



Lithia Cohort

21st Century Community Learning Centers

Annual Evaluation Report

2022-2023

Prepared for the Georgia Department of Education by

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Reporting Information

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Reporting Period

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APPENDIX (Sustainability Plan)

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
BEES	Beulah Elementary School
LSES	Lithia Springs Elementary School
GaDOE	Georgia Department of Education

Acknowledgments

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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 third year of its 21st Century Community Learning Centers grant program funded by the Georgia Department of Education. The program, known as Lithia Cohort, serves students at Annette Winn Elementary School (AWES), Beulah Elementary School (BEES), and Lithia Springs Elementary School (LSES). Lithia Cohort 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 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 AWES. Forty-seven of these students attended the AWES program for 30 days or more. Also, at BEES, a total of 51 students were served, with 42 attending for 30 days or more. At LSES, a total of 62 students were served, with 52 attending for 30 days or more. All of the Lithia Cohort sites reached their target enrollment. In total, there were 164 students ($51 + 51 + 62 = 164$) served in the Lithia Cohort program, with 141 regular attendees ($47 + 42 + 52 = 141$). The attendees of the Lithia Cohort program are shown by grade level in Figure 1.

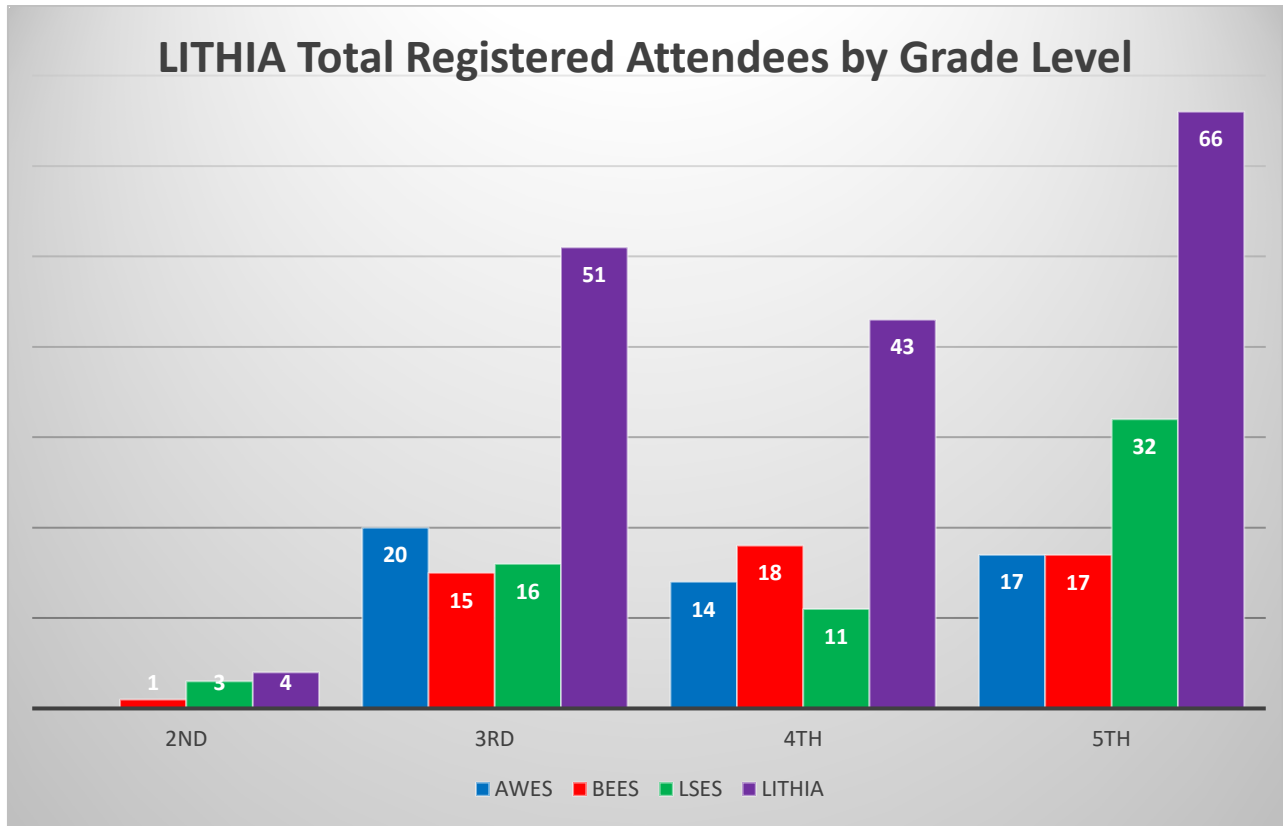


Figure 1. Lithia Cohort Total Registered Attendees by Grade Level 2022-2023. Source: APlus Information System.

1.3

Program Goals, Objectives, Activities, and Benchmarks

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

Table 1. Lithia Cohort 21st Century Goals and Objectives

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

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Local District Assessment	<ul style="list-style-type: none"> a) Homework Assistance b) Computer based assessments/activities & Enrichment sessions c) Accelerated Reader Reports d) Local assessment 	<ul style="list-style-type: none"> 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
<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>		
Local District Assessment	<ul style="list-style-type: none"> a) Homework Assistance b) Computer based assessments/activities & Enrichment sessions c) Accelerated Reader Reports d) Local assessment 	<ul style="list-style-type: none"> 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
<p>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.</p>		
Progress notes each three weeks, report cards each six weeks	<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 	<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
<p>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.</p>		
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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Goal 2. Increase student involvement		
Objective 2.1 At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.		
Pre-program surveys, parent and teacher surveys Report card feedback and comments Review of grade book for homework grades	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	a.) Daily agenda message review and homework messages. b.) Every-two weeks grade book review c.) Pre-survey upon orientation – teacher and parent Mid-year survey from classroom teacher & End of year survey from parent and teacher
Objective 2.2. At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory behavior by the end of the school year.		
Progress notes each three weeks, report cards each six weeks, agenda messages, teacher survey, behavior report from Infinite Campus	a.) Agenda book message checks b.) Speakers, counseling services, conferencing, Role playing activities, character development seminars c.) Teacher survey to measure progress	a.) Daily agenda review throughout the school year b.) Program schedules showing youth development activities held weekly c.) Pre and post (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 Lithia Cohort 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 Lithia Cohort evaluation during 2022-23: (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 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 Lithia Cohort teachers at a preplanning faculty meeting. In addition, results will be shared with the grant advisory committee, parents, and other key stakeholders.

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Project Director, Site Coordinators and Douglas County School System

1. Miriam Lott and Kanasha Howard are the site coordinators for AWES. Casey Coker is the site coordinator for BEES. Vanessa Ford Majdoub and Siddika Jackson are the site coordinators 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 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 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. 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

	AWES	BEES	LSES	Total
Parent Surveys Completed	47	27	40	114
No. of Regular Attendees at the School Site	47	42	52	141
% Completed per Regular Attendees	100%	64%	77%	81%

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 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 10 items on a 5- or 6-point scale. The 6-point rating scale is as follows: 1 (*significant improvement*), 2 (*some improvement*), 3 (*no change*), 4 (*some decline*), 5 (*significant decline*), and 6 (*did not need to improve*).

