Subgrantee: SMART

Date: June 30, 2023

1. Attendance

Total Number of Students Targeted	Registered Students Attending at least 1 day or 1 hour	# of Students Attending ≥ 30 days or 90 hours)	Total Number of Parent Opportunities	Cumulative Total Number of Parents Attending
Number: 155	Number: 167	Number: 150	Number: 29	Number: 132

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 8	Number: 5	Number: 3	Number: 0

3. GTID

Number of Student GTIDs Reported in Transact/Cayen	167	

4. Report Card Grades

4A. English Language Arts

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1st Semester ELA Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade			
Number	A	B	C	D or F	Number	A	B	C	D or F
10	27	55	57	18	33	33	48	42	11

Identify the preferred if it is not letter grades	Numerical Grades

4B. Math

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1st Semester Math Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade			
Number	A	B	C	D or F	Number	A	B	C	D or F
10	29	44	55	29	23	38	41	46	21

Identify the preferred if it is not letter grades	Numerical Grades

5. Teacher Reported Engagement in Learning Survey

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	0	%	5	%	10	%	50	%	35
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	0	%	4	%	7	%	52	%	37
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
110	%	0	%	2	%	13	%	47	%	38

6. Partners

Number of Partners	Total Amount of Contributions	
21	$9,260.00	

SMART

21st Century Community Learning Centers

Annual Evaluation Report

2022-2023

Prepared for the Georgia Department of Education by

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

Reporting Information

School District
Douglas County School System

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

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Participating Schools
Burnett Elementary School

Eastside Elementary School

Stewart Middle School

Site Coordinators
Marie Hall and Karen Clark
Burnett Elementary School

Gail Cuellar and Rochelle Davis
Eastside Elementary School

Tangie Weatherspoon and Jacqueline Zeigler
Stewart Middle School

Reporting Period
August 2022 – May 2023

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APPENDIX (Sustainability Plan)

Note to the Reader

The following abbreviations are used in this report:

APlus   Academic Plus Georgia 21st CLC Database

CISDC   Communities in Schools of Douglas County

DCSS   Douglas County School System

CERS   Center for Evaluation and Research Services

BUES   Burnett Elementary School

ESES   Eastside Elementary School

SMS   Stewart Middle School

GaDOE   Georgia Department of Education

Acknowledgments

Quality program evaluation requires collaborative work with a number of people. Special thanks go to Mitzi Teal for the leadership and support provided to the schools as well as for the assistance provided in planning and implementing the evaluation. Thanks also goes to the schools' site coordinators, Marie Hall, Karen Clark, Gail Cuellar, Rochelle Davis, Tangie Weatherspoon, and Jacqueline Zeigler, for their willingness to help with the evaluation. Without their help and cooperation, the program evaluation would not be possible. A special thanks goes to the students, parents, teachers, and staff members who participated in the surveys.

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Program Overview and History

1.1   Program Overview

In May of 2023, the Douglas County School System, in partnership with Communities in Schools of Douglas County, completed the fourth year of its 21st Century Community Learning Centers grant program funded by the Georgia Department of Education. The program, known as SMART, serves students at Burnett Elementary School (BUES), Eastside Elementary School (ESES), and Stewart Middle School (SMS). SMART 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 SMART 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 64 students were served at BUES. Sixty-one students attended the BUES program for 30 days or more. At ESES, a total of 42 students were served, with all 42 attending for 30 days or more. At SMS, a total of 61 students were served, with 47 attending for 30 days or more. BUES and SMS met their target enrollments of 60 and 48, respectively. ESES approached but did not reach its target of serving 47 students. In total, there were 167 students (64 + 42 + 61= 167) served in the SMART program, with 150 regular attendees (61 + 42 + 47 = 150). The attendees of the SMART program are shown by grade level in Figure 1.

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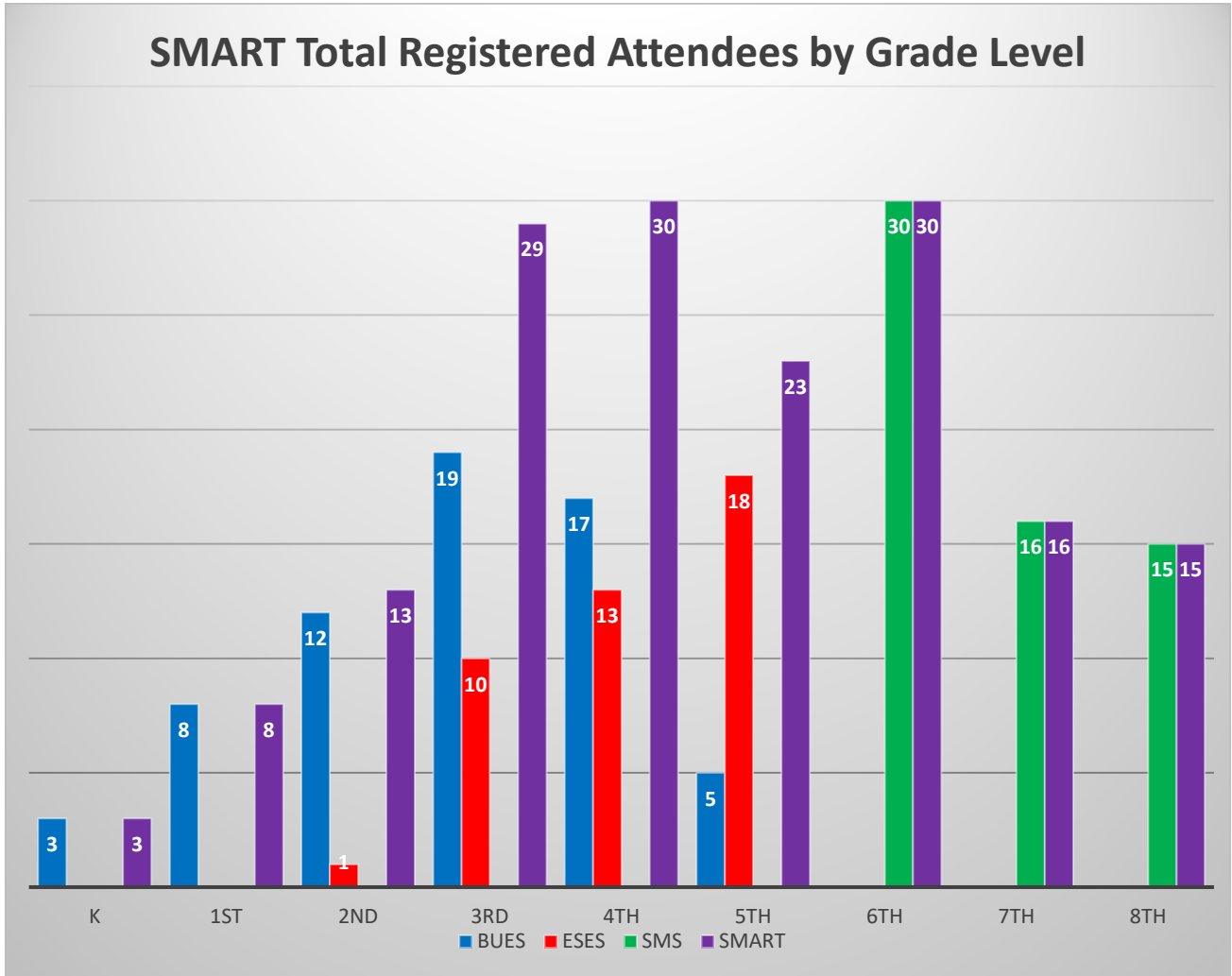
Figure 1. SMART Total Registered Attendees by Grade Level 2022-2023. *Source:* APlus Information System.

1.3	Program Goals, Objectives, Activities, and Benchmarks

The goals, objectives, activities, and benchmarks of SMART aresummarized in Table 1.

