



World Changers
21st Century Community
Learning Centers
Annual Evaluation Report
2024 -2025

Prepared for the Georgia Department of Education by
Center for Evaluation and Research Services
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APPENDIX (Sustainability Plan)

Note to the Reader

The following abbreviations are used in this report:

APlus Academic Plus Georgia 21st CCLC Database

CCSS Cobb County School System

CERS Center for Evaluation and Research Services

GaDOE Georgia Department of Education

Acknowledgments

Quality program evaluation requires collaborative work by a number of people. Special thanks go to Benjamin Green for the leadership and support provided to the school as well as for the assistance he provided in planning and implementing the program. A special thanks goes to the students, parents, teachers, and staff members who participated in the surveys.

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Section 1: Program Overview and History

1.1

Program Overview

In May of 2025, the Cobb County School System completed the first year of its current 21st Century Community Learning Centers grant program funded by the Georgia Department of Education. The program, known as World Changers, serves students at Austell Elementary School. The program is strategically designed to increase student academic skills, improve self-esteem, and provide exposure to life skills through hands-on activities. Educational experiences provided through the World Changers program are designed to instill in the student a lifelong love of learning. All of the activities take place in a safe and productive environment.

1.2

Program History

A total of 113 students were served at Austell Elementary. Seventy-one students attended the Austell Elementary program for 30 days or more. The attendees of the World Changers program are shown by grade level in Figure 1.

