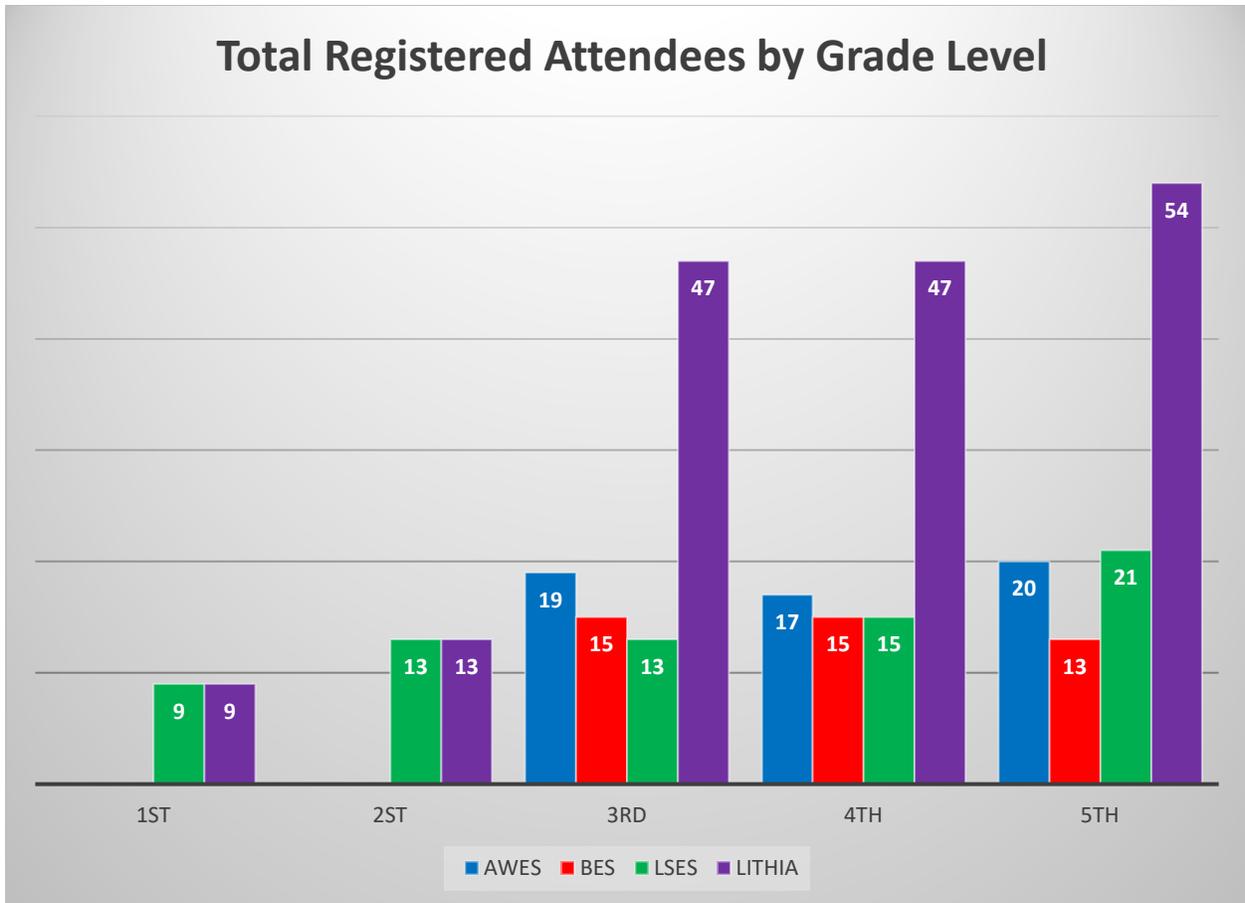


Figure 1. Lithia Cohort Attendees by Grade Level 2016-2017. Source: APlus Information System.

1.3

Program Goals, Objectives, Activities, and Benchmarks

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

Table 1. Lithia Cohort Goals and Objectives

<i>Measurement Tools</i>	<i>Activities</i>	<i>Timeframe</i>
Goal 1. Improve Academic Achievement		
Objective 1.1. 53% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Reading/ELA Georgia Milestones.		
Georgia Milestones Scores	a) Homework Assistance b) Computer based assessments/- activities & Enrichment sessions c) Accelerated Reader Reports d) Georgia Milestones	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) Georgia Milestones given in April of each year and retake assessments in May.
Objective 1.2. 70% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Math Georgia Milestones.		
Georgia Milestones Scores	a) Homework Assistance b) Mini-lessons/activities & Enrichment sessions and Clubs c) Georgia Milestones	a) Daily & weekly monitoring b) Weekly sessions offered - multiple times per week c) Georgia Milestones given in April of each year and retake assessments in May.
Objective 1.3. 70% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Science Georgia Milestones.		
Georgia Milestones Scores	a) Homework Assistance b) Mini-lessons/activities & Enrichment sessions & Clubs c) Georgia Milestones	a) Daily & weekly monitoring b) Sessions offered multiple times per week c) Georgia Milestones given in April of each year and retake assessments in May.
Objective 1.4. 70% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Social Studies Georgia Milestones		
Georgia Milestones Scores	a) Homework Assistance b) Mini-lessons/activities & Enrichment sessions & Clubs c) Georgia Milestones	a) Daily & weekly monitoring b) Weekly sessions offered - multiple times per week

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<i>Measurement Tools</i>	<i>Activities</i>	<i>Timeframe</i>
		c) Georgia Milestones given in April of each year and retake assessments in May.
Objective 1.5. Of the 21st CCLC Grant students participating in 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 if grade is below an A.		
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 1.6. Of the 21st CCLC Grant students participating in program 30 days or more, 80% will exhibit an annual academic improvement from or maintain (A, B or C or 2, 3) in Reading as measured by the school report card if grade is below an A.		
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 – collection of report cards/progress notes scheduled every 3 weeks
Objective 1.7. At least 85% 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.		
Progress notes each three weeks, report cards each six weeks, AIMSWeb Assessment	a) Progress report evaluations with classroom teachers b) Agenda book messages with homework listed and missing assignments noted, c) Teacher survey to measure progress	a) Daily agenda review throughout the school year b) Biweekly grade book review c) Pre - Post (at end of year) data from teacher surveys.
Objective 1.8. 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 3 weeks, report cards each 6 weeks, agenda messages, teacher survey, behavior report from Infinite Campus	a) Speakers, counseling services, conferencing b) Role-playing activities, character development seminars c) Teacher survey to measure progress	a) Daily agenda review throughout the school year b) Biweekly grade book review c) Pre and Post (at end of year) data from teacher surveys
Goal 2. Increase family involvement		
Objective 2.1. 50% of the registered and active parents will attend two or more parent sessions per year.		

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<i>Measurement Tools</i>	<i>Activities</i>	<i>Timeframe</i>
Calendar of events, parent needs assessment survey,	a) Parent sign-in b) Schedule of parent education sessions, c) Parent activity interest survey	a) Each event 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 2.2. Of the family members who participate in 3 or more family involvement/-education/literacy activities, 50% will report increased engagement.		
Sign in sheets and agenda from parent sessions, calendar of events, parent needs assessment survey,	a) Event sign in sheet b) Schedule of parent education sessions, c) Parent activity interest survey	a) Collected at each parent session b) Schedule event posted each month in APLUS c) Parents will be given an evaluation survey at each parent education/involvement/literacy session.
Goal 3. DCSS will develop programs grounded in scientifically based best practices and engage the community.		
Objective 3.1. At least 80% of after-school teachers will report satisfaction with the level of professional development received related to best practices by the end of the school year.		
Prof. development logs, copies of conference attendance certificates, staff professional development survey	a) Professional development survey to determine needs and level of satisfaction b) Staff attending conference, school professional	a) Professional development needs assessment pre and post survey in fall and spring. b) Collection of sign in sheets, log of sessions taken and completed after each class
Objective 3.2. DCSS and CISDC will establish and maintain partnerships with at least 10 civic, community, business, or faith based partners annually.		
Partner list, copy of partner agreement or contribution thank you letters, data entry in AfterSchool 21 system	a) The Partners in Education committee will provide assistance workshops b) Speakers for events, volunteer for events, mentor students, donate materials.	(a & b) Community collaboration data entered in APLUS monthly.

Evaluation Overview and Methods

2.1

Evaluation Overview

The Center for Evaluation and Research Services (CERS) is the independent, third party evaluator for the Lithia Cohort program. A part of the Georgia State University College of Education and 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 Lithia Cohort program evaluation during 2016-17: (1) To provide detailed information about the continuing Lithia Cohort 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 2017-18 school year, the evaluation of objectives and information obtained from the staff interviews and parent, staff and student surveys will be shared with the Lithia Cohort 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. This year, Maggie Horne and Miriam Lott were site coordinators for AWES. Michelle Bowen and Viveca Edwards are site coordinators at BES. Also, Katherine Wallace is site coordinator at LSES. The Project Director meets with the site coordinators on a regular basis to review program operations and identify areas that need to be improved. The site coordinators also participate in professional development implemented by the Project Director. The Project Director has attended sustainability training, coaching for continuous improvement, youth driven spaces promoting youth voice and grant writing sessions in addition to other relevant training.

2. The Project Director reports evaluation findings to the school district and works with instructional staff at the district level to include 21st CCLC programs and evaluation results in the District School Improvement plan. An LEA Implementation Plan is created from district-level and school-specific trend data analysis. This analysis becomes a part of the Consolidated Application-Comprehensive Plan of the district.

3. The Project Director presents data and evaluation results to the Communities in Schools of Douglas County Board of Directors at quarterly meetings. The role of this volunteer Board is to identify ways of supporting the school improvement plan through suggestions for additional partnerships and financial support through donations.

4. All the Site Coordinators and Professional Development coordinators attended the ASYD conference training this year to prepare for the roll out of new Georgia Standards of Excellence (GSE) for Science and Social Studies.

5. During July 2017, 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 will inform the implementation of the 21st CCLC program for 2017-2018.

2.3

Evaluation Methods

2.3.1. Parent Survey

During spring 2017, a survey was administered to the parents and guardians of students who participated in the Lithia Cohort 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 and whether or not that level had changed during the previous school year. The survey instrument was a 20-item, Likert-type scale survey with the following response options: 1 (*much more often than this year*), 2 (*slightly more often than this year*), 3 (*the same this year as last*), 4 (*slightly less often than last year*), and 5 (*much less often than last year*).

The completion rates for the Parent survey are summarized in Table 2.

Table 2

Parent Survey Completion Rates

	AWES	BES	LSES	Total
Parent Surveys Completed	39	18	60	117
No. of Regular Attendees at the School Site	55	36	59	150
% Completed per Regular Attendees	71%	50%	101%	78%

2.3.2. Regular School Day Teacher Survey

During spring 2017, an online survey was administered to the regular-school-day teachers of the student participants within the Lithia Cohort 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 Lithia Cohort this year. The survey has 21 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*).