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Forty-five teacher survey responses were received from teachers at AWES, 38 results from BEES, and 46 results from LSES, for a total of 129 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 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 27 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 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 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

	AWES	BEES	LSES	Total
Student Surveys Completed	45	37	44	126
No. of Students Targeted by the Grant Application	50	45	60	155
No. of Students Active at the Time of Student Survey	47	42	52	141
% Completed per Active Students	96%	88%	85%	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

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

2.3.5. Site Visit

The evaluators conducted onsite visits in fall of 2022 and spring of 2023. The purpose of the site visits was to interview the site coordinator(s) and collect information on the implementation of the program from the perspective of the site coordinator and observe the program as it was being implemented.

2.3.6. Other Techniques

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

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

2.3.7. Data Collection Schedule








<i>Data Collection Activity</i>	<i>Fall 2022</i>	<i>Spring 2023</i>
Student Survey		
Parent Survey		
After-School Worker Survey		
Regular Day Teacher Survey		
Site Visits		
Analysis of APlus Information System Data		
Other Techniques		

Figure 2. Data Collection Schedule.

Program Implementation

3.1

Program Activities

The goals of the 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.

- Parent Orientation
- GMAS Newsletter
- STEM Night
- Parent Education, Literacy, and Involvement
- Character Education
- Fridays College and Career
- Lights On: Minute to Win It
- Lights on After School
- Homework Assistance
- Enrichment/STEAM
- Structured Movement
- Readers' Theater

3.2

Program Operation

Table 4
Summary of Program Operations

Site	Total No. of Weeks Open	Typical No. of Days per Week Open	Typical No. of Hours per Week	No. of Summer Weeks Open	Typical Hours per Summer Week
AWES	32	5	12	3	20
BEES	32	5	12	3	20
LSES	32	5	12	3	20

3.3

Student Attendance and Enrollment

During the school year, 164 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, 23 (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 Lithia Cohort program for one day or more, 141 (86%) attended for 30 days or more and are defined as Regular Attendees.

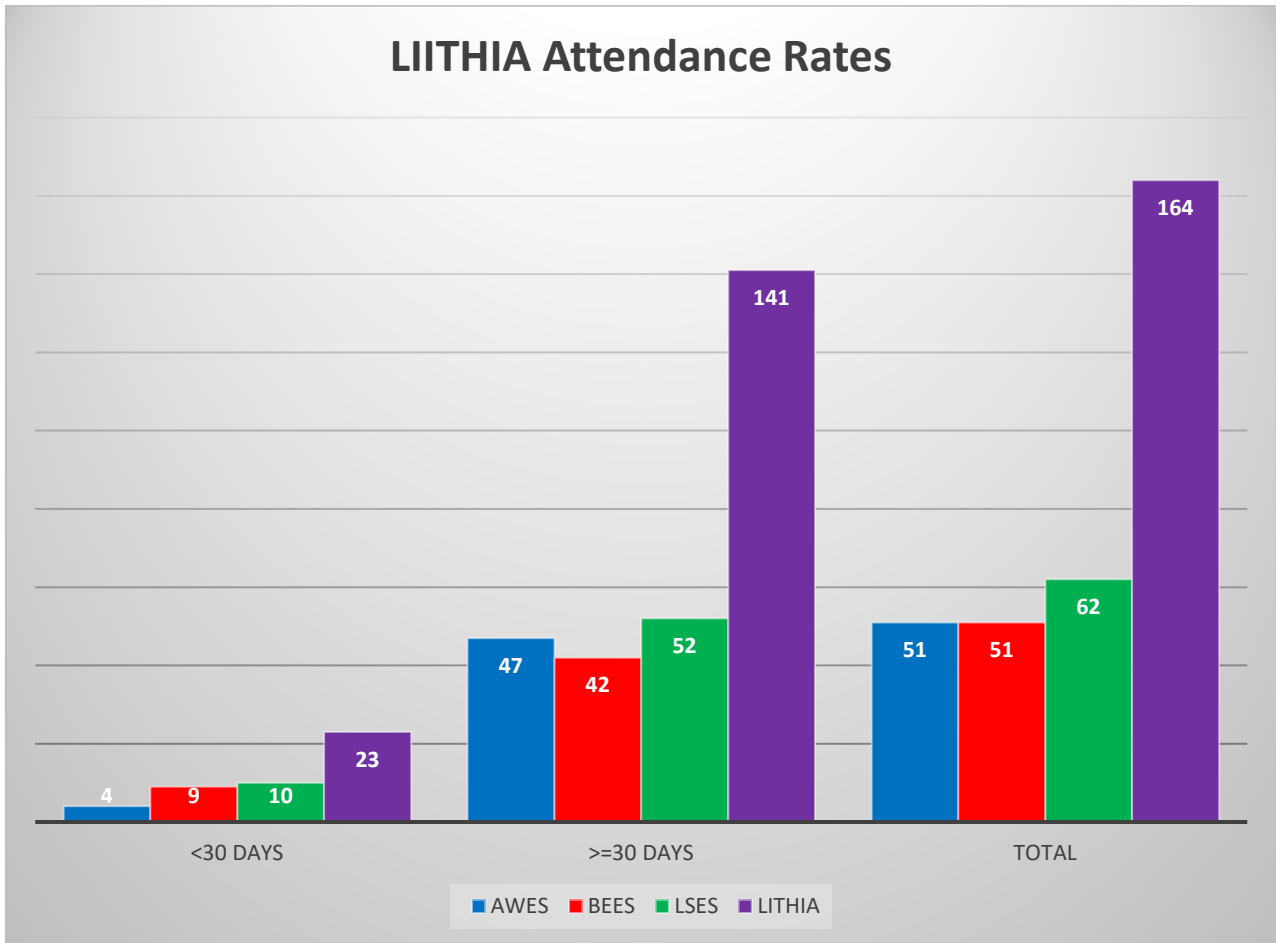


Figure 3. Student Attendance. Source: APlus Information System.

3.4

Student Demographics

The demographic information for the 164 students who participated in the Lithia Cohort program is presented in Table 5.

Table 5

Total Students

	AWE S		BEES		LSES		ALL SCHOOLS	
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total
Grade								
K								
1								
2			1	2%	3	5%	4	2%
3	20	39%	15	29%	16	26%	51	31%
4	14	27%	18	35%	11	18%	43	26%
5	17	33%	17	33%	32	52%	66	40%
Gender								
Female	27	53%	31	61%	37	60%	95	58%
Male	24	47%	20	39%	25	40%	69	42%
Race/Ethnicity								
American Indian /Alaskan Native								
Black	27	53%	17	33%	22	35%	66	40%
Hawaiian/Pacific Islander			1	2%				
Hispanic	22	43%	26	51%	33	53%	81	49%
White			5	10%	3	5%	8	5%
Multi-racial/NA	2	4%	1		3	5%	6	4%
Other								
Not English Proficient	6	12%	16	31%	15	24%	37	23%
Economically Disadvantaged	51	100%	42	82%	57	92%	150	91%
Special Education	4	8%	3		4	6%	11	7%
Total Students	51		51		62		164	

Source: APlus Information System

3.5

Student Attendance

The average daily student attendance was 37 students for AWES, 31 students for BEES, and 40 for LSES (APlus Information System).

3.6

Adult Family Member Attendance

During the school year, the Lithia Cohort program served 146 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, 95% indicated they attended two or more events this year.