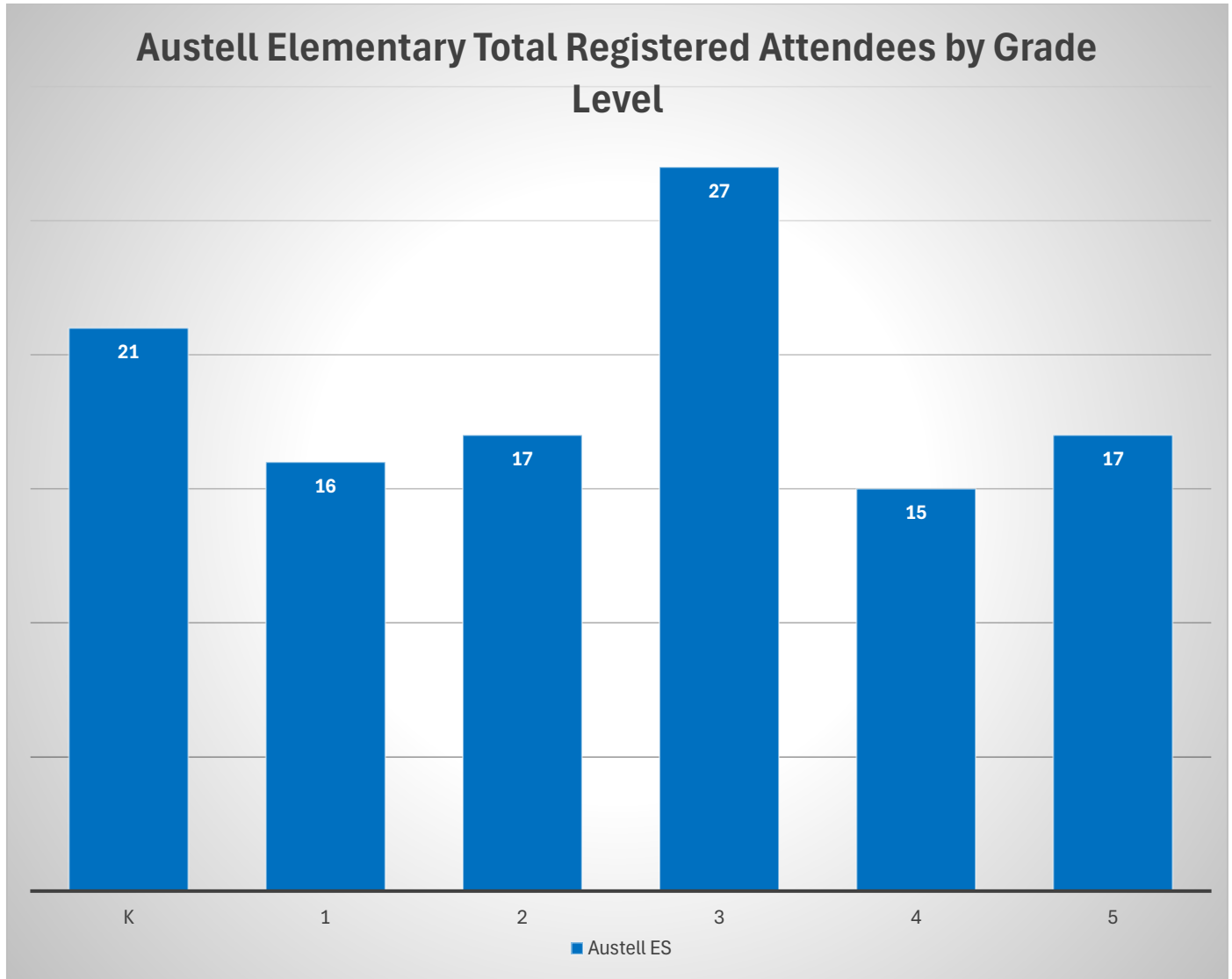


Figure 1. World Changers Total Registered Attendees by Grade Level 2024-2025.

1.3

Program Goals, Objectives, Activities, and Benchmarks

The goals, objectives, activities, and benchmarks of the World Changers program are summarized in Table 1.

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Table 1.

World Changers 21st Century Goals and Objectives

<i>Measurement Tools</i>	<i>Activities</i>	<i>Timeframe</i>
Goal 1. By the end of the 2024-25 school year, kindergarten through 5th grade students participating in the 21st Century World Changers Program will increase academic achievement in reading and mathematics on the Scholastic Reading and Math Inventory		
1.1 85% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Reading Inventory or the Foundational Reading Assessment.		
1.1) Scholastic Reading Inventory, report card grades, GA Milestones assessment, Cobb County District assessments; Teacher surveys for student classroom performance and homework completion.	1.1.1) Targeted small group instruction and tutoring in reading and English Language Arts 1.1.2) Homework support in reading and English Language arts. 1.1.3) Staff development in small-group literacy instruction based on the Science of Reading.	1.1.1) Daily throughout the program year. 1.1.2) Daily throughout the program year. 1.1.3) Two (2) staff development sessions scheduled throughout program year
1.2 85% of kindergarten through 5th grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Math Inventory.		
1.2) Scholastic Math Inventory, report card grades, GA Milestones assessment, Cobb County District assessments; Teacher surveys for student classroom performance and homework completion.	1.2.1) Targeted small group instruction and tutoring in mathematics 1.2.2) Homework support in mathematics. 1.2.3) Staff development in mathematics instruction and mathematical modeling.	1.2.1) Daily throughout the program year. 1.2.2) Daily throughout the program year. 1.2.3) Two (2) staff development sessions scheduled throughout program year.

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<p>Goal 2. Provide students with a variety of youth development activities and services that promote study skills, Growth Mindset, STEM Education, physical development, and cultural awareness.</p>		
<p>Objective 2.1 100% of kindergarten through 5th-grade students who regularly participate (attending 30 or more days) in the after-school tutoring enrichment program will participate in enrichment activities on a daily basis.</p>		