Table 1. SMART 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.		

Local District Assessment	a) Homework Assistance b) Computer based assessments/activities & Enrichment sessions c) Accelerated Reader Reports d) Local assessment	a) Daily & weekly monitoring, b) Weekly sessions offered - multiple times per week c) Review every 2 weeks to ensure student completed AR test, review results d) Local assessment conducted twice a year in the fall and spring

1.2   50% of regularly participating students (attending the program 30 days or more) will demonstrate a 6% increase in proficiency on local district assessments for Math from fall to spring administration.

Local District Assessment	a) Homework Assistance b) Computer based assessments/activities & Enrichment sessions c) Accelerated Reader Reports d) Local assessment	a) Daily & weekly monitoring, b) Weekly sessions offered - multiple times per week c) Review every 2 weeks to ensure student completed AR test, review results d) Local assessment conducted twice a year in the fall and spring

Objective 1.3. Of the 21st CCLC students participating in the program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B, or C) or (2,3) in Math as measured by the school report card.

Progress notes each three weeks, report cards each six weeks	a) Progress report evaluations with classroom teachers b) Agenda book messages with missing assignments c) Remedial help needed and student goal setting	a) Every two weeks b) Daily and weekly throughout the school year c) Daily or weekly based on student needs

Objective 1.4. Of the 21st CCLC students participating in the program 30 days or more, 50% of the participants will exhibit an annual academic improvement, individual student growth with their Reading Lexile's Scores.

Lexile data from STAR 360	a) Progress report evaluations with classroom teachers b) Agenda book messages with missing assignments c) Remedial help needed and student goal setting d) STAR Reading assessment	a) Every two weeks b) Daily and weekly throughout the school year c) Daily or weekly based on student needs d) three assessment points per year using STAR reading assessment

Goal 2. Increase student involvement		
Objective 2.1 At least 80% of 21st CCLC Grant students participating in the program 30 days or more participating in the program will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.		
Pre-program surveys, parent and teacher surveys Report card feedback and comments 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 SMART 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 SMART evaluation during 2022-23: (1) to provide detailed information about the continuing SMART 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 objectivesand information obtained from the staff interviews and parent, staff and student surveys will be shared with the SMART 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. Marie Hall and Karen Clark were site coordinators for BUES. Gail Cuellar and Rochelle Davis served as site coordinators for ESES. Tangie Weatherspoon and Jacqueline Zeigler were the site coordinators at SMS. 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 additional 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 though suggestions for additional partnershipsand 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 SMART after-school program. Parents and guardians were given and encouraged to complete the survey viaemail 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

	BUES	ESES	SMS	Total
Parent Surveys Completed	45	8	53	106
No. of Regular Attendees at the School Site	61	42	47	150
% Completed per Regular Attendees	74%	19%	113%	71%

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 SMART after-school program. The purpose of the survey was to assess whether regular-school-dayteachers believed that student participants' behavior related to academic performance had changed during their involvement with SMART 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*).

Forty-one teacher survey responses were received from teachers at BUES, 21 results from ESES, and 48 results from SMS, for a total of 110 results.

2.3.3. After-School Worker Survey

During spring 2023, a survey of actions, aptitudes, and confidence levelswas administered to after-school workers who participated in the SMART 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 SMART 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 pointsranged 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

	BUES	ESES	SMS	Total
Student Surveys Completed	47	30	52	129
No. of Students Targeted by the Grant Application	60	47	48	155
No. of Students Active at the Time of Student Survey	61	42	47	150
% Completed per Active Students	77%	71%	111%	86%

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 SMART 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 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 thesite 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

Data Collection Activity	*Fall 2022*	*Spring 2023*
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 SMART program were to create an academic learning environment, increase student academic performance in an effort to bridgethe academic gap, increase student engagement, and increase adult family members participation in school activities. The program director and site coordinators of the SMART 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 SMART 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 SMART program, as identified in the APlus Information System, are listed below. Other activities are described in the formative evaluation reports for fall and spring.

- ELA and Math Academic
- Family Game Night / Bingo
- Fall Advisory Meeting
- STEM/STEAM/Math Night
- Enrichment Activities
- STAR 390 Understanding Student Reports
- Current Events/Writing
- Parent Thought Exchange
- Random Acts of Kindness Parent Night

- Homework Help
- Lights On Parent Night
- Parent Orientation
- Pancakes with Parents
- STEM/STEAM Activities
- Line Dancing
- Photography
- End of Year Showcase
- Cooking

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 perSummer Week
BUES	32	5	12	3	20
ESES	32	5	12	3	20
SMS	32	5	12	4	20

3.3   Student Attendance and Enrollment

During the school year, 167 students attended the SMART program for one day or more. The numbers of days attended by students are summarized in Figure 3. Of the students who attended the SMART program for one day or more, 17 (10%) attended for fewer than 30 days. Some of these were from highly mobile families that attend school and move often. Of the students whoattended the SMART program for one day or more, 150 (90%) attended for 30 days or more and are defined as Regular Attendees.
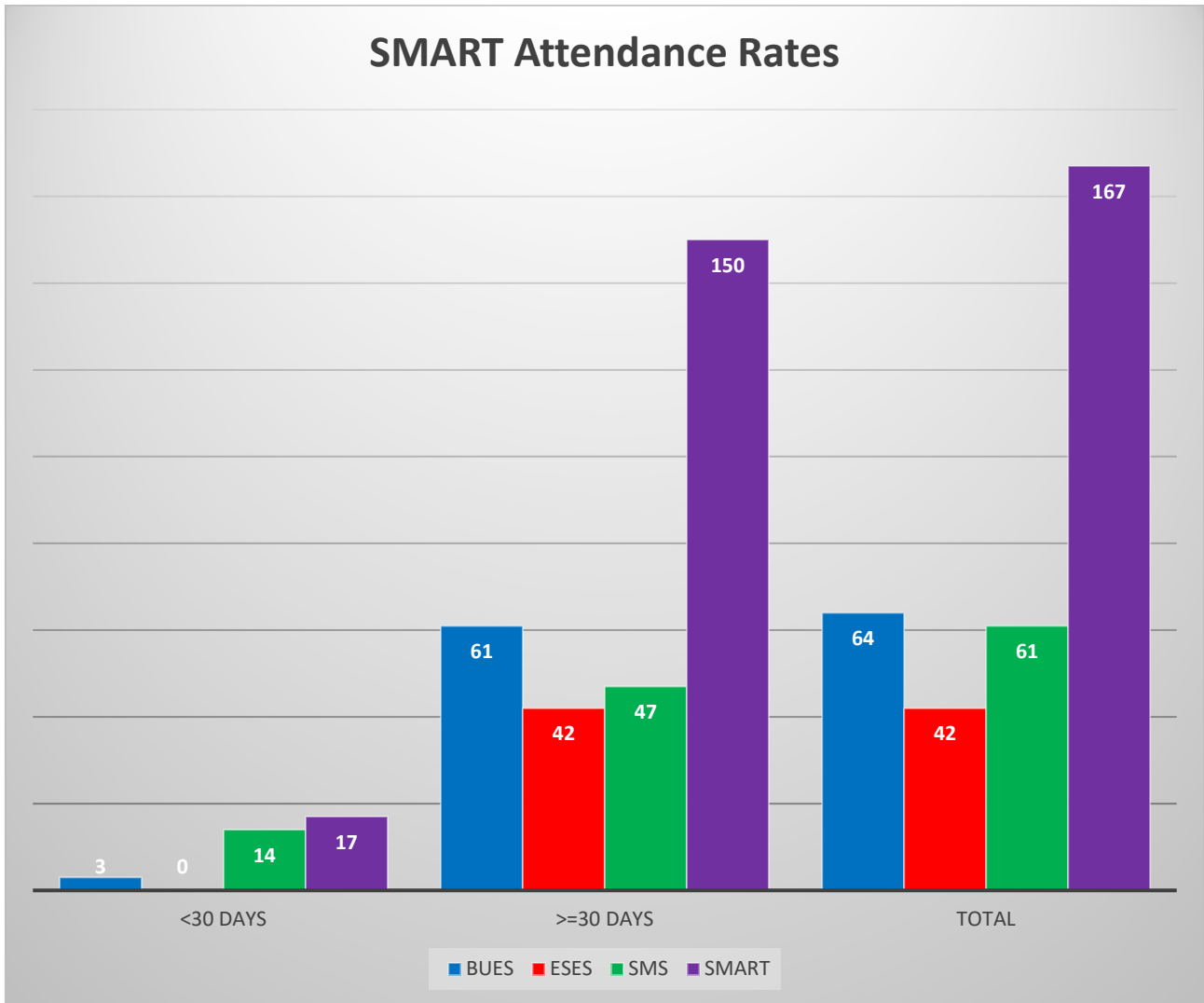
Figure 3. Student Attendance. Source: APlus Information System.