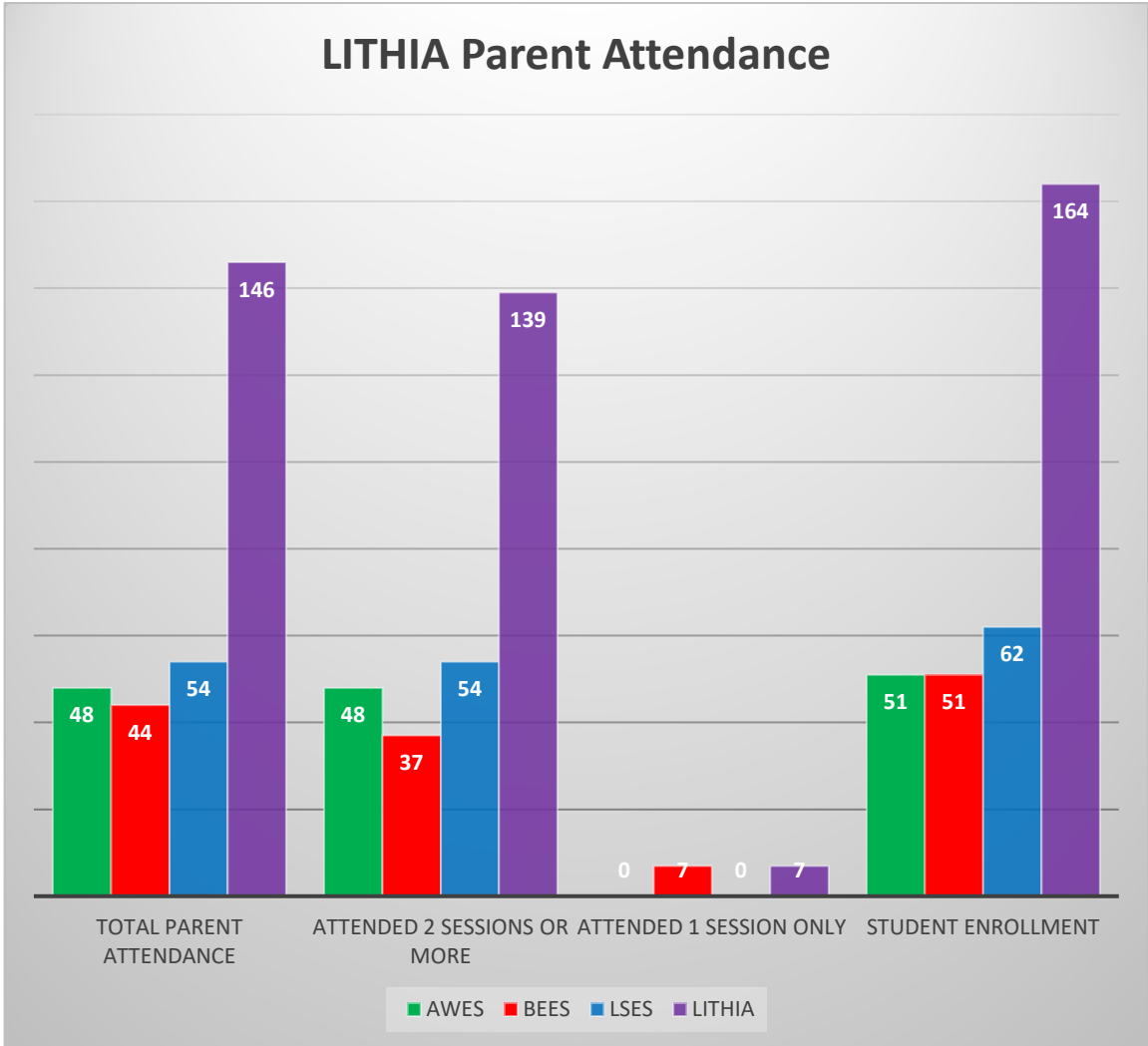


Figure 4. Lithia Cohort Parent Event Attendance recorded by Parent Survey. Sources: Parent Survey.

3.7

Program Staff

Table 6

Ratios of Students to Teacher

	AWES	BEES	LSES
• Academic	12:1	12:1	12:1
• Enrichment	15:1	15:1	15:1

Program Outcomes

4.1 Academic Performance: STAR Score Results

The STAR Assessments for ELA and MATH are used to provide standardized assessment results for grades 3 through 5 in English Language Arts and Math for selected students who participated in the Lithia Cohort program at AWES, BEES, and LSES.

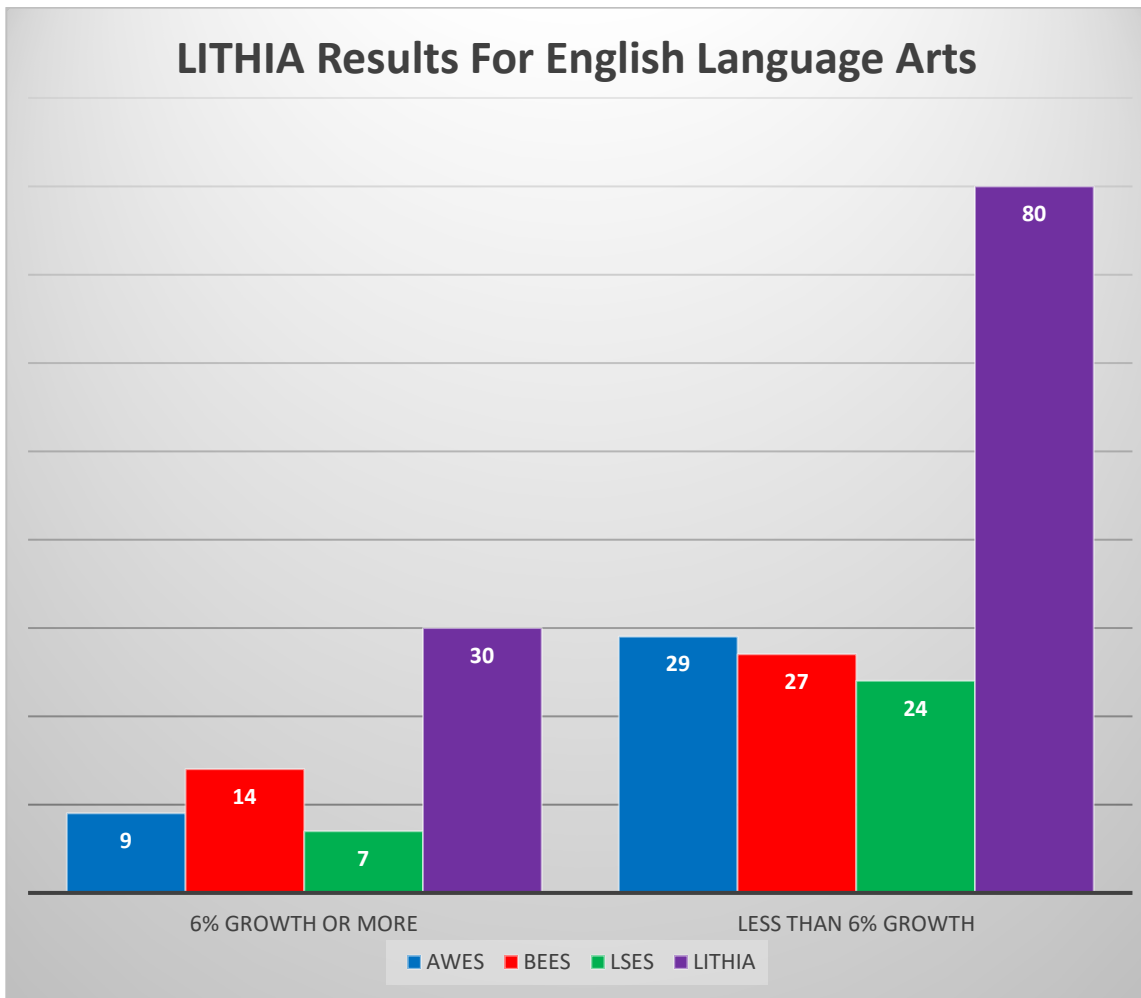
The STAR Reading Assessments were administered in the fall for baseline scores, at the midpoint, and at end of year. Thus, there were three reading scores indicating the progress of the students in reading for the year. Students were expected to increase their baseline score by at least 6%. That is to 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 110 students who attended the Lithia Cohort program: 38 from AWES, 41 from BEES, and 31 from LSES. Twenty-seven percent (30 of 110) 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, 9 of 38 AWES students (24%) met the goal, along with 14 of 41 (34%) at BEES and 7 of 31 (23%) at LSES.