<p>2.1) Daily attendance log and student surveys at end of the year.</p>	<p>2.1.1) Daily enrichment schedule providing opportunities in STEM (robotics/coding); physical development (tennis/golf/soccer); and cultural awareness (world civilizations, project based learning) 2.1.2) Educational outreach sessions with the American Institute of Aeronautics and Astronautics 2.1.3) 12-day summer tutoring enrichment program with STEM integration to prevent summer learning gaps 2.1.4) STEM-related in-house demonstrations (i.e. Georgia Power - free resource) to complement partnership with the American Institute of Aeronautics and Astronautics.</p>	<p>2.1.1) Daily throughout the program year 2.1.2) Monthly throughout the program year 2.1.3) Three weeks in June, Monday Thursday for a total of 12 days 2.1.4) Three (3) in-house demonstrations lessons throughout the program year.</p>
<p>Objective 2.2 95% of kindergarten through 5th-grade students who regularly participate (attending 30 or more days) in the after-school tutoring enrichment program will report a positive change in confidence and self-esteem.</p>		
<p>2.2) Daily attendance logs, workshop attendance logs, Student Survey conducted in the Spring.</p>	<p>2.2.1) Speakers and workshops on study skills, goal setting and Growth Mindset 2.2.2) Afternoon check-ins and teambuilding to promote social emotional learning and Growth Mindset 2.2.3) Homework mentoring program partnership with Love Bridge Church of Austell.</p>	<p>2.2.1) Speakers and workshops scheduled quarterly throughout the program year 2.2.2) Daily throughout the program year 2.2.3) Weekly throughout the program year.</p>
<p>Goal 3. Build the capacity of parents and guardians to support their children academically, socially, and emotionally.</p>		
<p>Objective 3.1. At least 50 parents/guardians of participating kindergarten through 5th grade 21st Century World Changers students will attend family engagement events.</p>		
<p>3.1) Parent/guardian registration, sign in sheets; parenting session surveys.</p>	<p>3.1.1) Winter Showcase event to highlight student project-based learning and work in after school tutoring enrichment program 3.1.2) Spring Showcase event to highlight student project-based learning and work in after school tutoring enrichment program and provide parents with information on summer program.</p>	<p>3.1.1) Annually in December of program year 3.1.2) Annually in May of program year.</p>