Forty-five teacher survey results regarding students were received from teachers at AWES, 43 results from BES, and 66 results from LSES, for a total of 154 (96% response rate) results.

2.3.3. After-School Worker Survey

During spring 2017, a survey of actions aptitudes and confidence levels was administered to after-school workers who participated in the Lithia Cohort 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 40 after-school workers completed the survey.

2.3.4. Student Survey

During spring 2017, a survey of actions and attitudes was administered to students who participated in the Lithia Cohort 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 24 items on a 4- or 5-point scale. The 5-point rating scale points ranged from 1 (*strongly agree*) to 5 (*strongly disagree*). The 4-point rating scale points were as follows: 1 (*I like it alot; it helped me.*), 2 (*It was OK; I learned something.*), 3 (*I didn't enjoy it; it didn't help me much.*), and 4 (*I haven't done this.*).

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The completion rates of the student survey are summarized in Table 3.

Table 3

Student Survey Completion Rates

	AWES	BES	LSES	Total
Student Surveys Completed	45	36	54	135
No. of Students Targeted by the Grant Application	50	40	60	150
No. of Students Active at the Time of Student Survey	46	39	66	151
% Completed per Active Students	98%	92%	82%	89%

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 Lithia Cohort program in September and attended through January would be a regular attendee as defined by the state, but he or she might be withdrawn from the program and school during the administration of the spring survey.

2.3.5. Site Visit

The evaluators visited all three schools in the fall of 2016 and in the spring of 2017. 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. Collected and analyzed secondary data gathered from the APlus Information System
3. Collected and analyzed secondary data gathered from DCSS.

2.3.6. Data Collection Schedule

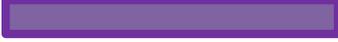
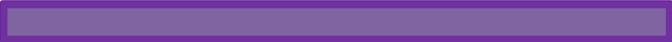
Data Collection Activity	Fall 2016	Spring 2017
Student Survey		
Parent Survey		
After-School Worker Survey		
Regular-Day Teacher Survey		
Site Visits		
Analysis of APlus Information System Data		
Other Techniques		

Figure 2. Data Collection Schedule.

Program Implementation

3.1

Program Activities

The goals of the Lithia Cohort 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 Lithia Cohort 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 Lithia Cohort 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 Lithia Cohort program, as identified in the APlus Information System, are listed below. Other activities are described in the formative evaluation reports for fall and spring.

- Activity Enrichment Center
- Intensive Academic Activities (Math)
- Intensive Academic Activities (Reading)
- Homework Assistance
- Milestones Boot Camp
- Math Boot Camp
- Parent Education
- Parent Literacy and Involvement
- Structured Recreation
- Math Sense
- Character Development
- Cultural Arts
- Civil Engineering Simulation
- Jewelry & Arts and Crats

3.2

Program Operation

Table 4

Summary of Program Operations

Site	Total No. of Weeks Open	Typical No. of Days per Week Open	Typical No. of Hours Per Week	No. of Summer Weeks Open	Typical Days during Summer
AWES	32	5	12	4	16
BES	32	5	12	4	16
LSES	32	5	12	4	16

Source: APlus Information System. Summer hours are not captured in this assessment because summer activities occur in June, and data are not available. This information will be included in next year’s report.

3.3

Student Attendance and Enrollment

During the school year, 170 students attended the Lithia Cohort program for one day or more. The numbers of days attended by students are summarized in Figure 3. Of the students who attended the Lithia Cohort program for one day or more, 5 (3%) attended for fewer than 30 days. Some of these were highly mobile families that attend school and move often. Of the students who attended the Lithia Cohort program for one day or more, 165 (97%) attended for 30 days or more and are defined as Regular Attendees.

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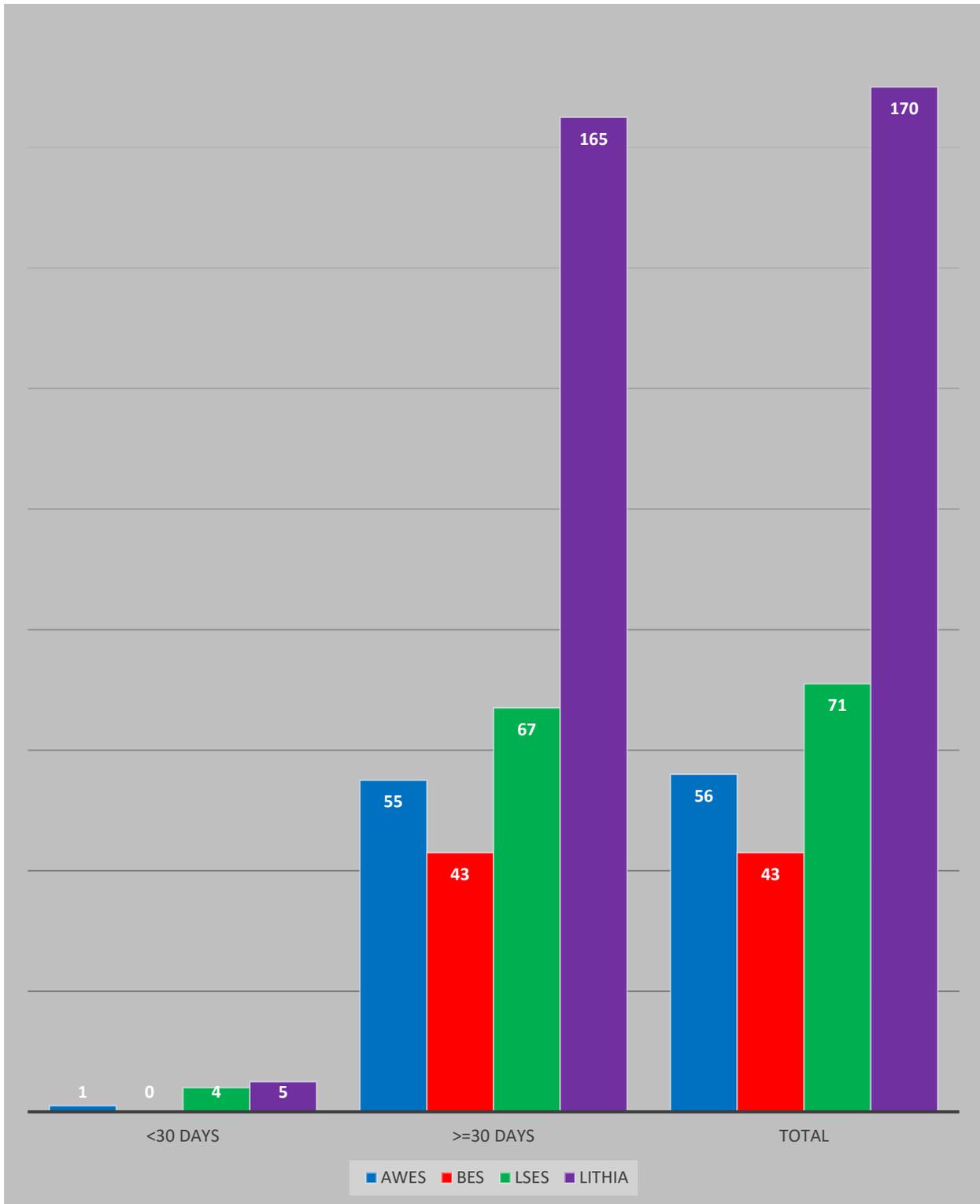


Figure 3. Student Attendance Rates. Source: APlus Information System.

3.4

Student Demographics

The demographic information for the 170 students who participated in the Lithia Cohort program is presented in Table 5.

Table 5

Students Participating

	AWES		BES		LSES		ALL SCHOOLS	
	No. of Students	% of Total						
Grade								
1	0	0	0	0	9	13%	9	5%
2	0	0	0	0	13	18%	13	8%
3	19	34%	15	35%	13	18%	47	28%
4	17	30%	15	35%	15	21%	47	28%
5	20	36%	13	30%	21	30%	54	32%
Gender								
Female	39	70%	26	60%	35	49%	100	59%
Male	17	30%	17	40%	36	51%	70	41%
Race/Ethnicity								
Asian / Pacific Islander	0	0	0	0	1	1%	1	1%
Black	25	47%	3	7%	21	30%	49	29%
Hispanic	24	43%	22	51%	38	54%	84	49%
White	6	11%	16	37%	11	15%	33	19%
Multi-racial	1	2%	2	5%	0	0	3	2%
Other								
Not English Proficient	39	70%	14	33%	30	42%	83	49%
Free/Reduced-Price Lunch	51	91%	31	72%	62	87%	144	85%
Special Education	6	11%	8	19%	5	7%	19	11%
Total Students	56		43		71		170	

Source: APlus Information System

3.5

Student Attendance

The average daily student attendance was 40 students for AWES, 35 students for BES, and 61 for LSES (APlus Information System).

3.6

Adult Family Member Attendance

During the school year, the Lithia Cohort program served 150 adult family members. The attendance pattern of these family members are shown in Figure 4. Barriers to parent participation are a lack of transportation to events and long, inflexible work hours during events. Of the 117 parents who completed the Parent Survey, 61% indicated they attended two or more events this year.