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 Lithia Cohort program there were 132 total students with end-of-year Lexile scores. Thirty-two percent (42/132) 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.

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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, 23 of 49 (47%) of AWES students – regardless of their grade level – had Lexile scores that placed them within or below the 1st grade band. At BEES, 35 of 48 (73%) placed in the grade 1 band or below. At LSES, 20 of 41 (49%) placed in grade 1 band or below. This starting point for most of the Lithia Cohort 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. AWES identified 34 of the 45 (76%) students with Lexile scores as increasing from fall to spring. BEES identified 25 of 46 (54%) students with an increase, and LSES identified 36 of 41 (88%) students showing an increase in Lexile scores from fall to spring. Within Lithia Cohort as a whole, 95 students of 132 (72%) showed an increase in Lexile scores from fall to spring.

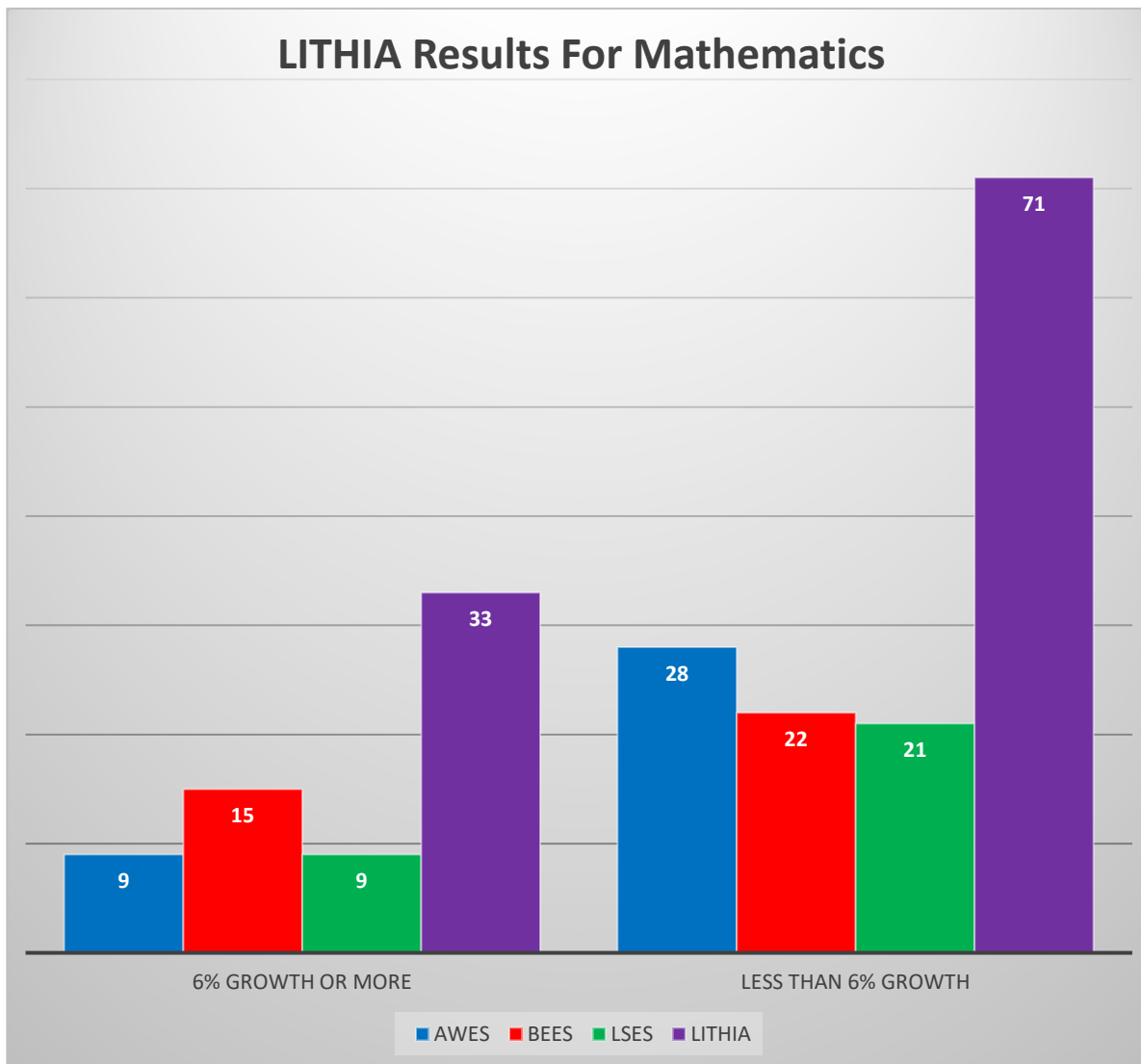
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AWES LEXILE SCORES by Grade Band			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	10
3	520 to 820	Within Band	3
		Exceed Band	4
		Under Band	8
4	740 to 940	Within Band	5
		Exceed Band	1
		Under Band	10
5	830 to 1010	Within Band	1
		Exceed Band	3
BEES LEXILE SCORES by Grade Band			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	10
3	520 to 820	Within Band	3
		Exceed Band	1
		Under Band	15
4	740 to 940	Within Band	1
		Exceed Band	0
		Under Band	15
5	830 to 1010	Within Band	1
		Exceed Band	0
LSES LEXILE SCORES by Grade Band			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	7
3	520 to 820	Within Band	6
		Exceed Band	0
		Under Band	4
4	740 to 940	Within Band	2
		Exceed Band	3
		Under Band	12
5	830 to 1010	Within Band	4
		Exceed Band	4

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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 104 students who attended the Lithia Cohort After School Program, 37 from AWES, 37 from BEES, and 30 from LSES. Thirty-two percent (33 of 104) 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, 9 of 37 AWES students (24%) met the goal, along with 15 of 37 (41%) at BEES and 9 of 30 (30%) at LSES.



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, 78% (35/45) of students who were regular attendees in the AWES after-school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in ELA. Additionally, 80% (36/45) of students that were regular attendees in the AWES after-school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on reportcard grades in math.