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Objective 3.2. At least 50 parents/guardians of participating kindergarten through 5th-grade 21st CWC students will attend sessions that build the capacity of parents to support their children academically and emotionally.		
3.2) Parent/guardian registration, sign in sheets; parenting session surveys.	3.2.1) Parent Orientation/Open House with an opportunity for parents/guardians to learn about 21st CCLC 3.2.2) Parenting sessions where parents/guardians learn skills for supporting students in reading, English Language arts, and math.	3.2.1) Annually in August prior to beginning of program year 3.2.2) At least three Parenting Sessions scheduled throughout program 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 World Changers 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.

The two main purposes for the World Changers evaluation during 2024- 25 were to (1) provide detailed information about program implementation to the program director 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.

All quantitative data included in this report were obtained from the Cayen data management system used by 21st CCLC programs, from stakeholder surveys we administered on behalf of CCSS, or from CCSS program and site reports.

2.2

Use of Evaluation Findings

2.2.1 School Activities

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 2025-2026 school year, the evaluation of objectives and information obtained from the staff interviews and parent, staff and student surveys will be shared with the World Changers program teachers at a preplanning faculty meeting. In addition, results will be shared with the grant advisory committee, parents, and other key stakeholders.

2.2.2 Project Director and Cobb County School System

1. 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.
2. During July 2025, 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 student'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 2025-2026.

2.3

Evaluation Methods

2.3.1 Parent Survey

During spring 2025, a survey was administered to the parents and guardians of students who participated in the WORLD CHANGERS 21st CCLC 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

Austell ES	
Parent Surveys Completed	21
No. of Regular Attendees at the School Site	71
% Completed per Regular Attendees	30%

2.3.2 Regular School Day Teacher Survey

During spring 2025, an online survey was administered to the regular school day teachers of the student participants within the WORLD CHANGERS 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 WORLD CHANGERS 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*).

Eighty-three teacher survey responses were received from teachers at Austell ES.

2.3.3 After-School Worker Survey Site Visit

During spring 2025, a survey of actions, aptitudes, and confidence levels was administered to after-school workers who participated in the WORLD CHANGERS 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 7 after-school workers completed the survey.

2.3.4 Student Survey

During spring 2025, a survey of actions and attitudes was administered to students who participated in the WORLD CHANGERS after-school program. The purpose of the survey 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

	Austell ES
Student Surveys Completed	30
No. of Students Targeted by the Grant Application	100
No. of Students Active at the Time of Student Survey	71
% Completed per Active Students	42%

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 WORLD CHANGERS 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 2024 and spring of 2025. 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. Discussions 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 CCSS.

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2.3.7. Data Collection Schedule

<i>Data Collection Activity</i>	<i>Fall 2024</i>	<i>Spring 2025</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.

Section 3: Program Implementation

3.1

Program Activities

The goals of the WORLD CHANGERS 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 of the WORLD CHANGERS program worked with community organizations in an effort to maximize resources for students participating in the program.