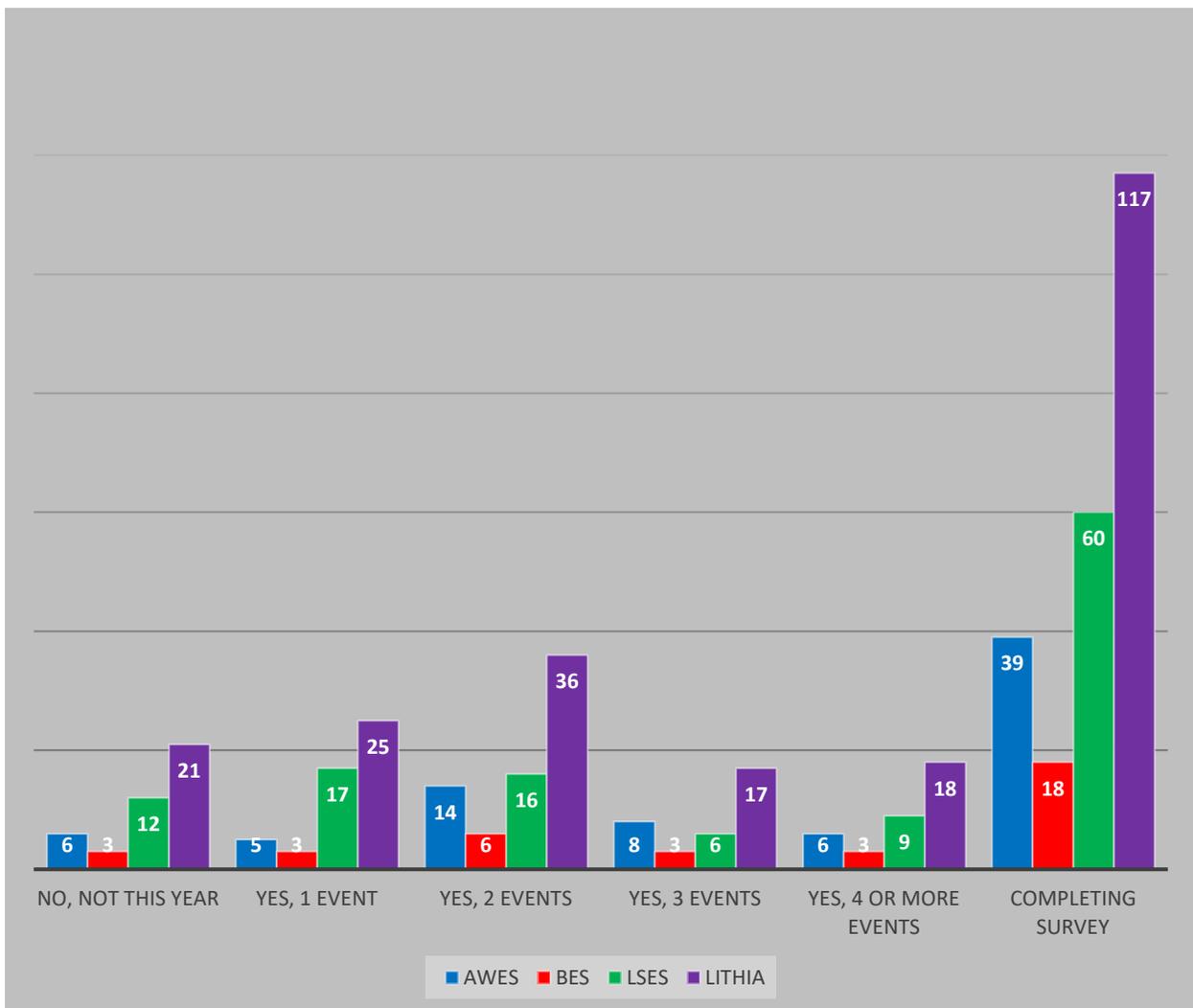


Figure 4. Lithia Cohort Parent Event Attendance and Completion of the Parent Survey. Sources: Parent Survey.

3.7

Program Staff

Table 6

Ratios of Students to Teacher

	AWES	BES	LSES
• Academic	10:1	10:1	10:1
• Enrichment	12:1	12:1	12:1
• Recreation	12:1	12:1	12:1

Sources. DCSS & Evaluator Site Visits.

Table 7

Characteristics of Program Staff

	AWES		BES		LSES		ALL SCHOOLS	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
Gender								
• Female	15	94%	18	95%	16	89%	49	92%
• Male	1	6%	1	5%	2	11%	4	8%
Race/Ethnicity								
• Black	8	50%	6	32%	4	22%	18	34%
• Hispanic	1	6%	3	16%	2	11%	6	11%
• White	7	44%	10	53%	12	67%	29	55%
• Other/Unknown	0	0%	0	0	0	0	0	0
Certification Status								
• Certified	14	88%	16	84%	15	83%	45	85%
• Not Certified	2	12%	3	16%	3	17%	8	15%
Total Staff Members	16		19		18		53	

Source: DCSS.

Days of work for the 53 staff members varied, with some working 1 day per week, some 2 days, and others 3 days or more. 45 (85%) of the Lithia Cohort staff members are certified teachers.

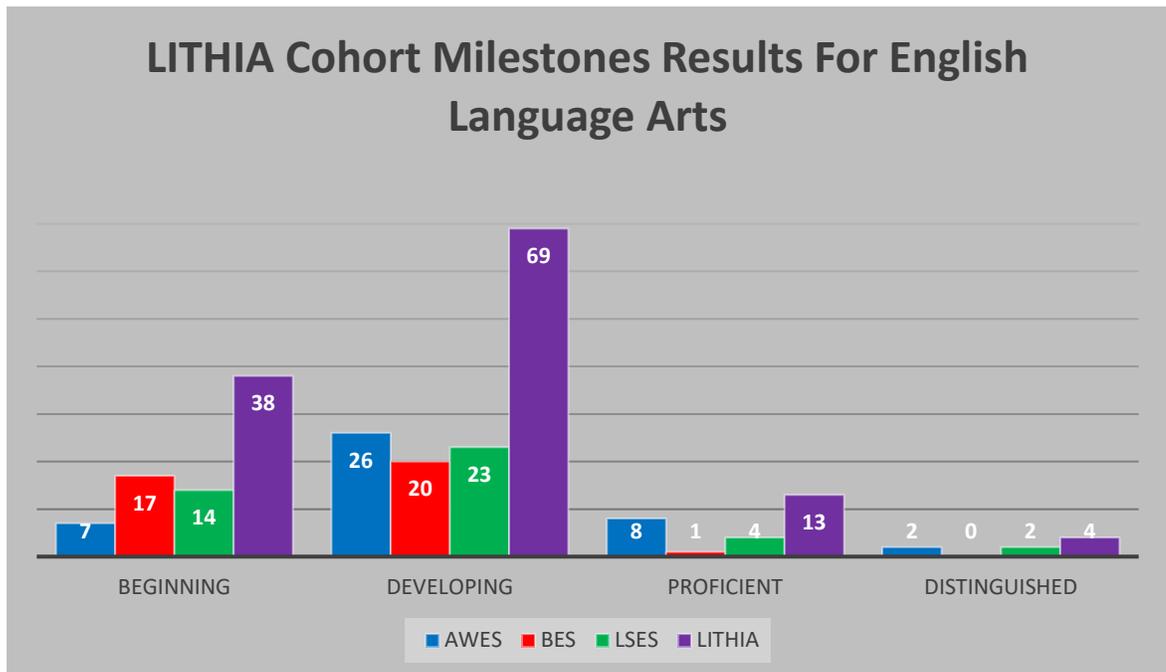
Program Outcomes

4.1

Academic Performance: Language Arts, Mathematics, Science, and Social Studies Milestones Results

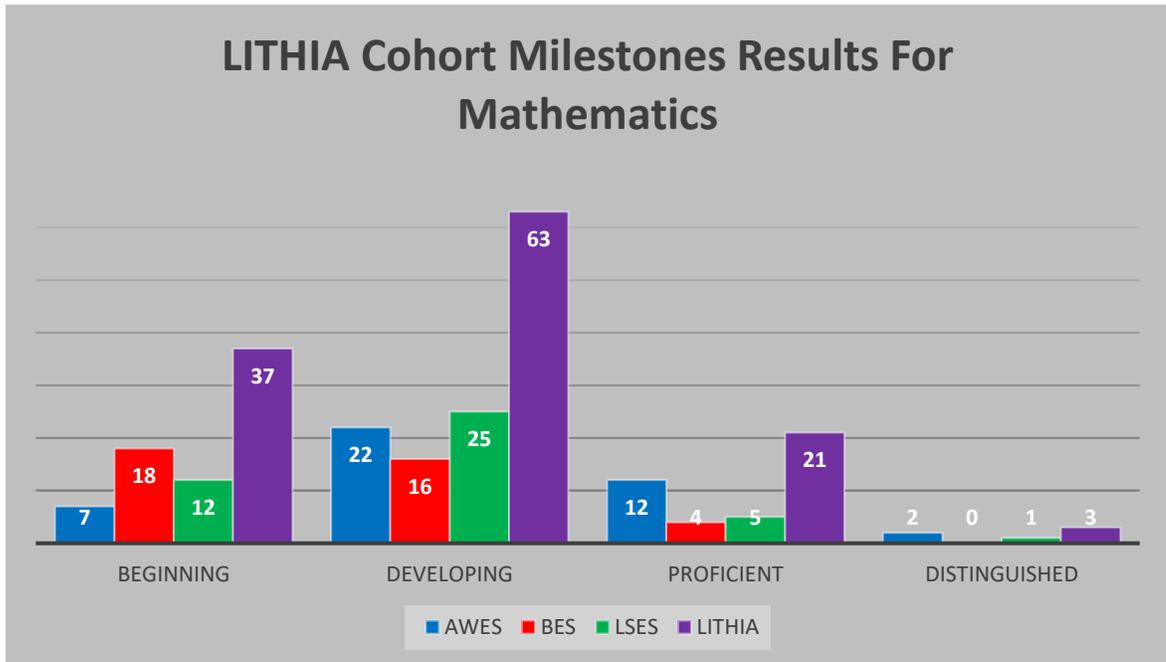
The Georgia Milestones Assessments were used to provide standardized assessment results for Language Arts, Math, Science, and Social Studies for selected students who participated in the Lithia Cohort program at AWES, BES, and LSES.

Participating students who received Milestones results totaled 43 at AWES, 38 at BES, and 43 at LSES for a total of 124 students in the Lithia Cohort program. Of the participating students, 22 were in grades K through 2 and did not participate in the Milestones Assessment, and the remainder or the participating students moved prior to the Milestones administration. The figures below indicate the Milestones results by school and the Lithia Cohort program.



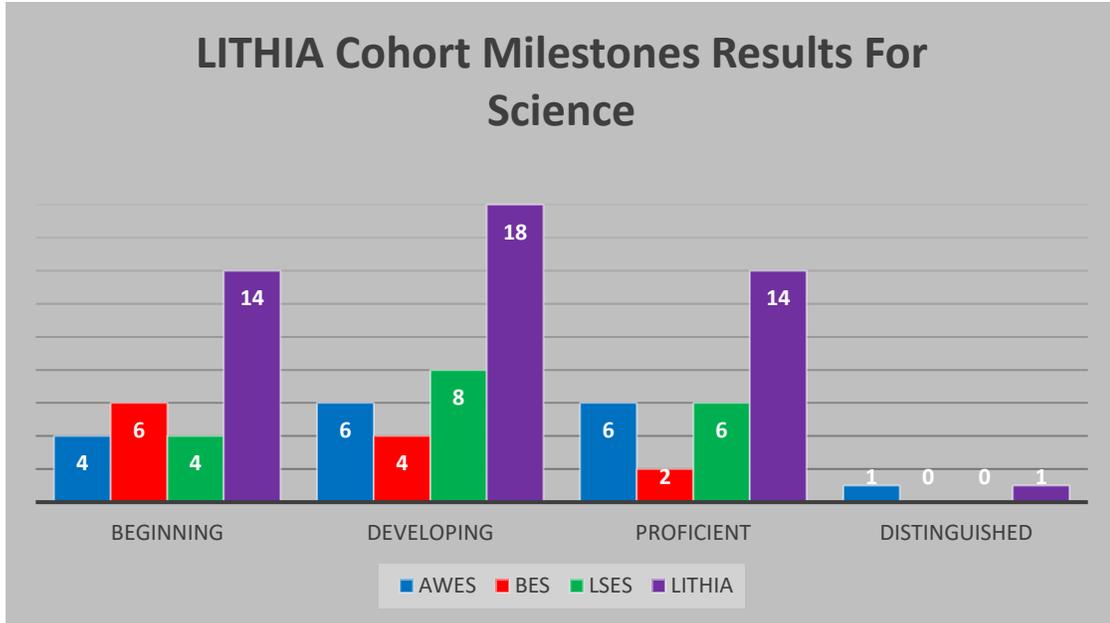
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As shown in the preceding graph, for Language Arts AWES had 84% of students indicating developing or better, BES had 55%, and LSES had 67% for a total of 69% of participating students in the Lithia Cohort program performing at the developing level or higher on the Milestones Assessment.