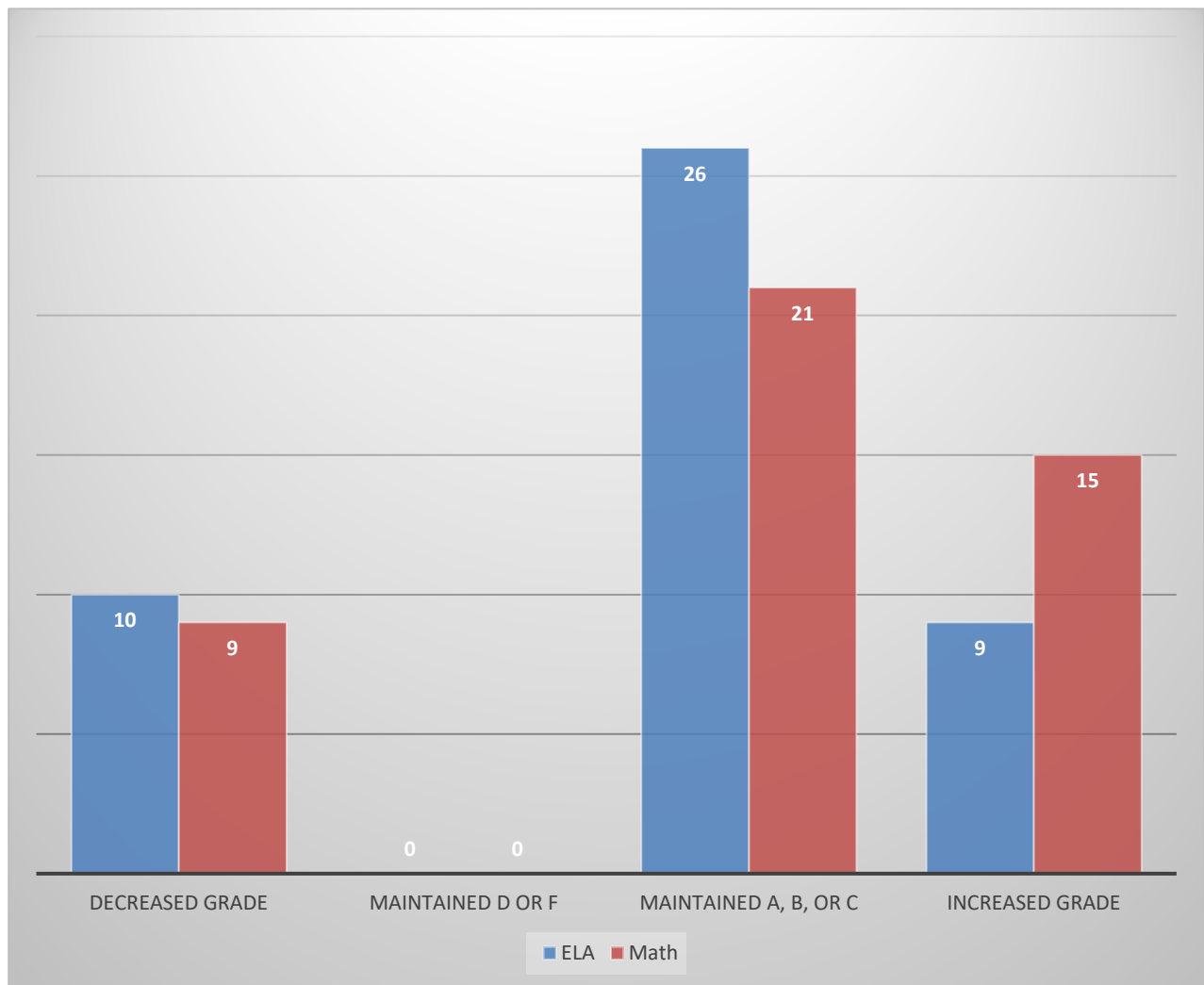


Figure 5. AWES Report Card Grade Changes from 1st to 4th Nine-Weeks. Source: DCSS.

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Ninety-two percent (33/36) of students that were regular attendees in the BEES 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, 78% (28/36) of students that were regular attendees in the BEES after-school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math (Figure 6).

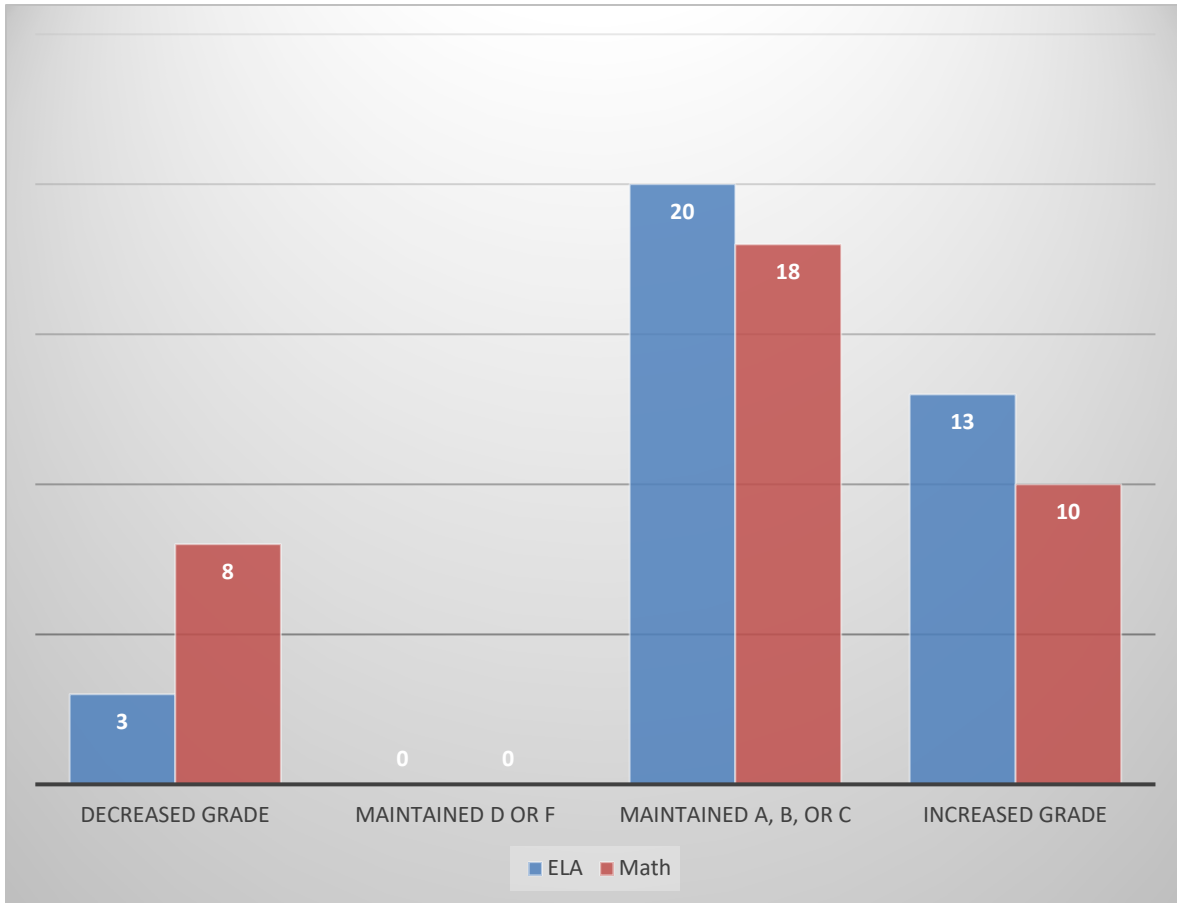


Figure 6. BEES Report Card Grade Changes from 1st to 4th Nine-Weeks. Source: DCSS.

As shown in Figure 7, 90% (45/50) of students that were regular attendees in the LSES 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, 94% (47/50) of students that were regular attendees in the LSES after-school program during 2022-23 either increased their grade or maintained an A, B, or C average for the school year on report card grades in math.