3.4	Student Demographics

The demographic information for the 167 students who participated in the SMART program is presented in Table 5.

Table 5

Total Students

	BUES		ESES		SMS		ALL SCHOOLS	
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total
Grade								
K	3	5	0	0			3	2
1	8	13	0	0			8	5
2	12	19	1	2			13	8
3	19	30	10	24			29	17
4	17	27	13	31			30	18
5	5	8	18	43			23	14
6					30	49	30	18
7					16	26	16	10
8					15	25	15	9
Gender								
Female	31	48	28	67	38	62	97	58
Male	33	52	14	33	23	38	70	42
Race/Ethnicity								
American Indian /Alaskan Native	0	0	0	0	0	0	0	0
Asian	3	5	1	2	0	0	4	2
Black	51	80	32	76	60	98	143	86
Hispanic	7	11	7	17	0	0	14	8
White	1	2	0	0	0	0	1	1
Multi-racial/NA	2	3	2	5	0	0	4	2
Other								
Not English Proficient	1	2	6	14	1	2	8	
Economically Disadvantaged	63	98	41	98	58	95	162	
Special Education	3	5	7	17	9	15	19	
Total Students	64		42		61		167	

Source: APlus Information System

3.5	Student Attendance

The average daily student attendance was 43 students for BUES, 30 students for ESES, and 36 for SMS (APlus Information System).

| 3.6 | Adult Family Member Attendance |

During the school year, the SMART program served 132 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, 89% indicated they attended two or more events this year.

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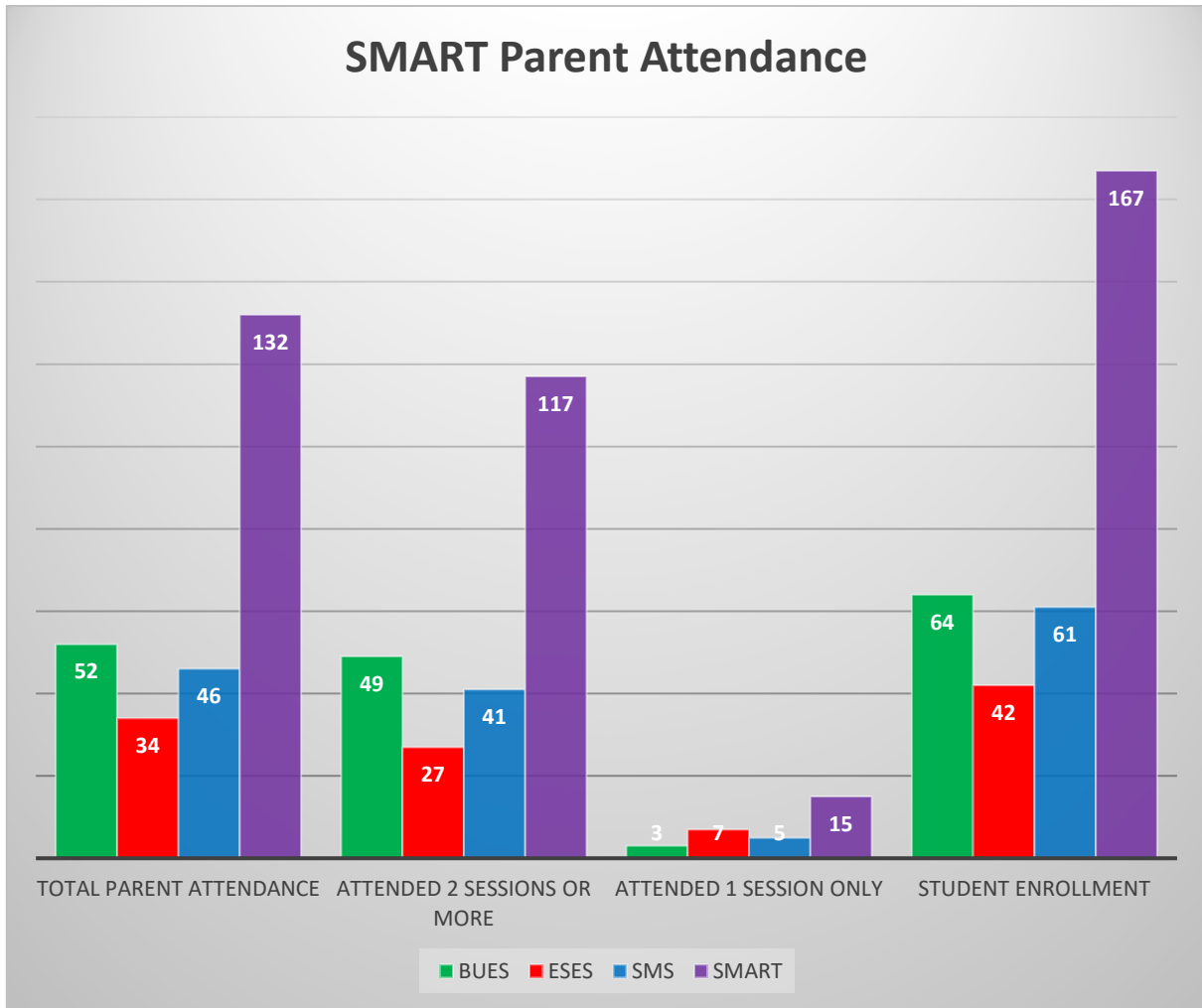
Figure 4. SMART Parent Event Attendance recorded by Parent Survey. *Sources:* Parent Survey.