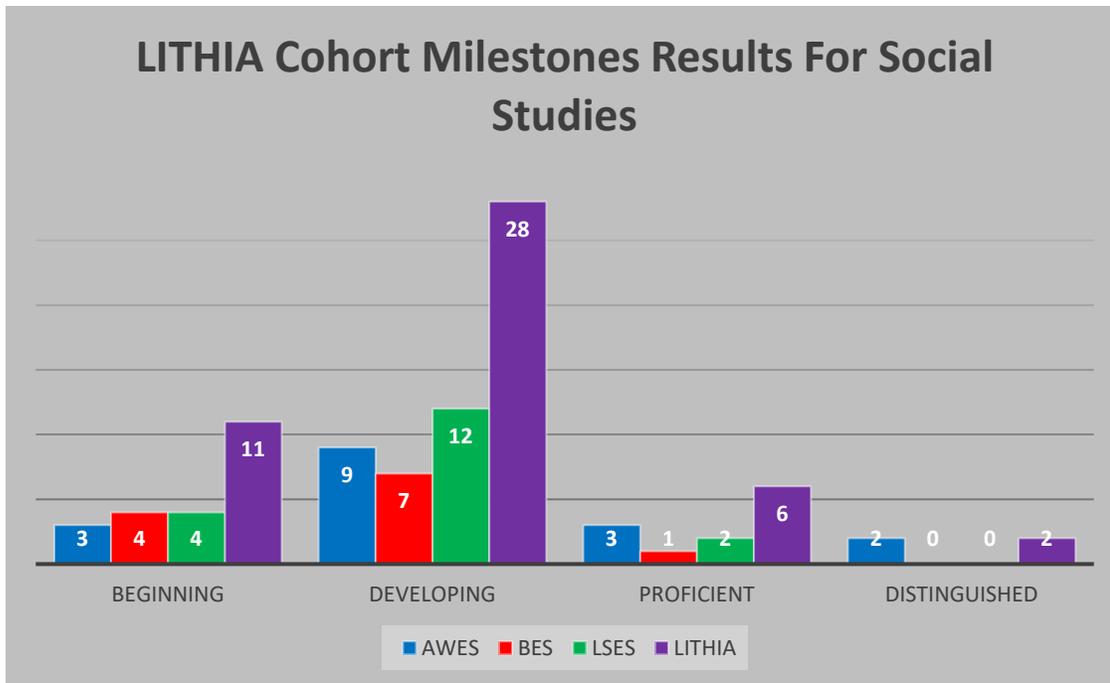


As shown in the preceding graph, for Mathematics AWES had 84% of students indicating developing or better, BES had 53%, and LSES had 72% for a total of 70% of participating students in the Lithia Cohort program performing at the developing level or higher on the Milestones Assessment.

Participating students who received Science and Social Studies Milestones results totaled 17 at AWES, 12 at BES, and 18 at LSES for a total of 47 students in the Lithia Cohort. The Science and Social Studies Milestone assessments are only administered to grade 5



As shown in the preceding graph, for Science AWES had 76% of students indicating Developing or better, BES had 50%, and LSES had 78% for a total of 72% of participating students in the Lithia Cohort program performing at the developing level or higher on the Milestones Assessment.



As shown in the preceding graph, for Social Studies AWES had 82% of students indicating developing or better, BES had 67%, and LSES had 78% for

a total of 77% of participating students in the LITHIA program performing at the developing level or higher on the Milestones Assessment.

4.2

Academic Performance: Grades

One of the objectives of the Lithia Cohort 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, 79% (42/53) of students that were regular attendees in the AWES after-school program during 2016-17 either increased their grade or maintained an A, B, or C average for the school year on report card grades in English. Additionally, 89% (47/53) of students that were regular attendees in the AWES after-school program during 2016-17 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math.

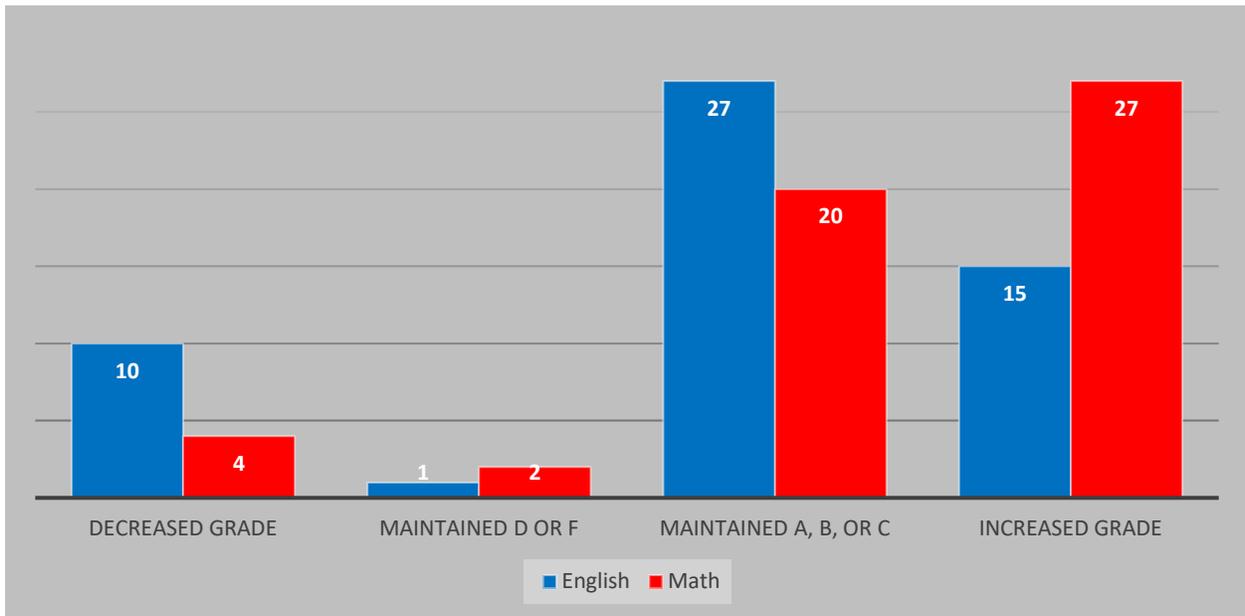
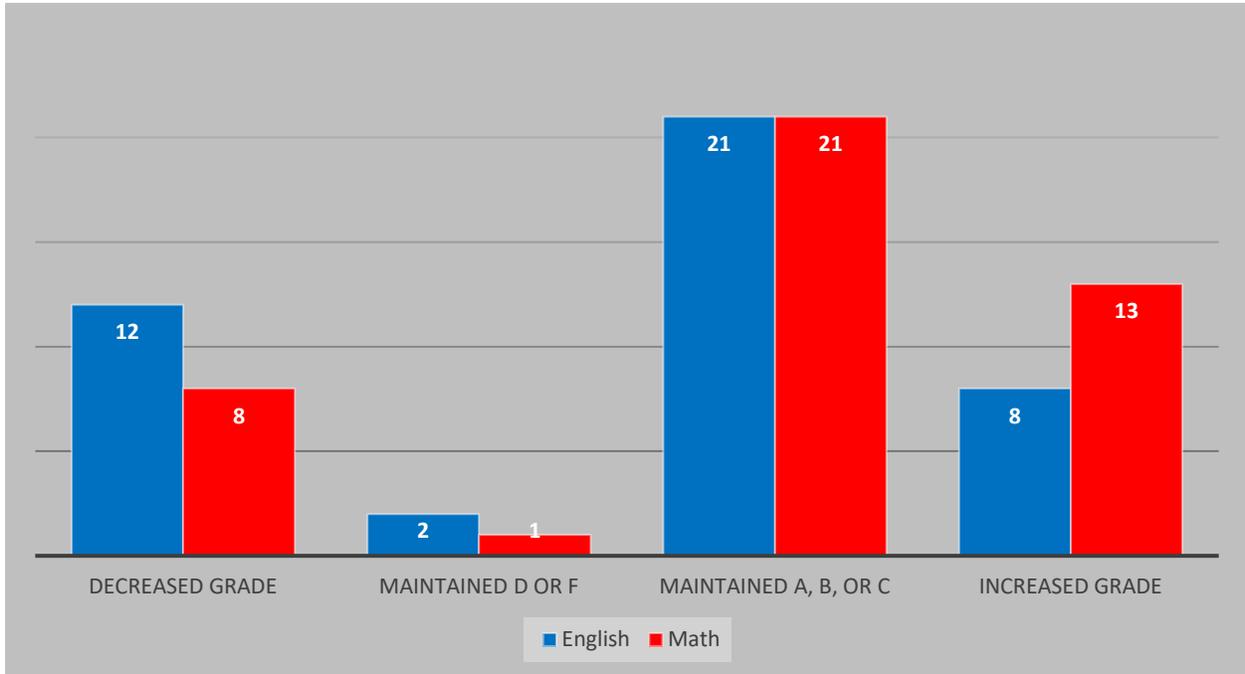


Figure 5. AWES Report Card Grades Change from 1st to 4th Nine-Weeks.
Source: DCSS.

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As shown in Figure 6, 67% (29/43) of students that were regular attendees in the BES after-school program during 2016-17 either increased their grade or maintained an A, B, or C average for the school year on report card grades in English. Additionally, 79% (34/43) of students that were regular attendees in the BSE after-school program during 2016-17 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math.