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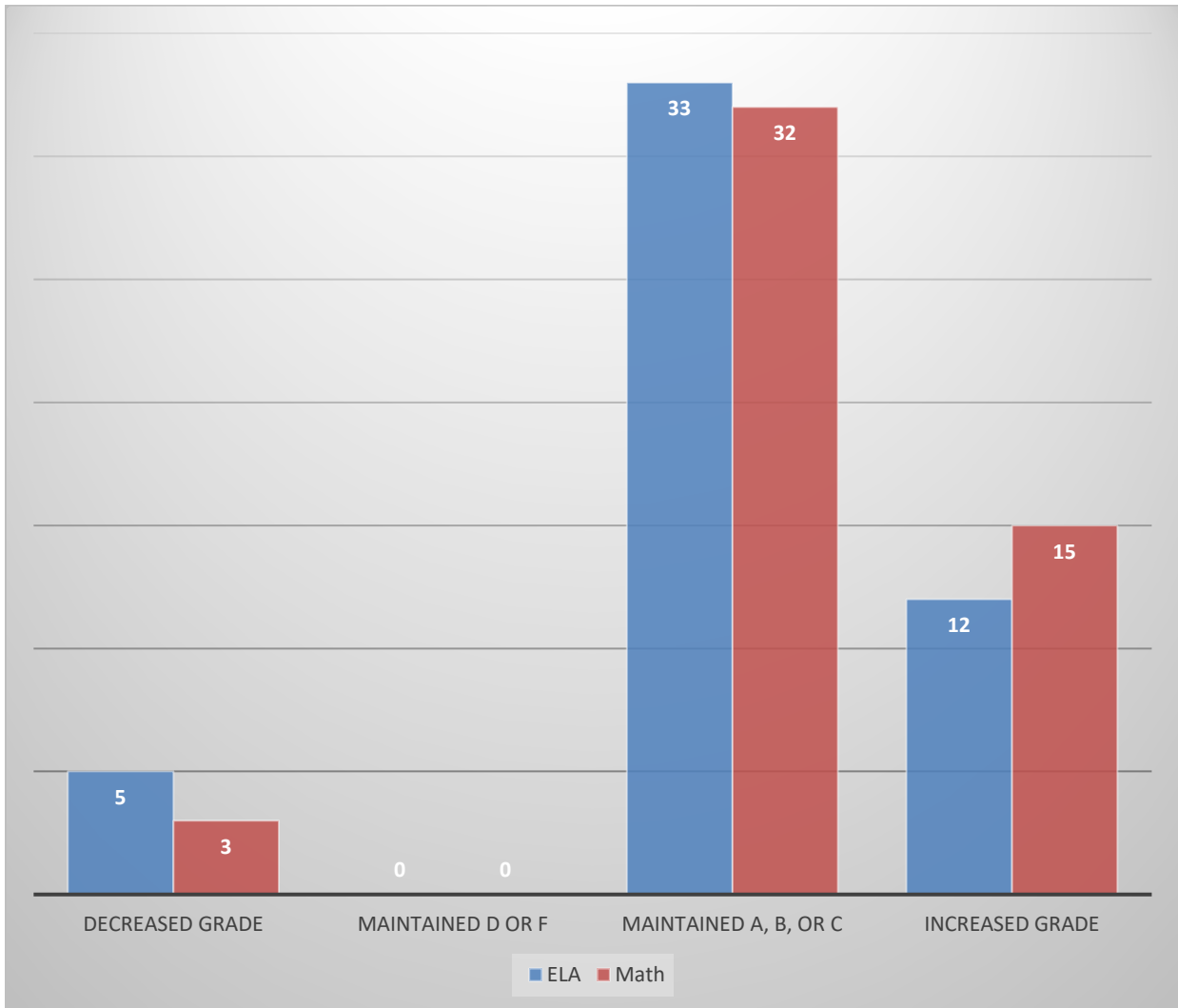


Figure 7. LSES Report Card Grade Changes from 1st to 4th Nine-Weeks. Source: DCSS.

Finally, as shown in Figure 8, 86% (113/131) of students that were regular attendees in the Lithia Cohort 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, 85% (111/131) of students that were regular attendees in the Lithia Cohort 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.

Lithia Cohort 2022-2023

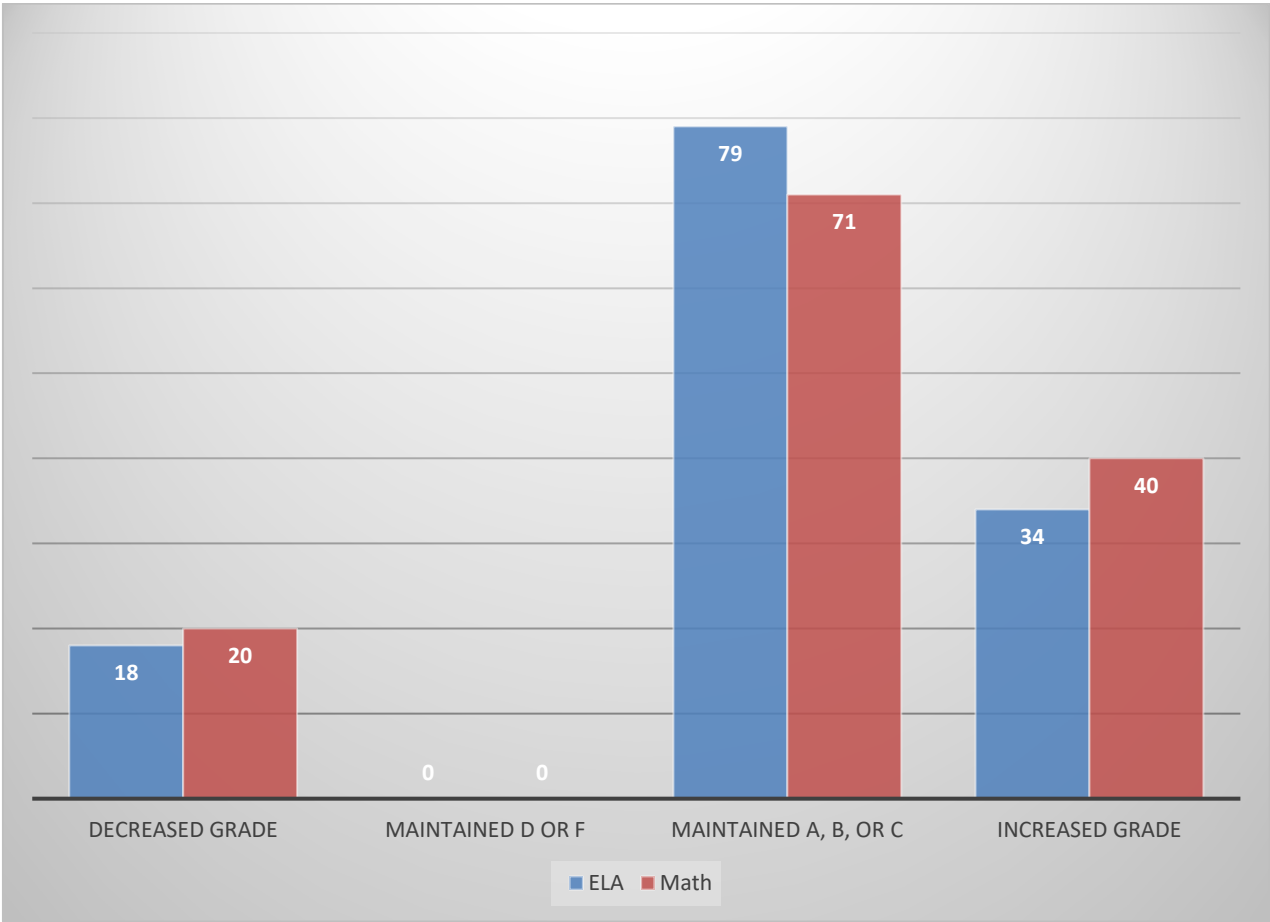


Figure 8. Report Card Change Summary for Lithia Cohort.