The activities of the WORLD CHANGERS 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 WORLD CHANGERS program, as identified in the APlus Information System, are listed below.

Other activities are described in the formative evaluation reports for fall and spring.

- Homework
- Acceleration
- Social and Emotional Learning
- Parent Orientation
- Focused Reading
- Remediation
- STEAM
- Time and Movement
- Character Education
- Family Focused Development

3.2

Program Operation

*Table 4
Summary of Program Operations*

<i>Site</i>	<i>Total No. of Weeks Open</i>	<i>Typical No. of Days per Week Open</i>	<i>Typical No. of Hours per Week</i>	<i>No. of Summer Weeks Open</i>	<i>Typical Hours per Summer Week</i>
Austell ES	32	4	12	3	20

3.3

Student Attendance and Enrollment

During the school year, 113 students attended the WORLD CHANGERS program for one day or more. The numbers of days attended by students are summarized in Figure 3. Of the students who attended the WORLD CHANGERS program for one day or more, 42 (37%) 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 WORLD CHANGERS program for one day or more, 71 (63%) attended for 30 days or more and are defined as Regular Attendees.

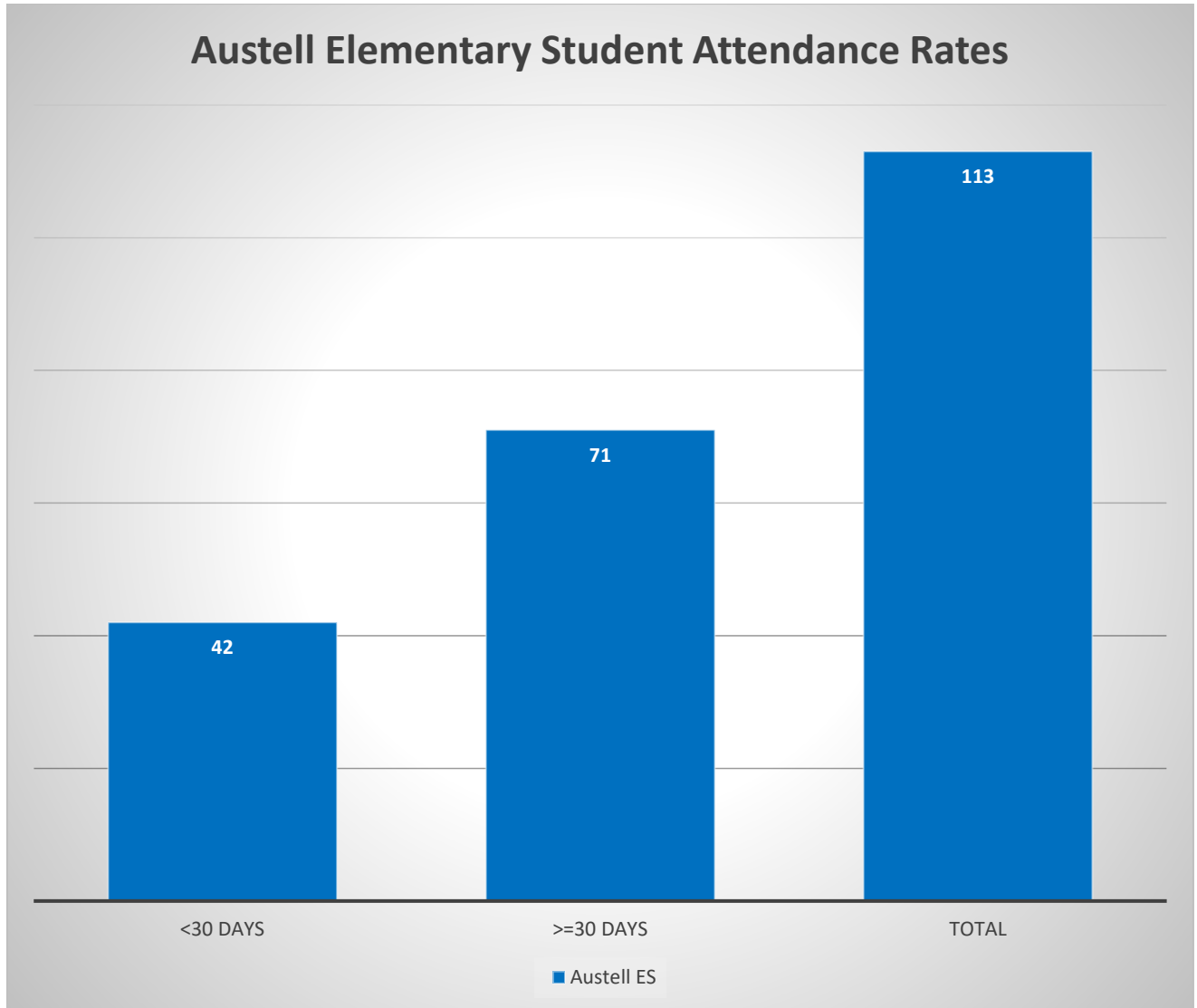


Figure 3. Student Attendance.

3.4

Student Demographics

The demographic information for the 113 students who participated in the WORLD CHANGERS program is presented in Table 5.

*Table 5
Total Students*

Austell ES		
Grade	No. of Students	% of Total
K	21	19%
1	16	14%
2	17	15%
3	27	24%
4	15	13%
5	17	15%
Gender		
Female	47	42%
Male	66	58%
Race/Ethnicity		
American Indian/ Alaska Native	0	0%
Asian	0	0%
Black	69	61%
Hispanic	34	30%
White	4	4%
Multi-racial/NA	6	5%
Other		
Not English Proficient	27	24%
Economically Disadvantaged	113	100%
Special Education	14	12%
Total Students	113	

Source: APlus Information System

3.5

Student Attendance

The average daily student attendance was 52 students for Austell

ES.

3.6

Adult Family Member Attendance

During the school year, the WORLD CHANGERS program served adult family members. The attendance patterns of these family members were good during this first year of operation. Obstacles to parent participation include a lack of transportation to events and long, inflexible work hours during events. Surveys show that 21 parents completed the items and 90% were satisfied with the world changers program.

3.7

Program Staff

*Table 6
Ratios of Students to Teacher*

	Austell ES
• Academic	10:1
• Enrichment	15:1
• Recreation	15:1

Section 4: Program Outcomes

Readers should note that Spring 2025 scores for the Georgia Milestones Assessment System (GMAS) tests were not publicly available at the time this report was written. WORLD CHANGERS and IReady test scores were provided by Austell Elementary and are used in this section of the report.

4.1 Academic Performance: WORLD CHANGERS and IReady Score Results

During the 2024-25 school year, WORLD CHANGERS used IReady E/LA and math test scores to provide standardized assessment results for grades k through 5 for students who participated in the WORLD CHANGERS program at Austell ES.

Interim E/LA tests were given at the beginning of the school year, toward the end of the first semester, and at end of year. Thus, there were three reading scores indicating the progress of the students in reading for the year. Eighty-five percent of students were expected to meet or exceed typical growth for reading achievement. That is to say, the threshold for a student meeting the achievement goal was an end-of-year score that was at least 114% of their beginning of year score on the IReady assessments.

E/LA scores were provided for 83 students who attended the WORLD CHANGERS program. Sixty-five percent (54 of 83) of students in the program increased their ELA score between the baseline and EOY assessment points by 85% (or more) of typical growth. As such, the program did not meet Performance Objective 1.1.