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

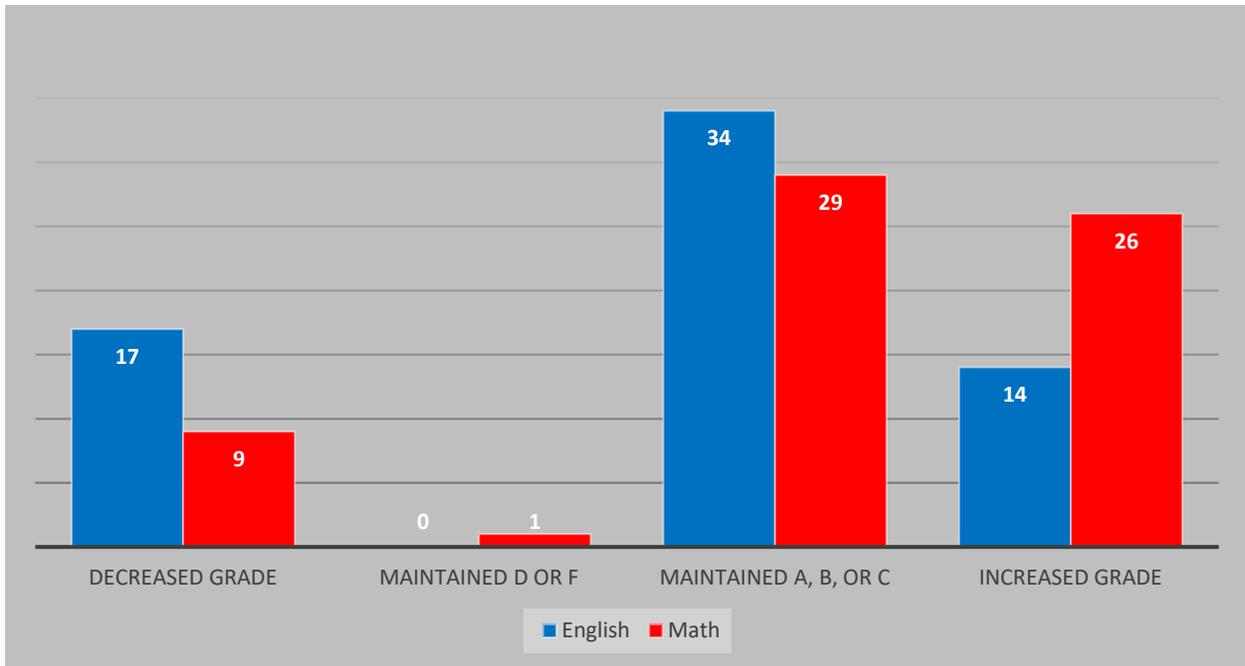


Figure 7. LSES Report Card Grades Change from 1st to 4th Nine-weeks.
Source: DCSS.

As shown in Figure 7, 74% (48/65) of students that were regular attendees in the LSES after-school program during 2016-17 either increased their grade or maintained an A, B, or C average for the school year on report card grades in English. Additionally, 85% (55/65) of students that were regular attendees in the LSES after-school program during 2016-17 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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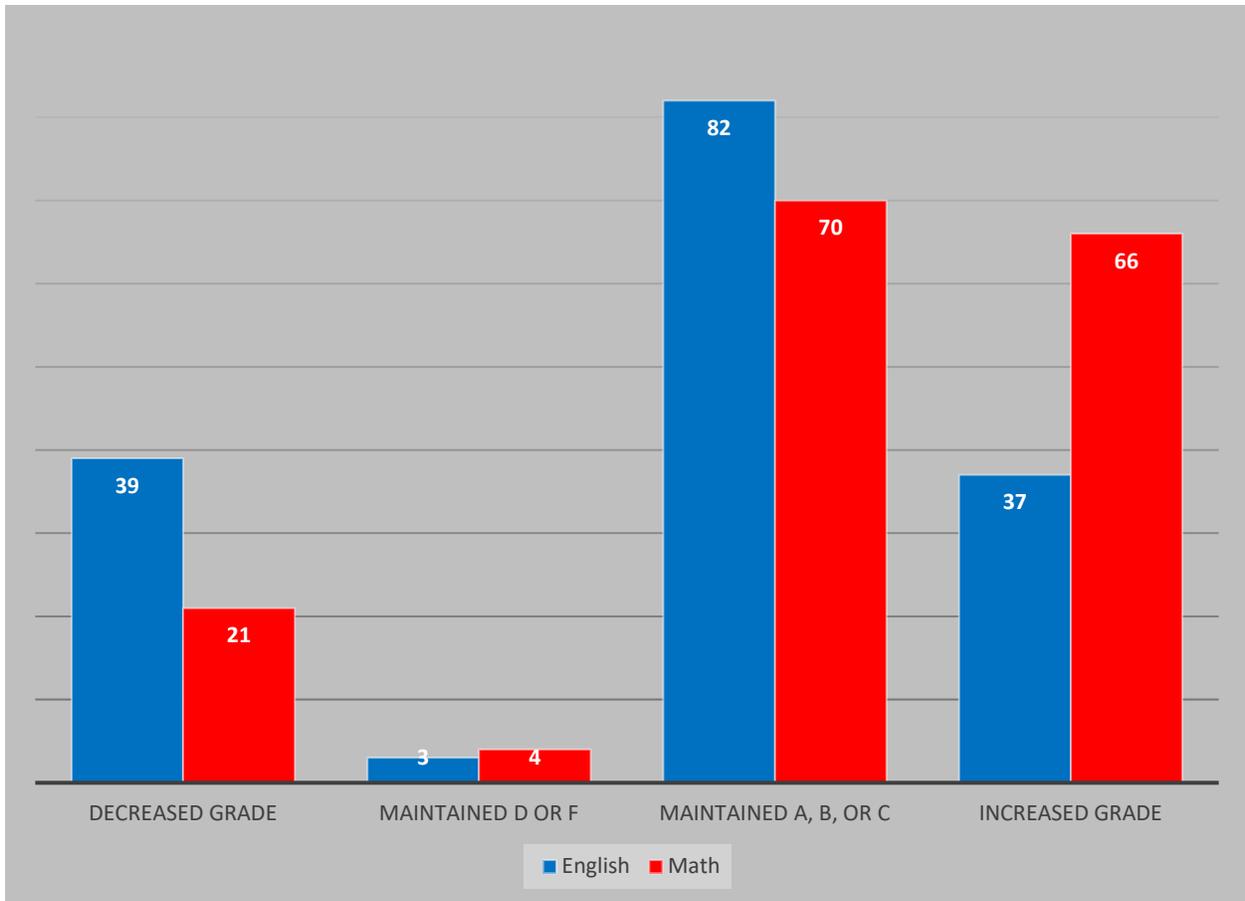


Figure 8. Report Card Change Summary for Lithia Springs.

As shown in Figure 8, 74% (119/161) of students that were regular attendees in the LSES After School Program during 2016-17 either increased their grade or maintained an A, B, or C average for the school year on report card grades in English. Finally, as shown in Figure 8, 84% (136/161) of students that were regular attendees in the LSES After School Program during 2016-17 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 reading and math for the individual schools are an aggregation of Figures 5, 6, and 7.

4.3

Involvement of Adult Family Members

In the spring of 2017, a survey was administered to the adult family members of students who participated in the Lithia Cohort program. The purpose of the survey was to assess whether their involvement and interest in the education of their student(s) had changed over the year. Survey responses are summarized in Figures 9 below.

- 96% of the parents who responded indicated they strongly agreed or agreed the Lithia Cohort program helped their child to complete homework.
- 91% of the parents who responded indicated they strongly agreed or agreed the Lithia Cohort program helped their child to improve in reading.
- 89% of the parents that responded indicated they strongly agreed or agreed the Lithia Cohort program helped their child to improve in math.
- 97% of adult family members who responded to the survey reported that the Lithia Cohort program has helped to give their child the opportunity to learn about activities.

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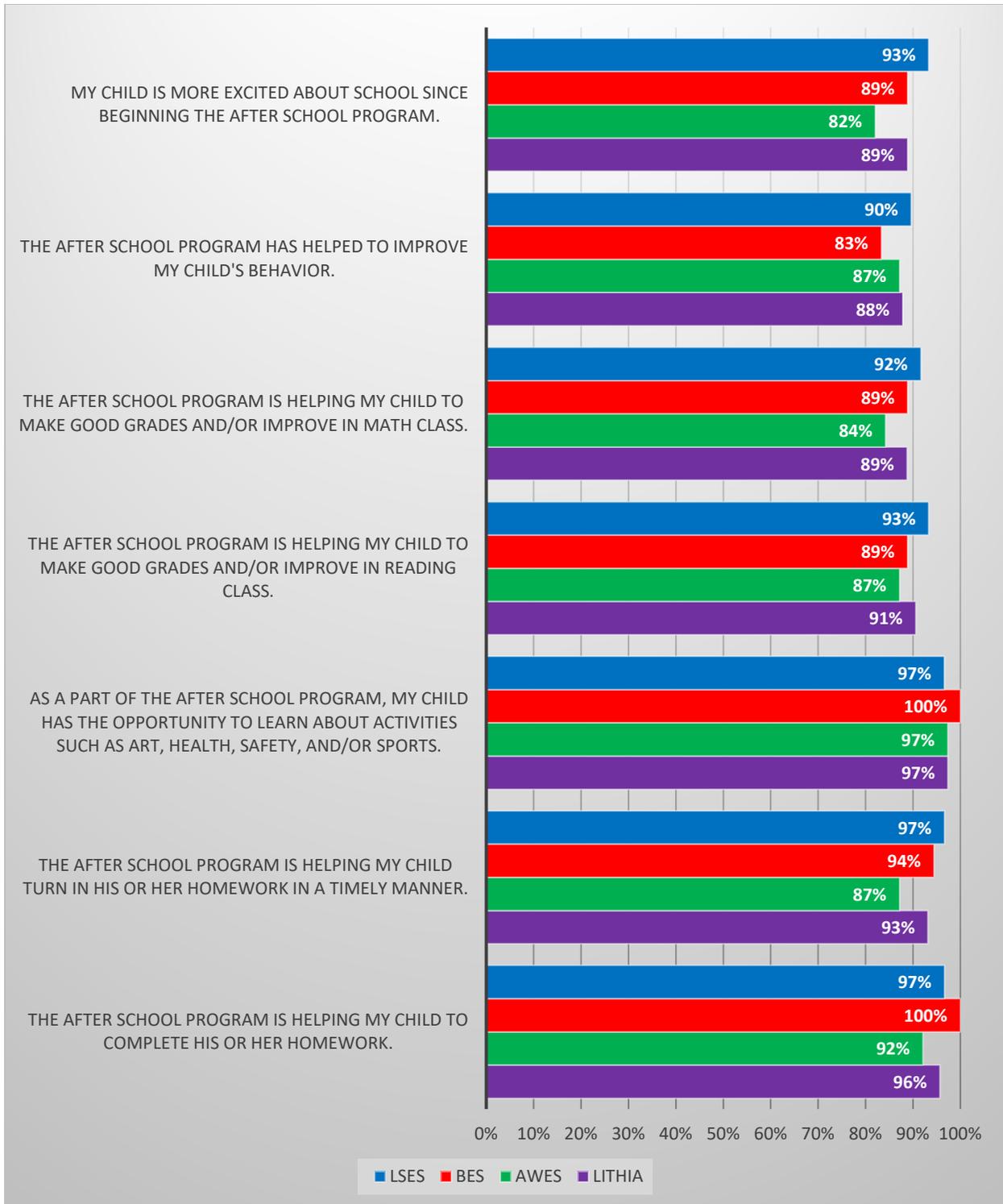


Figure 9. Parent Survey Results (Percentage Who Agree). Source: Parent Survey.

4.4

Student Observation by Regular-Day Teacher

In spring of 2017, a survey was administered to the regular-day teachers of the students who participated in the Lithia Cohort 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 in Figure 10.

- Regular-day teachers who responded to the survey reported that 97% of students involved with the after-school program have improved or maintained acceptable class participation since the beginning of school.
- Regular-day teachers who responded to the survey reported that 92% 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 (96%) 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 94% 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.