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Reporting GPRA Measures for Lithia Cohort

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.

There were no students in the Lithia Cohort at those grade levels. N/A

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

In Lithia Cohort there were 13 students who had an attendance rate lower than 90% in 2022, and 8 of 13 (62%) 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 Lithia Cohort, there were no reported suspensions in 2021-22.

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

In Lithia Cohort there were 129 teachers that reported about an improvement in engagement. Of those, 128 of 129 (99%) reported an increase in teacher reported engagement.

4.3

Involvement of Adult Family Members

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

- 97% of the parents who responded indicated they strongly agreed or agreed the Lithia Cohort helped their child to complete homework.
- 89% of the parents who responded indicated they strongly agreed or agreed the Lithia Cohort helped their child to improve in behavior.
- 100% of adult family members who responded to the survey were satisfied or very satisfied with the Lithia Cohort 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 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 below.

- 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 (94%) 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 99% of students involved with the after-school program have improved in coming to school ready to learn since the beginning of school.
- Regular-day teachers, who responded to the survey, report that 99% of students involved with the afterschool program have improved or maintained satisfactory completion of homework since the beginning of school.

4.5

Attitudes of Students toward School

In the spring of 2023, 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 below. Responses were from students who participated in the Lithia Cohort program and completed the student survey.

- 91% of students who responded to the student survey reported that the after-school program helped them to complete their homework.
- 86% of student respondents reported that they had improved in academics.
- 86% 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 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 11. Responses were from after-school workers who participated in the Lithia Cohort program and completed the after-school worker survey.

There was a total of 27 after-school workers in the Lithia Cohort who completed the survey. One hundred percent of the 28 after-school workers who responded to the question indicated that they were satisfied with the professional development they received during the year.

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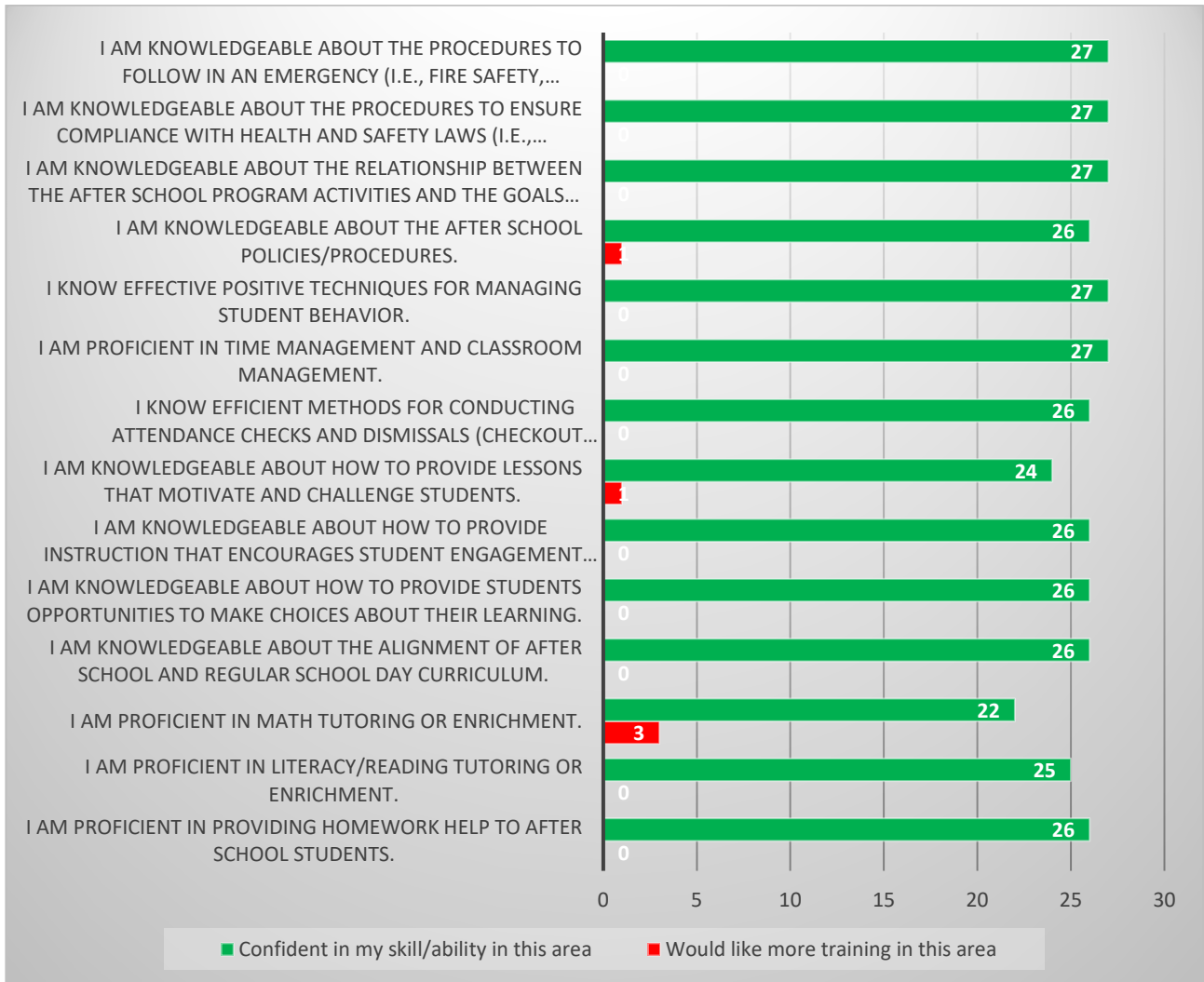


Figure 9: Lithia Cohort After-School Worker Survey Results 2022-23. Source: After-School Workers Survey.

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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	2021 Status	2022 Status	2023 Status	Comments
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.	Not Met	Not Met	Not Met	AWES 24% increased 6% or more BEES 34% increased 6% or more LSES 23% increased 6% or more Lithia Cohort 27% increased 6% or more
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.	Met	Met	Not Met	AWES 24% increased 6% or more BEES 41% increased 6% or more LSES 30% increased 6% or more Lithia Cohort 32% increased 6% or more
1.3 Of the 21st CCLC students participating in the program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A,B, or C) or (2,3) in Math as measured by the school report card.	Met	Met	Met	AWES 80% increased or A, B, C BEES 78% increased or A, B, C LSES 94% increased or A, B, C Lithia Cohort 85% increased or A, B, C
1.4 Of the 21st CCLC students participating in the program 30 days or more, 50% of the participants will exhibit an annual academic improvement, individual student growth with their Reading Lexile's Scores.	Met	Met	Met	AWES 76% Increased Lexile scores BEES 54% Increased Lexile scores LSES 88% Increased Lexile scores Lithia Cohort 72% Increased Lexile scores
2.1 At least 80% of 21st CCLC grant students participating in the program 30 days or more will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.	Met	Met	Met	Regular Day Teachers of students in the Lithia Cohort program indicated that 99% of students improved in homework 97% of parents reported improvement 99% of students reported improvement.
2.2 At least 80% of 21st CCLC grant students participating in the program 30 days or more will demonstrate improvement or maintain satisfactory behavior by the end of the school year.	Met	Met	Met	Regular Day Teachers of students in the Lithia Cohort program indicated that 92% of students improved in behavior 89% of parents reported improvement 92% of students reported improvement.
3.1 50% of registered and active parents will attend two or more parent sessions per year.	Met	Met	Met	Parents attended two or more parent sessions: AWES 100% BEES 84% LSES 100% Lithia Cohort 95%

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3.2 50% will report increased engagement and understanding of their child's academic progress.	Met	Met	Met	As indicated in the Parent Survey, morethan 50% of the parents reported increased engagement.
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Success Stories

Annette Winn Elementary School

One student, Julio, came to the school not knowing much English and was very, shy. He was recommended for the 21st CCLC program and his parents agreed to let him come. Now, Julio is speaking English well and even talks with his teacher, Mr. Smith every day. Julio has Mr. Smith as his day school teacher and then for after-school as well. Says Mr. Smith, "Julio is with me all day and then he's with me in the afternoon and I think his English has improved so much...it is a huge success!" In the beginning Julio had a very difficult time communicating with his teachers and other students but now he's having a great time and looking forward to coming to school every day. States Mr. Smith, "We are helping our students every day and in every way that we can! I call that a win-win. Win for the students and win for the school!"