3.7	Program Staff

Table 6

Ratios of Students to Teacher

	BUES	ESES	SMS
● Academic	12:1	12:1	12:1
● Enrichment	15:1	15:1	15:1

Program Outcomes

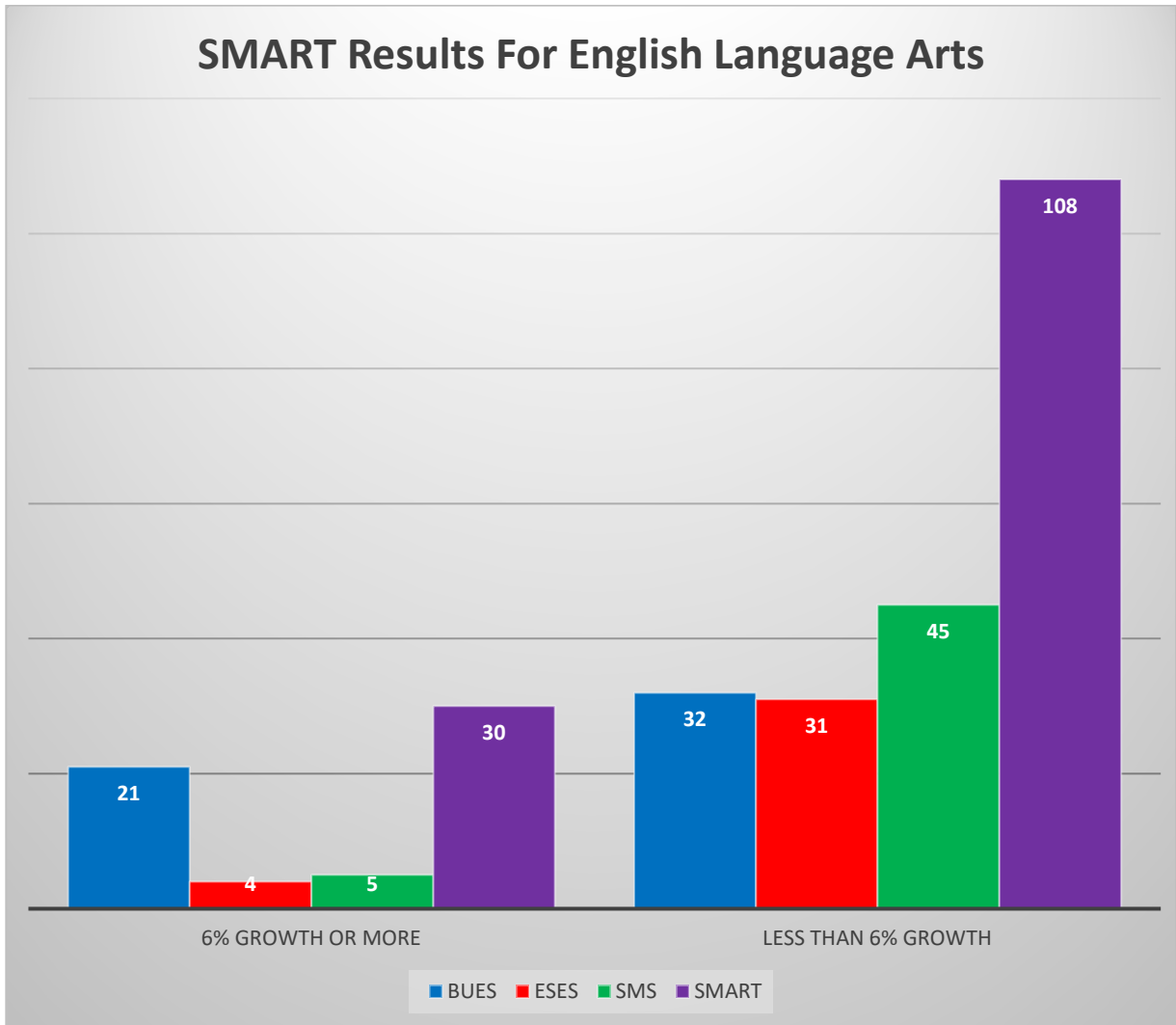## 4.1 | Academic Performance: STAR Score Results

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

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 138 students who attended the SMART program: 53 from BUES, 35 from ESES, and 50 from SMS. Twenty-two percent (30 of 138) 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, 21 of 53 BUES students (40%) met the goal, along with 4 of 35 (11%) at ESES and 5 of 50 (10%) at SMS.

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 SMART program there were 142 total students with end-of-year Lexile scores. Twenty-one percent (30/142) of those students had Lexile scores within the estimated reading band or greater for their grade placement. However, the student growth in Lexile scores may be an indication of academic growth by students in the CCLC program.

SMART Results For English Language Arts

	6% GROWTH OR MORE	LESS THAN 6% GROWTH
BUES	21	32
ESES	4	31
SMS	5	45
SMART	30	108

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, 50 of 57 (88%) of BUES students – regardless of their grade level – had Lexile scores that placed them within or below the 1st grade band. At ESES, 28 of 41 (68%) placed in the grade 1 band or below. At SMS, 40 of 55 (73%) placed in grade 3 band or below. This starting point for most of the SMART students makes it very challenging for students to reach the grade equivalent band goal. Recognizing this, Performance Objective 1.4 calls for 50% or more of regularly attending program participants to increase their Lexile reading scores over the course of the school year. The program as a whole as well as ESES met this objective. BUES identified 24 of the 49 (49%) students with Lexile scores as increasing from fall to spring. ESES identified 23 of 34 (68%) students with an increase, and SMS identified 23 of 49 (47%) students showing an increase in Lexile scores from fall to spring. Within SMART as a whole, 70 students of 132 (53%) showed an increase in Lexile
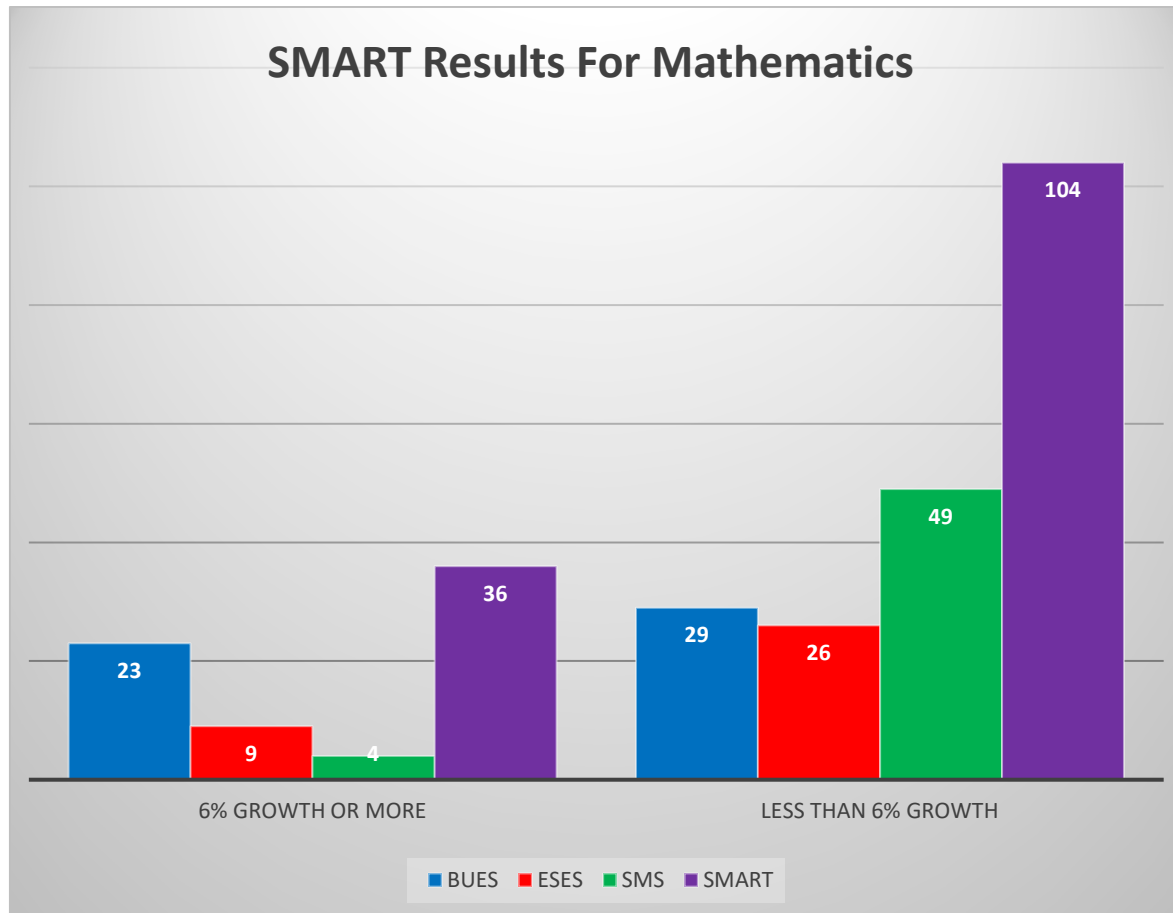
scores from fall to spring.