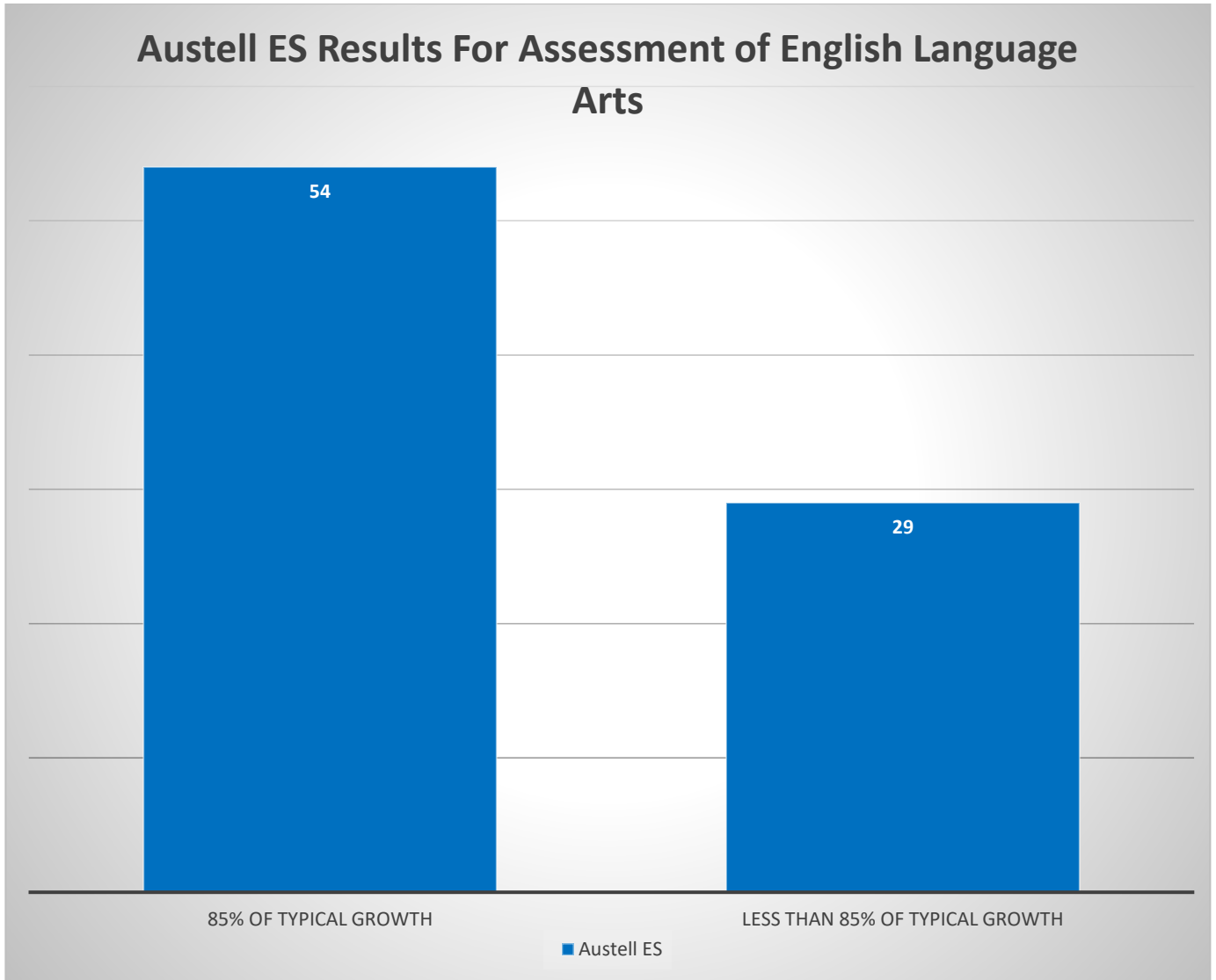


Figure 4. WORLD CHANGERS Results for English/Language Arts

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IReady math assessments were administered in the fall for baseline scores, at the midpoint and end of the year. As with the E/LAS tests, students were expected to meet or exceed typical growth for math achievement. That is to say, the threshold for a student meeting the achievement goal was an end-of-year score that was at least 117% of their beginning of year score on the IReady assessments.

Math scores were provided for 85 students who attended WORLD CHANGERS program. Sixty-six percent (56 of 85) of students in the program increased their Math WORLD CHANGERS score between the baseline and EOY assessment points by at least 85% of the typical growth target. As such, the program did not meet Performance Objective 1.2.