Beulah Elementary School

Crimson, who is currently in fifth grade and has been in the program continuously since third grade, was a non-reader when she started the program. It was a huge issue coming into third grade and needing to learn the alphabet. Crimson hated to read and wouldn't play video games until the voice was activated. She hated getting on the computer because she didn't know her alphabet. Getting Crimson to participate in class was a daily fight. Realizing the major issues that Crimson had in reading, the after-school teacher made a special effort to get to know her. Crimson is currently in fifth grade this year and her reading has improved significantly! Because her reading has improved she can now write, successfully constructing complete complex sentences using appropriate grammar. Being in the Hive Achievers Club has really made a difference for Crimson during day school. She is looking forward to moving on to sixth grade next year and continue her academic success.



Lithia Springs Elementary School

An instructor shared a story about a fifth-grade student, Jamal, who enrolled in the program towards the middle of the fall semester. Prior to enrolling, Jamal had a hard time focusing on the activity that the class was working on. "Jamal just loves to draw all the time. So, focusing on drawing no matter what he's doing, math, he's drawing, science, he's drawing, reading, he's drawing." The instructor shared that it was often a challenge for him to focus on the class activity and the teacher was constantly re-directing him. After a few weeks, Jamal realized that I was going to work with him in the afternoon to finish any daytime assignments. "It's like Jamal



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knows if we don't finish in the day, 'oh, you're [going to] see me this afternoon.' He'll be with me every day...and he's taking the initiative now.” After just a couple of months in the program, Jamal has grown more confident and independent in his academic work, requiring less one-on-one support from the instructors. Additionally, Jamal’s scores on reading and writing progress monitoring have significantly increased and he is on his way to meeting grade level reading standards.

Program Highlights and Areas for Improvement

7.1

Program Highlights

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

Student Participation

Lithia Cohort served 164 students this year. Eighty-six percent of students who registered for the Lithia Cohort program attended 30 days or more. The average daily attendance for Annette Winn Elementary School was 37, for Beulah Elementary School was 31, and for Lithia Springs Elementary School was 40.

Participation of Adult Family Members

Lithia Cohort served 146 adult family members. This included 48 from Annette Winn, 44 from Beulah, and 54 from Lithia Springs. The overall participation rate was 89% of student enrollment. This included 94% at Annette Winn, 86% at Beulah, and 87% at Lithia Springs.

Student Grades

At Annette Winn Elementary School, the number of students maintaining an A, B, or C average or increasing their average in Math was 80%, an increase over last year's 74% rate. At Beulah Elementary School, the number of students maintaining an A, B, or C average or increasing their average in Math was 78%, a decrease over last year's rate of 83%. At Lithia Springs Elementary School, the number of students maintaining an A, B, or C average or increasing their average in Math was 94%, which is an increase over last year's rate of 80%. The overall Lithia Cohort program was at 85%.

Of the students participating in the program 30 or more days, 76% of Annette Winn students increased their Lexile scores during the year. At Beulah Elementary School 54% of the students increased their Lexile Scores. At Lithia Springs Elementary School 88% of the students increased their Lexile scores. The overall Lithia Cohort program percentage of students increasing their Lexile score was 72%.

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Student Attitudes toward School

According to responses gathered from the student survey, 91% of responding students said that the Lithia Cohort program helped them to complete their homework. Additionally, 86% of students reported that they had improved their academics, and 86% reported they liked Lithia Cohort ASP.

Adult Family Member Attitudes toward the Lithia Cohort Program

A total of 146 parents/adult family members were served by the Lithia Cohort program. According to responses gathered from the parent survey, 97% of respondents said that the Lithia Cohort program helped their child to complete their homework and 100% said that they were either very satisfied or satisfied with Lithia Cohort After School Program. Of the parents who completed the survey, 95% reported that they attended two or more events this year.

7.2

Areas for Improvement and Recommendations

(1) While none of the Lithia Cohort sites met the summative STAR goals, increases in math grades and Lexile scores nonetheless suggest that academic progress is being made and that the academic loss as a result of the pandemic and its lingering effects is being successfully addressed. We note the program's success in meeting its enrollment targets and strongly recommend that the sites continue to monitor student academic performance data to identify and recruit students who can most benefit from the program.

(2) After school program staffing issues in some of the clubs have been a issue this year in many places due to the lack of the number of teachers willing to work extended hours. 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 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 that is occurring after the pandemic. It is recommended that the site coordinator and the staff continuously review the Lithia Cohort 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 acceleration and small group tutoring has shown to be the most effective and efficient way to meet student's lagging learning needs. This approach also allows the teachers to stay aware of who has assignments that have not been completed and which assignments have not been submitted. 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

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an asset-based approach builds student resiliency while encouraging students to strengthen academic skills.

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

(4) Research shows that school closures have been especially difficult for U.S. students who are living with serious emotional or behavior difficulties such as depression, anxiety, 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 returned to the classroom in 2022 have lingering academic needs and 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 may experience stress regarding academic gaps. 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. The Lithia Cohort sites have made important strides in implementing the Capturing Kids’ Hearts program. Integrating this approach into normal school activities – both in the after school program and during the regular school day – will help support positive student social and emotional development. Day teachers also implemented Satchel SEL screener to help detect SEL skill deficits in grades 4 and 5. Teachers will also benefit from reduced workday stress.

7.3.1

Challenges to Implementation

Staffing continues to be an issue for many after school programs. Many teachers

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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. Though the schools have been in-person for 2 years, the impact of the pandemic still lingers. 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 Lithia Cohort 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 Annette Winn Elementary School 85.11% of students were NSLP-eligible; at Beulah Elementary School, 75.06% of students were NSLP-eligible; and, at Lithia Springs Elementary School, 81.05% 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 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:

Communities in School of Douglas County (3).

DCSS-Food Service (3)

DCSS-Teachers (3)

Douglas CORE (3)

Douglas County Chamber of Commerce

Douglas County School System Title I Coordinator (2)

Chick-fil-A

4-H Volunteers

Antoine Lott and BOSCH

Miriam Lott

Books A Million (2)

Shawn Langley

Cornerstone Baptist Church

Cold Stone Creamery



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

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

Sustainability Timeline

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

September – October: Meet with staff and advisory committee

November – December: Work on Phase II of Sustainability Plan

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

March: Work on Phase III of Sustainability Plan

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

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

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

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Other funding streams and revenue sources may also include a sliding fee structure which must be introduced to parents in year four. The introduction will be part of the parent meetings as we inform them of the grant's funding ending. This will help parents begin the planning process for year six when state funding is no longer available.

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

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

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

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

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

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