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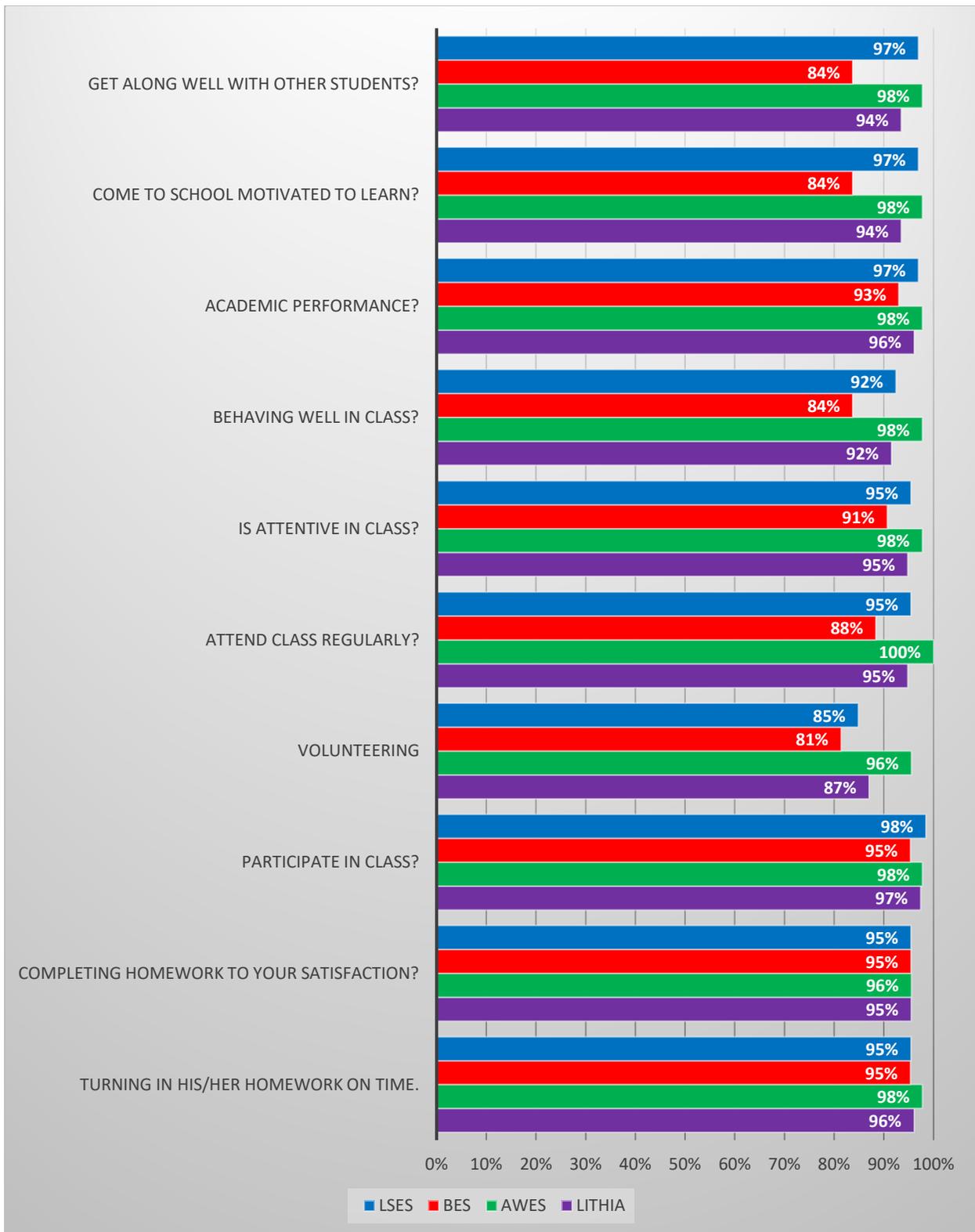


Figure 10. Regular-Day Teacher Observations: Students' Showing Improvement. *Source: Regular-Day Teacher Survey.*

4.5

Attitudes of Students toward School

In the spring of 2017, a survey of attitudes was administered to students who participated in the Lithia Cohort 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 in Figures 11, 12, and 13. Responses were from students who participated in the Lithia Cohort program and completed the student survey.

- 98% of students who responded to the student survey reported that the after-school program helped them to complete their homework.
- 97% of student respondents reported that they had improved in math.
- 98% of student respondents reported that they had improved in reading.
- 100% of student respondents reported that they liked their after-school program.

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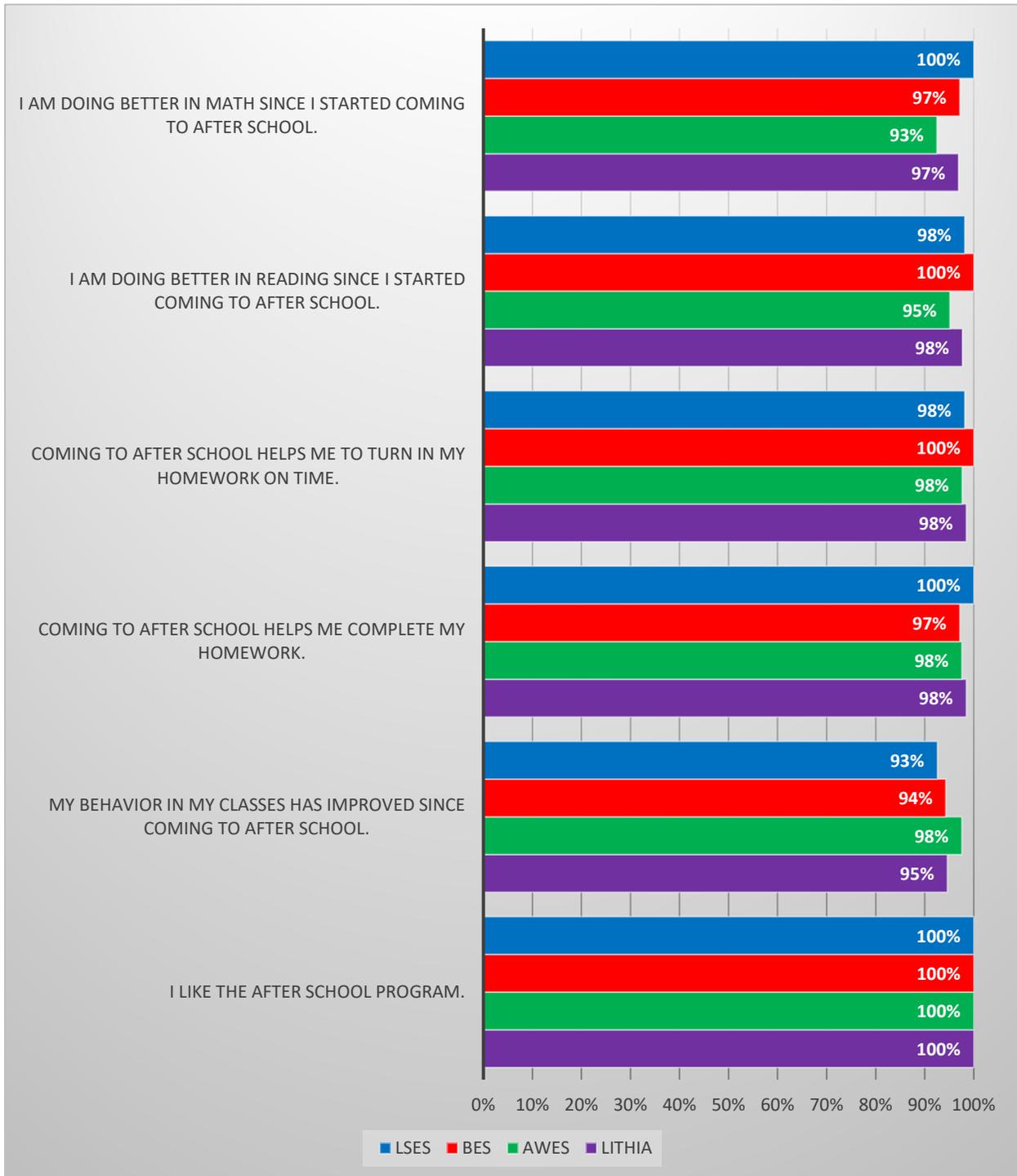


Figure 11. Student Responses to Survey (Percentage Who Agree). Source: Student Survey.

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- 96% of student respondents reported that when they worked hard always or most of the time, they knew that they would be able to earn good grades in school.
- 87% of student respondents reported setting goals (always and most of the time).
- 85% of student respondents reported that they were interested in learning math (always and most of the time).

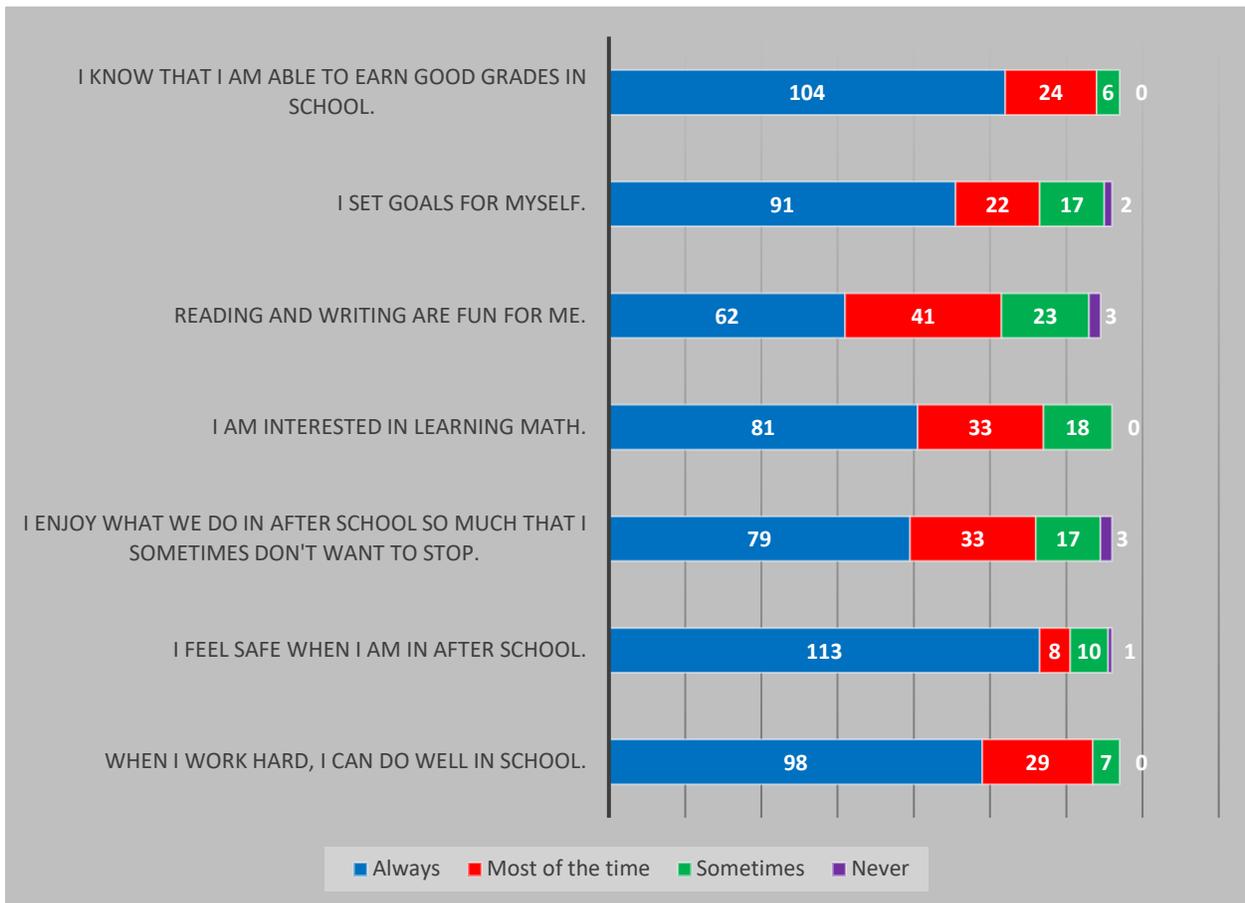


Figure 12. Attitudes of Students toward School. Source: Student Survey.