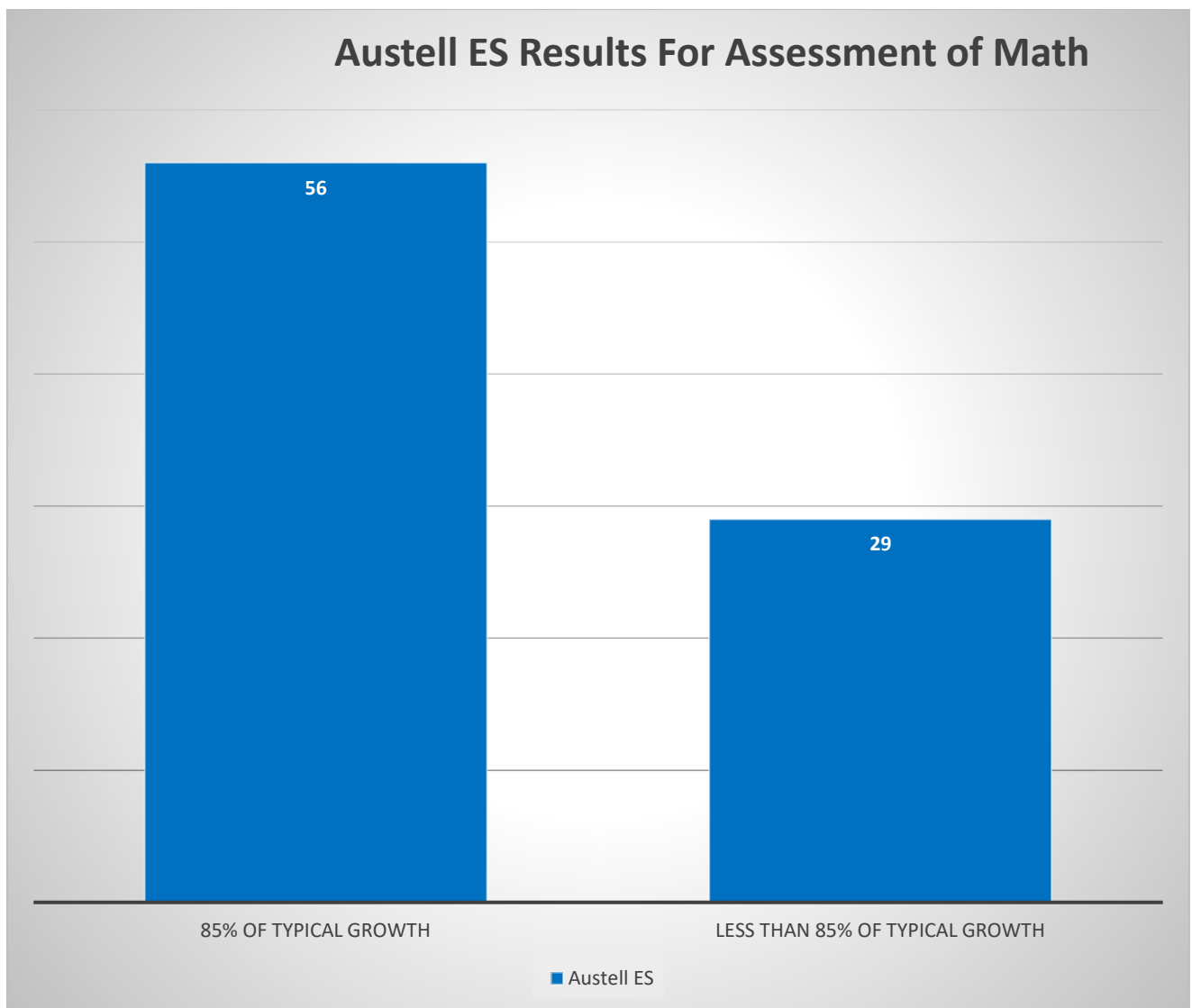


Figure 5. WORLD CHANGERS Results for Math

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Reporting GPRA Measures for WORLD CHANGERS

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.

The WORLD CHANGERS program operates at elementary school level and does not serve students above the fifth grade.

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 2024-25, no students had an attendance rate at or below 90% the previous year.

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 2024-25, 95% of students who had been suspended one or more days the previous year decreased their number of suspensions.

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

In 2024-25, teachers reported that 93% of students improved or did not need to improve their participation and attentiveness in class, and 96% reported that they improved or did not need to improve their motivation to learn.

4.3

Involvement of Adult Family Members

In the spring of 2025, a survey was administered to the adult family members of students who participated in the WORLD CHANGERS 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.