BUES LEXILE SCORES by Grade Band			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	0
1	190-530	Within Band	2
		Exceed Band	0
		Under Band	16
2	420-650	Within Band	1
		Exceed Band	0
		Under Band	10
3	520 to 820	Within Band	3
		Exceed Band	0
		Under Band	15
4	740 to 940	Within Band	0
		Exceed Band	2
		Under Band	3
5	830 to 1010	Within Band	1
		Exceed Band	2
ESES LEXILE SCORES by Grade Band			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	11
3	520 to 820	Within Band	0
		Exceed Band	0
		Under Band	4
4	740 to 940	Within Band	2
		Exceed Band	1
		Under Band	
5	830 to 1010	Within Band	
		Exceed Band	
SMS LEXILE SCORES by Grade Band			
Grade	Lexile Band	Score Classification	Number of Students
		Under Band	21
6	925-1070	Within Band	2
		Exceed Band	0
		Under Band	14
7	970-1120	Within Band	0
		Exceed Band	1
		Under Band	13
8	1010-1185	Within Band	0
		Exceed Band	1

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 140 students who attended the SMART After School Program, 52 from BUES, 35 from ESES, and 53 from SMS. Twenty-six percent (36 of 140) 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, 23 of 52 BUES students (44%) met the goal, along with 9 of 35 (26%) at ESES and 4 of 53 (8%) at SMS.

SMART Results For Mathematics

	6% GROWTH OR MORE	LESS THAN 6% GROWTH
BUES	23	29
ESES	9	26
SMS	4	49
SMART	36	104

4.2	Academic Performance: Grades

One of the objectives of the SMART 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, 54% (30/56) of students who were regular attendees in the BUES 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, 70% (39/56) of students that were regular attendees in the BUES 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.
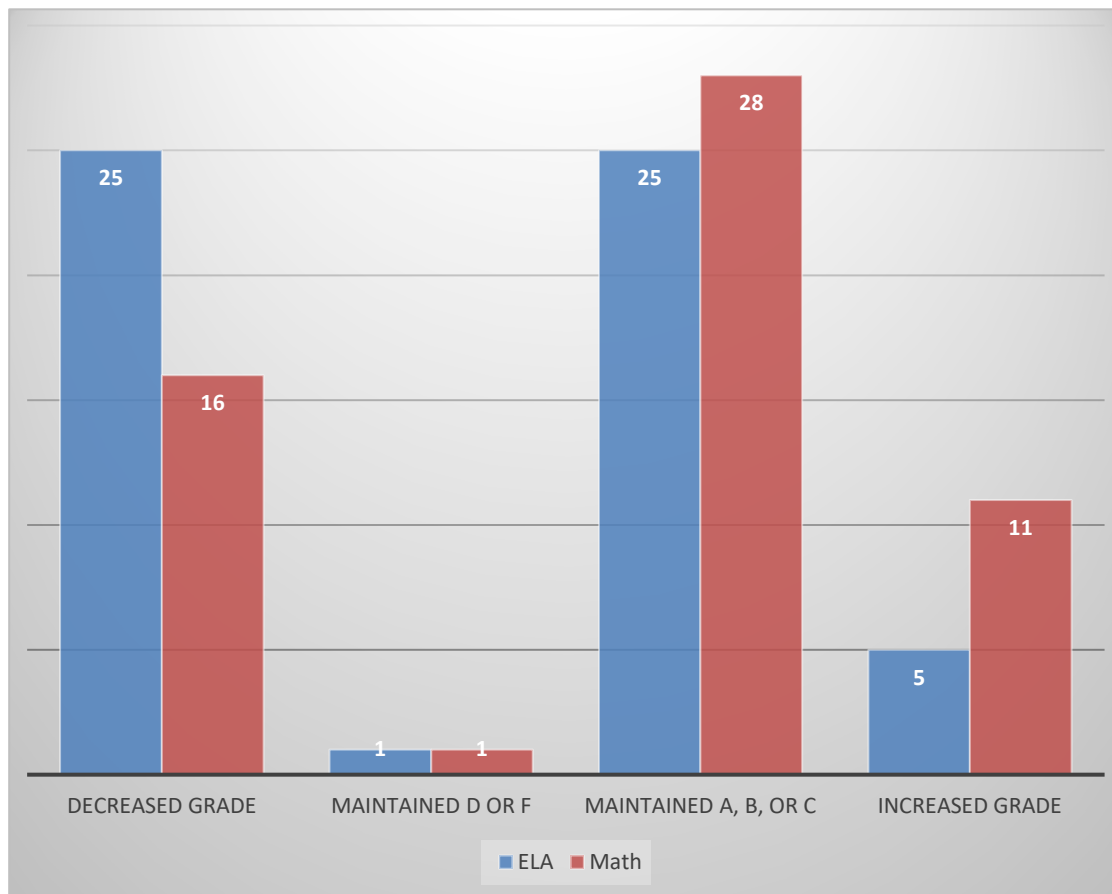

Figure 5. BUES Report Card Grade Changes from 1st to 4th Nine-Weeks. Source: DCSS.

Sixty-six percent (23/35) of students that were regular attendees in the ESES 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,

74% (26/35) of students that were regular attendees in the ESES 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).
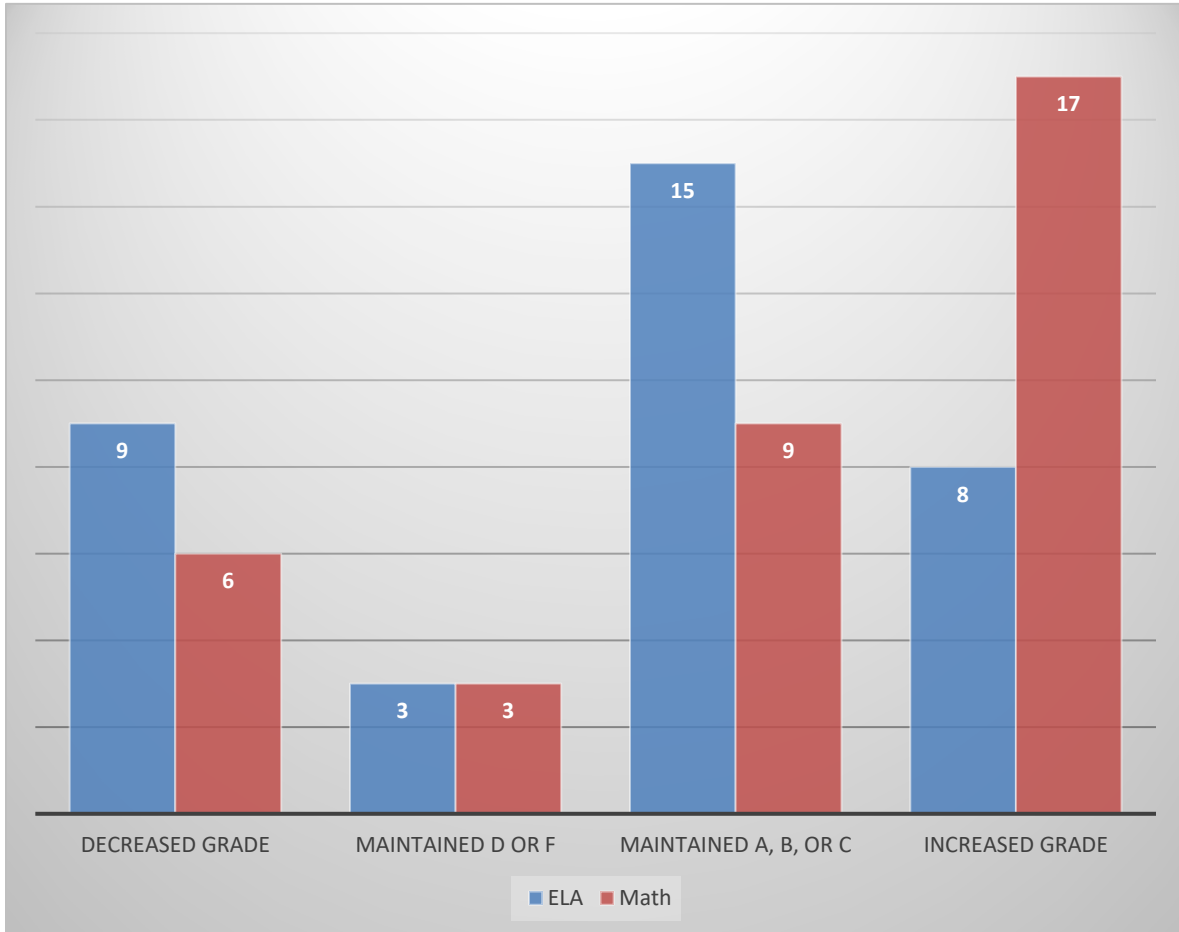