The final items on the Student Survey investigated students' enthusiasm toward different after-school activities (Figure 13). Highlights include the following:

- 98% of the students who engaged in **computer work** indicated their belief that doing so was beneficial to them.

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- 96% of students who made use of **math help** indicated their belief that doing so was beneficial to them.
- 94% of students who made use of **reading help** indicated their belief that doing so was beneficial to them.
- 100% of students who engaged in **sports or physical education** activities indicated their belief that doing so was beneficial to them.

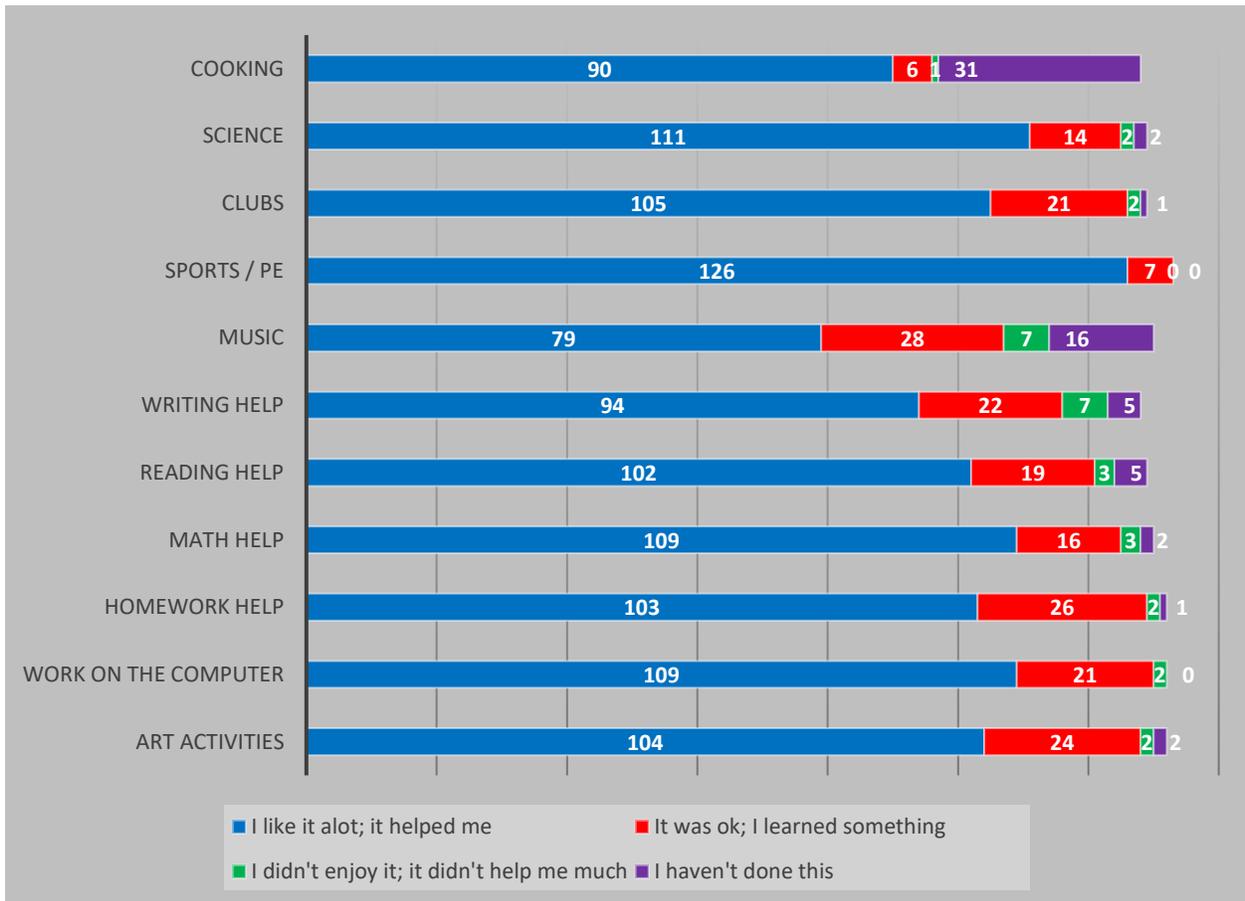


Figure 13. Student Attitudes toward After-School Activities. Source: Student Survey.

4.6

After-School Worker Survey

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In the spring of 2017, a survey of aptitudes and confidence level was administered to after-school workers who participated in the Lithia Cohort 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 14. Responses were from after-school workers who participated in the Lithia Cohort program and completed the after-school worker survey.

There were a total of 40 after-school workers in the Lithia Cohort program who completed the survey. All that responded indicated he or she was satisfied with the professional development received during the year.

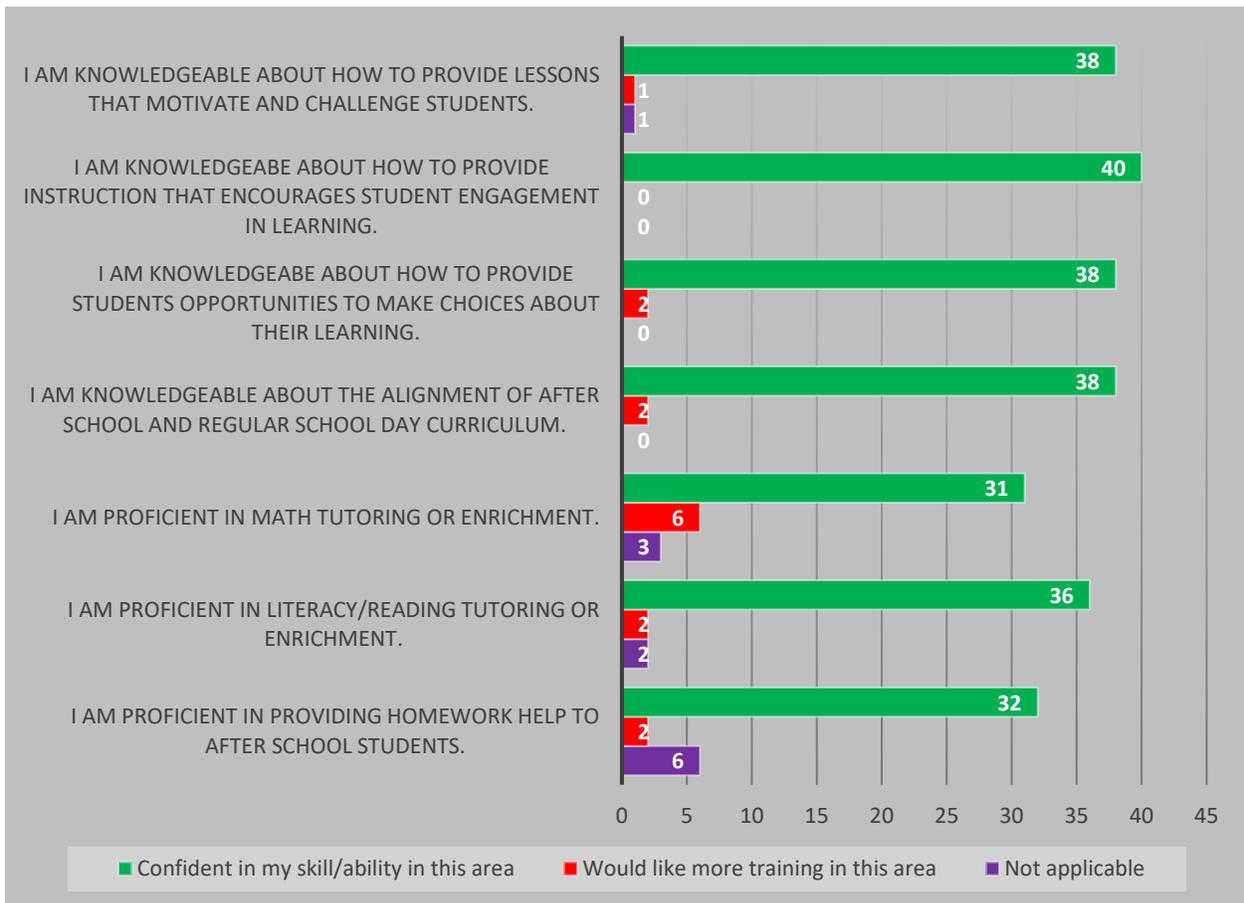


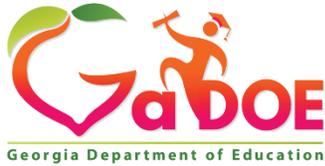
Figure 14. Lithia Cohort After-School Worker Survey Results 2016. Source: After-School Workers Survey.

Status of Program Objectives

The status of each of the program objectives for the 2016-2017 school year is summarized in Table 8.