Figure 6. ESES Report Card Grade Changes from 1st to 4th Nine-Weeks. *Source*: DCSS.

As shown in Figure 7, 70% (38/54) of students that were regular attendees in the SMS after-school program during 2022-23 either increasedtheir grade or maintained an A, B, or C average for the school year on reportcard grades in ELA. Additionally, 72% (39/54) of students that were regular attendees in the SMS 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.
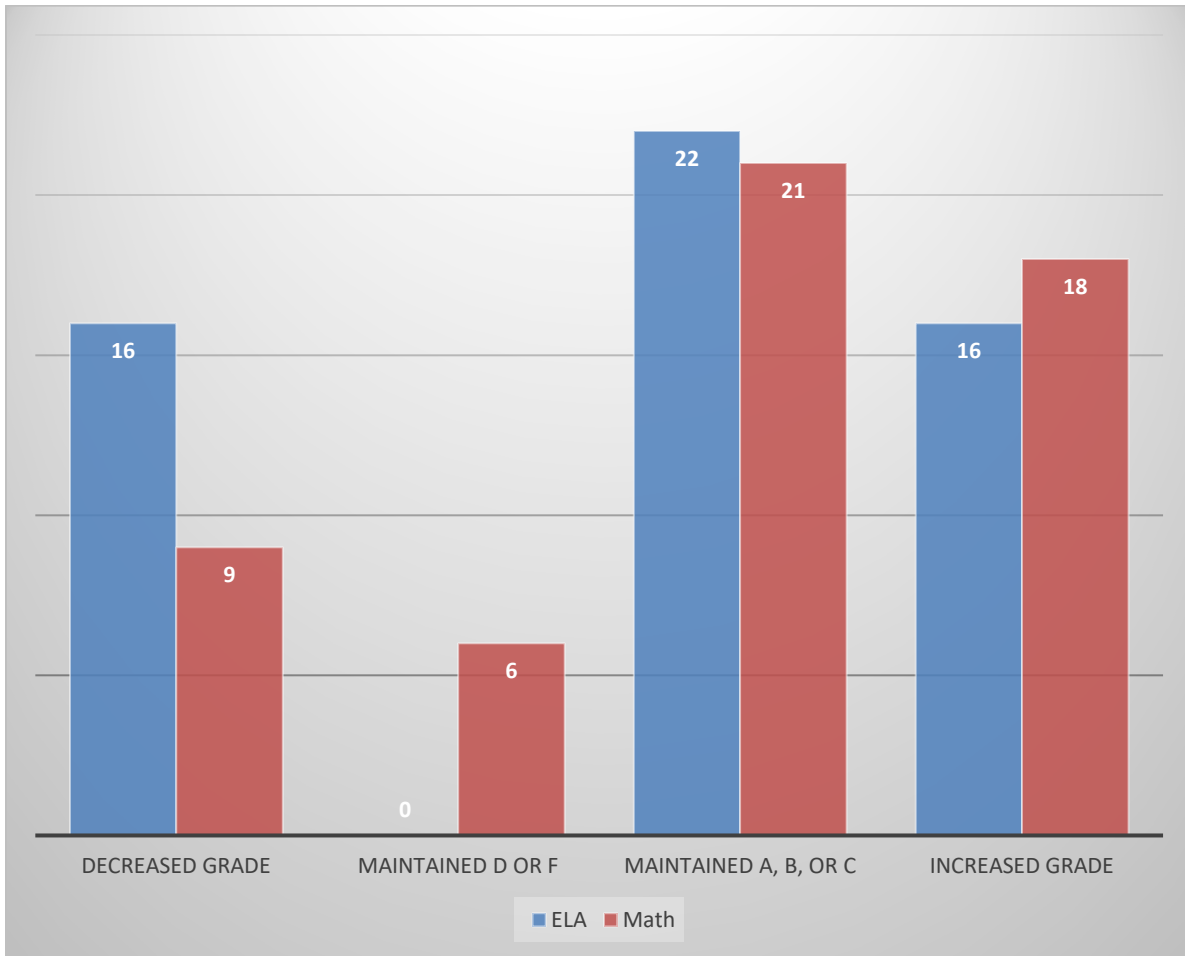
Figure 7. SMS Report Card Grade Changes from 1st to 4th Nine-Weeks. *Source*: DCSS.

Finally, as shown in Figure 8, 63% (91/145) of students that were regular attendees in the SMART 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, 72% (104/145) of students that were regular attendees in the SMART 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.
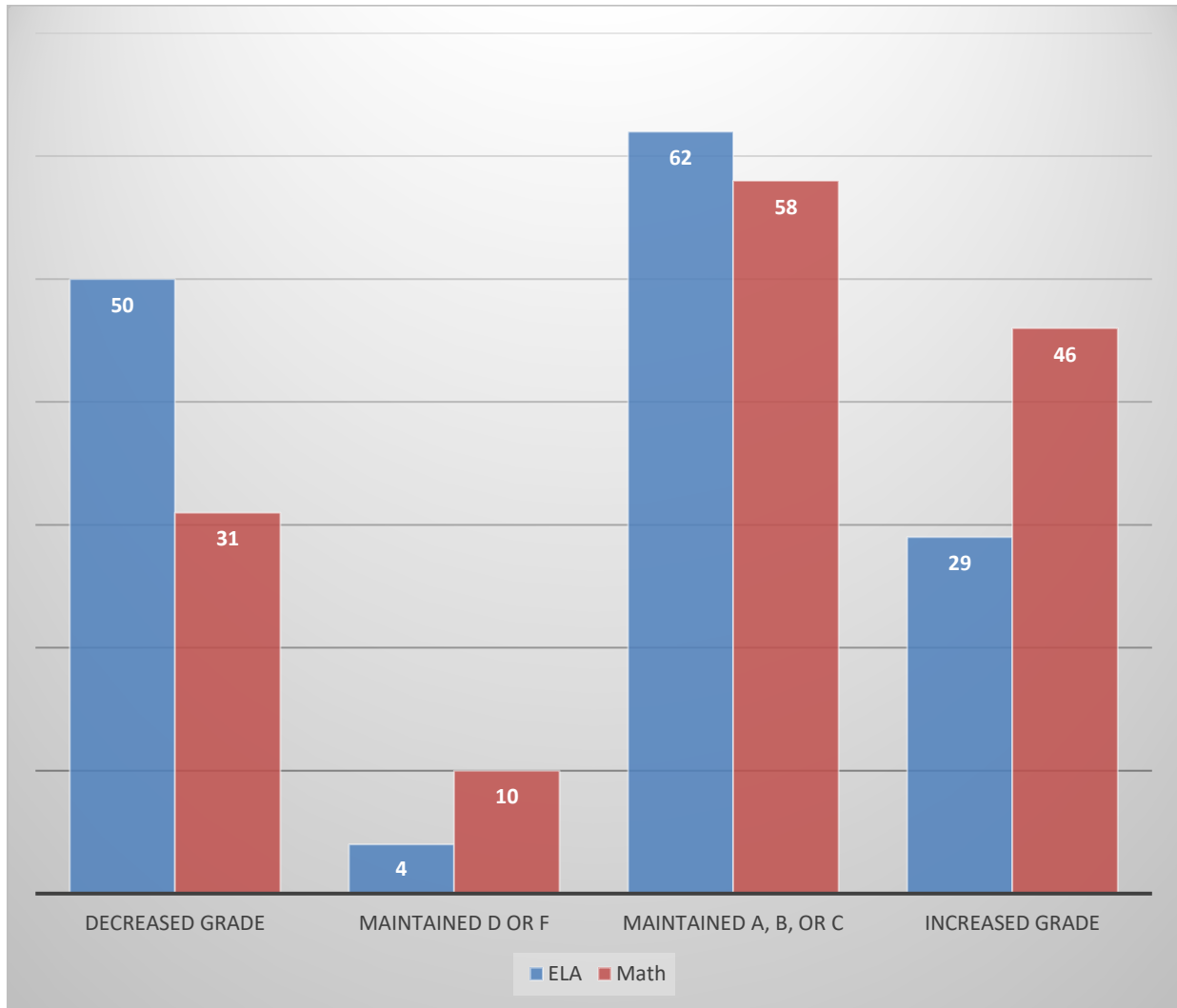
Figure 8. Report Card Change Summary for SMART.

Reporting GPRA Measures for SMART

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

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

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

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

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

GPA data for Stewart Middle School students were not available at the time this report was written.

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 SMART there were 13 students who had an attendance rate lower than 90% in 2022, and 11 of 13 (85%) 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 SMART there were 16 students who were in ISS during 2022. Of those, 8 (50%) decreased the number of in-school suspensions.

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

In SMART there were 60 teachers that reported about an improvement in engagement. Of those, 59 of 60 (98%) reported an increase in student 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 SMART 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 arepresented below.

- 93% of the parents who responded indicated they strongly agreed or agreed the SMART helped their child to complete homework.

- 97% of the parents who responded indicated they strongly agreed or agreed the SMART helped their child to improve in behavior.

- 100% of adult family members who responded to the survey were satisfied or very satisfied with the SMART 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 SMART program. The purposeof 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 84% 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 (83%) 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 96% of students involved with the after-school program have improved in coming to school ready to learn since the beginning of school.

- Regular-day teachers, who responded to the survey, report that 95% of students involved with the afterschool program have improved or maintained satisfactory completion of homework since the beginning of school.

| 4.5 | Attitudes of Students toward School |

In the spring of 2023, a survey of attitudes was administered to studentswho participated in the SMART 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 SMART program andcompleted the student survey.

- 90% of students who responded to the student survey reported that theafter-school program helped them to complete their homework.

- 84% of student respondents reported that they had improved in academics.

- 87% of student respondents reported that their behavior has improved

- 87% 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 SMART program. The purpose of the survey was to gauge the satisfaction of after-school workers towards professional development opportunities and to determine needs of the after-school workers. Survey responses are summarized in Figure 9. Responses were from after-school workers who participated in the SMARTprogram and completed the after-school worker survey.

There were a total of 27 after-school workers in the SMART who completed the survey. One hundred percent of the after-school workers who responded to the question indicated that they were satisfied with the professional development they received during the year.
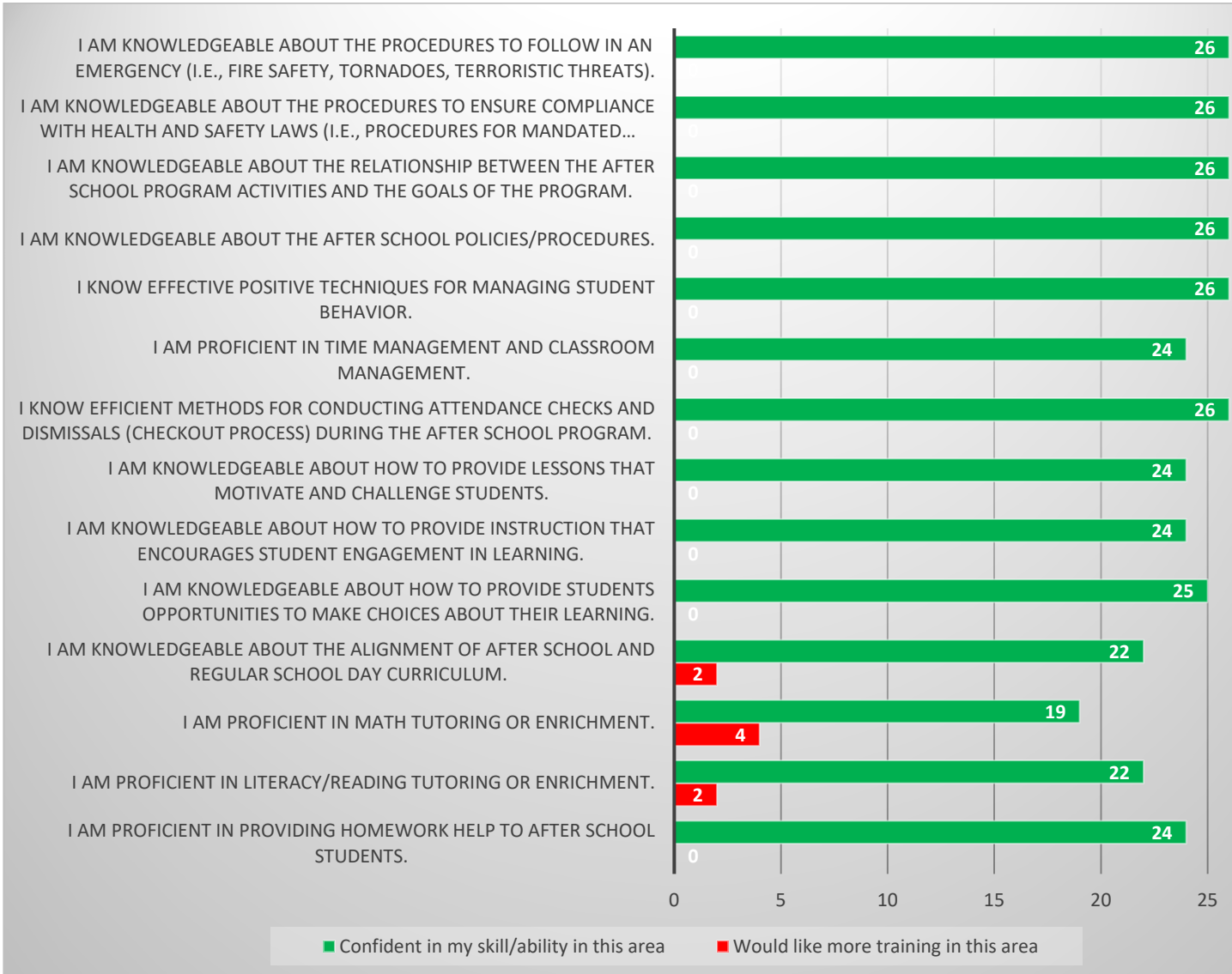
Figure 9: SMART After-School Worker Survey Results 2022-23. *Source:* After-School Workers Survey.