Objectives	Status	Comments
1.1 53% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Reading Georgia Milestones.	Met	AWES 84% Developing or higher BES 55% Developing or higher LSES 67% Developing or higher COHORT 69% Developing or higher
1.2. 70% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Math Georgia Milestones.	Met	AWES 84% Developing or higher BES 53% Developing or higher LSES 72% Developing or higher COHORT 70% Developing or higher
1.3. 70% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Science Georgia Milestones.	Met	AWES 76% Developing or higher BES 50% Developing or higher LSES 78% Developing or higher COHORT 72% Developing or higher
1.4. 70% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient or Distinguished learners on Social Studies Georgia Milestones.	Met	AWES 82% Developing or higher BES 67% Developing or higher LSES 78% Developing or higher COHORT 77% Developing or higher
1.5. Of the 21st CCLC Grant students participating in 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 if grade is below an A..	Met	AWES 79% increased or A, B, C BES 67% increased or A, B, C LSES 74% increased or A, B, C COHORT 75% increased or A, B, C
1.6. Of the 21st CCLC Grant students participating in program 30 days or more, 80% will exhibit an annual academic improvement from or maintain (A, B, or C or 2, 3) in Reading as measured by the school report card if grade is below an A.	Met	AWES 89% increased or A, B, C BES 79% increased or A, B, C LSES 85% increased or A, B, C COHORT 84% increased or A, B, C
1.7. At least 85% 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.	Met	Regular Day Teachers of students in the Lithia Cohort program indicate that 95% of students improved in homework; 96% of parents; and 98% of students showed improvement.
1.8. 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.	Met	Regular Day Teachers of students in the Lithia Cohort program indicate that 92% of students improved or maintained satisfactory behavior; 88% of parents and 95% of students indicated improved behavior
2.1. 50% of the registered and active parents will attend two or more parent sessions per year.	Met	Parents attended two or more parent sessions: AWES 95%, BES 100%, LSES 85% COHORT 93%
2.2. Of the family members who participate in 3 or more family involvement/education/literacy activities, 50% will report increased engagement.	Met	As indicated in the Parent Survey, more than 50% of the parents attending 3 or more family involvement activities reported increased engagement
3.1. At least 80% of after-school teachers will report satisfaction with the level of professional development received related to best practices by the end of the school year.	Met	As indicated in the After School Worker survey, 100% reported satisfied or very satisfied.
3.2. DCSS and CISDC will establish and maintain partnerships with at least 10 civic, community, business, or faith based partners annually.	Met	

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



Georgia Department of Education 21st Century Community Learning Centers FY 17 Common Data Elements Form

Subgrantee: LITHIA Douglas County Schools

Date: FY - 2017

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend \geq 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	150	Number:	170	Number:	165	Number:	19	Number:	150
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	12	Number:	12	Number:	0	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	38	Number:	69	Number:	13	Number:	4		
Regular Attendees without scores who took standardized test							Number:	0	
Regular Attendees who did not take standardized test							Number:	41	
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	37	Number:	63	Number:	21	Number:	3		
Regular Attendees without scores who took standardized test							Number:	0	
Regular Attendees who did not take standardized test							Number:	41	
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		

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4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
4	37	39	46	36	3
Identify if subgrantee utilized numeric (preferred) or letter grades			numeric		

4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	“A” or “B”	“C”	“D” or “F”
4	66	21	40	30	4
Identify if subgrantee utilized numeric (preferred) or letter grades			numeric		

5. Surveys

5A. Student Surveys

Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
135	110	13	126	2	122	10

5B. Parent Surveys

Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
117	101	12	111	2	113	3

5C. Regular School Day Teacher Surveys

Number of Teacher Surveys Completed	Behavior		Homework Completion	
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve
Number	Number		Number	
154	76	65	126	22

6. Partners

Number of Partners	Total Amount of Contributions

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28	\$11,544.00	
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Success Stories

Beulah Elementary School

Petra. Petra was commonly known as a quiet student that really did not want to participate in the program. After the first month, he changed his mind and really enjoyed the program and all of the academic activities that encouraged him to talk. At the end of the year, he met all of the standards on his in-class assignments and on the GMAS as well. Petra's parents and grandmother were so proud of his success and so was he. Petra cried on the last day of school because he would not be returning to Annette Winn Elementary and that meant that he would no longer be a part of the ASP.

Lithia Springs Elementary School

Emmitt. Emmitt was a second grade student who was always very quiet and introverted, keeping to himself. Emmitt's work had been below average but the teacher felt that he was more capable than the work he was producing. After much discussion with the parents and the day teachers, the student joined the program. During the ASP, the teacher was able to work with Emmitt on his socialization skills and by the end of his first year in the program

he was doing well both academically and socially.

Annette Winn Elementary School

Erica. Erica started in the 21st CCLC program in 2015-16. She was a very low-performing student who would not participate in any discussion involving academics at all. On that year's testing, Erica scored a +1. After being in the program a year, Erica scored a +2 on her GMAS testing. Suddenly she began to speak out more about academics and had a desire to be at the top of the class. Erica began to speak with confidence and smile more. During her 3rd year in the program, Erica's teachers began reporting how she was participating in class and meeting academic goals that had been set for her. When she took the GMAS Test she scored a +3! Everyone was so happy and proud for Erica and her academic achievements over the three years she was in the program.

Note: The names are fictitious to protect the privacy of the students; however, the events are actual.

Program Highlights and Areas for Improvement

7.1

Program Highlights

During the 2016-2017 school year, the Lithia Cohort program began its first year of program implementation and operation.

Student Participation

Almost 97% of students who registered for the Lithia Cohort program attended 30 days or more. The average daily attendance for Annette Winn Elementary School was 55, for Beulah Elementary School was 43, and for Lithia Spring Elementary School was 67.

Participation of Adult Family Members

The overall adult family member (parents/guardians) response rates for the Lithia Cohort program based on the number of adult family members served was 78%. The adult family member participation rate for Annette Winn Elementary School was 71%; for Beulah Elementary school was 50%; and for Lithia Springs Elementary School was 101%.

Student Grades

Reading. At Annette Winn Elementary School, the number of students maintaining an A, B, or C average or increasing their average in reading was 89%. At Beulah Elementary School, the number of students maintaining an A, B, or C average or increasing their average in reading was 79%. At Lithia Springs Elementary School, the number of students maintaining an A, B, or C average or increasing their average in reading was 85%.

Mathematics. At Annette Winn Elementary School, the number of students maintaining an A, B, or C average or increasing their average in math was 79%. At Beulah Elementary School, the number of students maintaining an A, B, or C average or increasing their average in math was 67%. At Lithia Springs

Elementary School, the number of students maintaining an A, B, or C average or increasing their average in math was 74%.

Student Attitudes toward School

According to responses gathered from the student survey, 98% said that the Lithia Cohort program helped them to complete their homework; 100% said they liked the after-school program. Most students indicated that they both enjoyed and benefited from reading help (98%) and from math help (97%) they received in the after-school program. Additionally, 98% reported that the program had helped them complete their homework.

Adult Family Member Attitudes toward the Lithia Cohort Program

According to responses gathered from the parent survey, 96% said that the Lithia Cohort program helped their child to complete their homework; 91% said that the Lithia Cohort program helped their child improve in reading; and 89% said that the Lithia Cohort program helped their child improve in math.

A total of 150 parents/adult family members were served by the Lithia Cohort program. Of the family members taking a parent survey, 61% reported that they had attended two or more events this year.

7.2

Areas for Improvement

Academic Achievement of Students

The Lithia Cohort students, as a group met all four objectives related to performance on end-of-year standardized tests. In fact, all objectives were met and for this program. There should continue to be a focus on reading and math so that these scores can continue to increase.

This is the second year of Georgia Milestone Testing and the scores are slowly rising. Teachers are becoming more familiar with the curriculum, and students are adjusting to the more rigorous assessments. It is encouraging to

see student test scores begin to increase during the second year of the implementation of the assessment.

In reading, 69% of Lithia Cohort students demonstrated achievement in terms of the course grades. In math, 70% of the students demonstrated achievement in terms of the course grades. A continued focus on math skills should cause a continuous improvement in the course grades.

7.3.1

Challenges to Implementation

Site coordinators reported that there had been an unusual number of discipline referrals this year. Two students were dismissed from the program and when they were dismissed, the rest of the siblings left as well. A second challenge was the need for better collaboration between the ASP and the day school teachers. This is especially true when trying to identify students who might benefit from the program. The third and final challenge is improving parental engagement. Engaged parents provide additional academic and social support for students when they are home. The site coordinators should consider enlisting a parent volunteer to act as a liaison between the program and the parents

7.3.2

Students with Economic Disadvantage

The number of students with economic disadvantages is defined as the number of P-12 students eligible for the National School Lunch Program (NSLP), which supports free or reduced-priced meals for eligible students. In 2016-17, at Annette Winn Elementary School, 86.47% of students were NSLP-eligible; at Beulah Elementary School, 77.75% of students were NSLP-eligible; and, at Lithia Springs Elementary School, 81.34% of students were NSLP-eligible. In the Douglas County School District, 61.96% of students were NSLP-eligible this year. These data were provided by the Georgia Department of Education.

7.4

Progress toward Sustainability

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

Amos Bishop

Katherine Wallace

Books A Million

Kim Munoz

**Communities in Schools
of Douglas County**

Linda Rogers

Mr. and Mrs. Chilsers

Maggie Horne

CORE

Miriam Lott

Dorian Venable

Pat Dziejowski

DCSS Food Service

Star Zalanka

DCSS Teacher

Tammy Oden

Home Depot

Will McAlexander

Jan Adams

United Way

Jean Horne

**West Georgia Regional
Library STEAM Engine**



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Lithia Cohort site coordinators are working with the school system's Partners in Education Program in order to establish partners for the ASP. This organization works with businesses in the community to recruit partners and match them with each school. Additionally, the Director has attended sustainability training and grant writing session, as well as other relevant training this year and this should enhance the system's efforts to sustain the grant program.

7.5

Recommendations

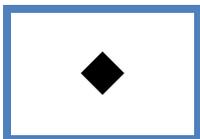
The Lithia Cohort Elementary School Club continues to make strides in implementing the program during the past year. Through the use of the Continuous Quality Improvement Framework, the club is focused on developing 21st Century skills such as personal responsibility, teamwork and persistence. Students participate in project based learning activities that are aligned with the Georgia State Standards. Students, teachers and parents report a high level of excitement and satisfaction with progress being made in the third year of the implementation of the program. The following recommendations are made for continuous improvement of the FOCUS after-school program:

1. Student discipline was discussed as an issue for site coordinators. Some had experienced discipline problems with older students that carried over from the day school experience. Offering professional development in conflict resolution that provide tools for the teachers for de-escalation of conflict would be useful. Identifying students who might act as Peace Ambassadors and who had participated in a conflict resolution seminar might be considered.
2. Continue the use of project-based learning. These types of activities separate day school from the ASP and allow students to work on responsibility, teamwork and persistence as well as critical thinking skills and social/emotional skills. These skills transfer well into the work place and will be useful to students throughout their life. Offering continued professional development on project-based learning is recommended.
4. Continue to work on reading skills with an emphasis on homework completion. Elementary school students need to develop personal responsibility and persistence when it comes to difficult homework assignments. Make use of creative ways to encourage readers such as making and using puppets to bring stories alive, take a trip around the world with travel books that explore different continents, cultures and foods. Make use of free web sites when planning lessons such as the

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Young Readers' Toolkit, Songs for building Reading & Language Art Skills, PBS Teachers Resources and ReadWriteThink.

5. The program could make better use of its webpages on the schools' websites. The page could be a place to provide a public face for the program to share with the community as well as communicate information to students and parents. Designing the page so that it is active and more useful is recommended. This could be a student project for next year.



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.

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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.

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 center 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.

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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 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 (WellLithia Springs 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

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

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