Status of Program Objectives

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

Objectives	2020 Status	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.	Waived	Not Met	Met	Not Met	BUES 40% increased 6% or more ESES 11% increased 6% or more SMS 10% increased 6% or more SMART 22% 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.	Waived	Not Met	Met	Not Met	BUES 44% increased 6% or more ESES 26% increased 6% or more SMS 8% increased 6% or more SMART 26% 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	Not Met	BUES 70% increased or A, B, C ESES 74% increased or A, B, C SMS 72% increased or A, B, C SMART 72% increased or A, B, C
1.4 Of the 21st CCLC students participating in the program 30 days or more, 50% of the participants willexhibit an annual academic improvement, individual student growth with their Reading Lexile's Scores.	Met	Met	Met	Met	BUES 49% Increased Lexile scores ESES 68% Increased Lexile scores SMS 47% Increased Lexile scores SMART 53% 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	Met	Regular Day Teachers of students in the SMART program indicate that 95% of students improved in homework; 93% of parents and 90% 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	Met	Regular Day Teachers of students in the SMART program indicate that 84% of students improved or maintained satisfactory behavior; 97% of parents and 87% of students indicated improved behavior
3.1 50% of registered and active parents will attend two or more parent sessions per year.	Met	Met	Met	Met	Parents attended two or more parent sessions: BUES 94%, ESES 79%, SMS 89%, SMART 89%

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

Success Stories

Burnett Elementary School

Ruby is a fifth-grade girl that didn't attend the school until last January. When she started school last January, she was reading on the kindergarten level. Ruby was withdrawn and shy, afraid to interact with the other students. After a year and a-half of participating in the after-school program she is now reading on a 3.5 grade level. Ruby gets additional academic support in the program and is now a success story for it. Ruby gets enrichment through the program as well as extra help in the areas in which she struggles. The has teacher involvement which has made a huge difference for Ruby. Because of the after-school program she has become more social and her social life during day school has improved. Stated Ruby's mother, "I can't even tell you how much better she is. My daughter has never been a behavior problem but she has always been very shy and quiet. I hate to say it but she is one of the students who slipped through the crack. Participating in 21stCentury has really made a huge difference in her life!"

Eastside Elementary School

James, a young Hispanic student, has done exceptionally well this year. He has been in the ESOL program and was receiving additional academic interventions at the Tier two level. When he first came to the after-school program, it was noticed that he was an exceptionally hard worker. He was just a super bright young man. Earlier last year, he was having some academic challenges, partially because of the language barrier, but this year he was able to make a great deal of achievement. Last week, James was moved out of Tier two to Tier one, because of his exceptional academic growth which is a tremendous accomplishment. The whole after-school program celebrated James' achievement!

Stewart Middle School

Jewel, an eighth-grade student, has been in the program for two years. Jewel is very, very shy and keeps to herself. This year, Jewel joined the girls group led by Ms. Witherspoon. Since joining the program her grades have improved. She has also been more vocal and participatory in the after-school program. She is more engaged and feels like she belongs as opposed to being excluded. That's a good thing!

Program Highlights and Areas for Improvement

7.1	Program Highlights

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

Student Participation

SMART served 167 students this year. Ninety percent of students who registered for the SMART program attended 30 days or more. The average daily attendance for Burnett Elementary School was 43, for Eastside Elementary School was 30, and for Stewart Middle School was 36.

Participation of Adult Family Members

SMART served 167 adult family members. This included 64 from Burnett, 42 from Eastside, and 61 from Stewart. The overall participation rate was 79% of student enrollment. This included 81% at Burnett, 81% at Eastside, and 75% at Stewart.

Student Grades

At Burnett Elementary School, the number of students maintaining an A, B, or C average or increasing their average in Math was 70%, a decrease from last year's 96% rate. At Eastside Elementary School, the number of students maintaining an A, B, or C average or increasingtheir average in Math was 74%, a decrease from last year's rate of 79%. At Stewart Middle School, the number of students maintaining an A, B, or C average or increasing their average in Math was 72%, which is a decrease compared to last year's rate of 79%. The overall SMART program was 72%.

Of the students participating in the program 30 or more days, 49% of Burnett students increased their Lexile scores during the year. At Eastside, 68% of the students increased their Lexile Scores. At Stewart, 47% of the students increased their Lexile scores. The overall SMART program percentage of students increasing their Lexile score was 53%.

Student Attitudes toward School

According to responses gathered from the student survey, 90% of responding students said that the SMART program helped them to complete their homework. Additionally, 84% of students reported that they had improved their academics, and 87% reported they liked the program.

Adult Family Member Attitudes toward the SMART Program

A total of 106 parents/adult family members responded to the Parent Survey. According to responses gathered from the parent survey, 93% of respondents said that the SMART program helped their child to complete their homework and100% said that they were either very satisfied or satisfied with SMART After School Program. Of the parents who completed the survey, 89% reported that they attended two or more events this year.

| 7.2 | Areas for Improvement and Recommendations |

(1) Academic Achievement. While a substantial number of students maintained or increased their classroom grades over the past year, performance of the STAR test was not particularly robust. One common cause for this may be teaching more basic skills at the expense of higher-order thinking skills. At some level, this could be a necessary response to addressing learning loss resulting from schooling disruptions during the pandemic. However, staff might consider frequently reevaluating their mix of lower- and higher-order teaching in an effort to ensure that State academic content standards are being met. The STAR testing in March/April was on average higher than the May STAR assessment. Some students were retested multiple times to ensure an accurate score. Possibly a change in the STAR assessment times would produce a more accurate reflection of learning gains.

(2) Student Attendance. Even though two of the three SMART sites met their enrollment target, the substantial gap between the target and actual average daily attendance at all three sites suggests a need to consider ways of addressing student attendance. Using academic performance data to identify students who would likely benefit from the program can provide a powerful argument for why parents should encourage their children to enroll and attend the after school program. We acknowledge that in some cases, low staffing levels can also necessitate lower student enrollment. Having adequate staff to minimize teacher workload by limiting the number of days or hours a week that a teacher is committed to the SMART program can help boost staff participation and inject more energy into the after school program activities. It may also be that individual sites may need to reconsider their target enrollment goals.

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

personal issues can lead to behavioral issues. Approaching students who are "acting out" with kindness and understanding will go a long way as students experience higher academic stress levels. It is also important for school districts to provide professional development that will train and equip staff to understand and support positive mental health for their students as well as for themselves.

7.3.1 Challenges to Implementation

Staffing continues to be an issue for many after school programs. Many teachers are simply burned-out by the end of the regular school day, deterring some from accepting an after school position and often, it seems, robbing energy from those who do accept the task.

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

Many schools are also faced with challenges caused by some students' social and emotional development having been delayed by schooling interruptions during the pandemic. Teachers often report that students coming back to school has been challenging. Students returning to in-person learning may be dealing with trauma related issues such as the illness or death of a family member that might bring on depression and anxiety. Unresolved personal and learning issues may lead to behavioral concerns in the classroom.

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 Burnett Elementary School, more than 95%% of students were NSLP-eligible;at Eastside Elementary School, 81.54% of students were NSLP-

eligible; and, at Stewart Middle School, 81.77% 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 SMART site coordinators have actively sought community partners to provide in-kind services not provided by the grant. Active community partnerships reported by the SMART 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 Parent Coordinator (2)

Chick-fil-A (3)

4-H Volunteers

Cobb/Douglas Health Department

Members First Credit Union

A	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.

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 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.

Table A-1

Potential Partners for Sustainability

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

Sustainability Timeline
July – August: Review grant, begin Phase I of Sustainability Plan
September – October: Meet with staff and advisory committee
November – December: Work on Phase II of Sustainability Plan
January – February: Establish new partners, review program evaluation to determine program changes and summer plans
March: Work on Phase III of Sustainability Plan
April – May: Work on Phase IV of plan and contact potential partners
June – July: Review data, finalize reports, create marketing materials for advocacy campaign, finalize plan and submit to project director
Ongoing: Review and revisit plan each month, make necessary changes, hold forums, meetings with advisory. Contact new partners and map out their participation level and services.

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