- 95% of the parents who responded indicated they strongly agreed or agreed the WORLD CHANGERS helped their child to complete homework.
- 90% of the parents who responded indicated they strongly agreed or agreed the WORLD CHANGERS helped their child to improve in behavior.
- 90% of adult family members who responded to the survey were satisfied or very satisfied with the WORLD CHANGERS 21st CCLC program.

4.4

Student Observation by Regular-Day Teachers

In spring of 2025, a state survey was administered to the regular-day teachers of the students who participated in the WORLD CHANGERS 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 96% of students involved with the after-school program have improved their motivation in class or did not need to improve their motivation to learn since the beginning of school.
- Regular-day teachers who responded to the survey report that 93% of students involved with the after-school program have improved in coming to school ready to learn since the beginning of school.
- Regular-day teachers, who responded to the survey, report that 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 2025, a survey of attitudes was administered to students who participated in the WORLD CHANGERS 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 WORLD CHANGERS program and completed the student survey.

- 90% of students who responded to the student survey reported that the 21st CCLC program helped them to complete their homework.
- 83% of student respondents reported that they had improved in academics.
- 80% of student respondents reported that they liked their after-school program.
- 73% of student respondents reported that they improved their behavior.

4.6

After-School Worker Survey

In the spring of 2025, a survey of aptitudes and confidence level was administered to after-school workers who participated in the WORLD CHANGERS 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. Responses are from afterschool workers who participated in the WORLD CHANGERS program and completed the afterschool worker survey.

There was a total of 7 21st CCLC workers in the WORLD CHANGERS program who completed the survey. One hundred percent of the 7 21st CCLC workers who responded to the question indicated that they were satisfied with the professional development they received during the year.

Figure 11: WORLD CHANGERS After-School Worker Survey Results 2024-25.

Section 5: Status of Program Objectives

The status of each of the program objectives for 2024-2025 and any preceding school years in the current grant are summarized in Table 7.

Objectives	2025 Status	Comments
1.1 85% of kindergarten through 5th-grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Reading Inventory or the Foundational Reading Assessment.	Not Met	Austell ES 65% met the target of 85% of Typical Growth in ELA.
1.2 85% of kindergarten through 5th grade students who regularly participate (attending 30 days or more) in the tutoring enrichment program will score at the end-of-year grade level proficiency on the Scholastic Math Inventory.	Not Met	Austell ES 66% met the target of 85% of Typical Growth in math.
2.1 100% of kindergarten through 5th-grade students who regularly participate (attending 30 or more days) in the after-school tutoring enrichment program will participate in enrichment activities on a daily basis.	Met	Records show that 100% of active students participated in after-school tutoring enrichment program.
2.2 95% of kindergarten through 5th-grade students who regularly participate (attending 30 or more days) in the after-school tutoring enrichment program will report a positive change in confidence and self-esteem.	Not Met	Students reported 83% feel better about themselves indicating a positive change in confidence and self-esteem.
3.1 At least 50 parents/guardians of participating kindergarten through 5th grade 21st Century World Changers students will attend family engagement events.	Met	According to records more than 50 parents attended the 4 sessions designed for parent participation in the 21 st CCLC ASP.
3.2 At least 50 parents/guardians of participating kindergarten through 5th-grade 21st CWC students will attend sessions that build the capacity of parents to support their children program year academically and emotionally.	Not Met	Only 21 parents completed the Parent survey and all indicated academic and emotional support for their students.

6.1

Areas for Improvement and Recommendations

(1) Academic Achievement. A substantial number of students achieved 85% of typical growth in both ELA and math over the past year. However the goal of 85% of student was not met, the director might consider reevaluating the target and setting it at a lower percentage. For example, 70% will achieve 85% of typical growth.

(2) Student Enrollment. We note that there was a high level of student mobility and a significant number of students not attending 30 days or more (42%). Having some plan to reduce the number of students leaving the World Changers program would likely increase ADA and the number of students leaving.

(3) Parent Involvement. While Austell ES had very credible parent participation rates, the number of parents completing the survey could be increased. In order to maximize parent participation, the program might consider live streaming events through a closed Facebook page or some similar mechanism. The club might benefit from examining the extent to which their parent programs align with parents' needs and interests, as well as their time schedules.

6.2

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 FY2024 data from the Georgia Department of Education, 90.4% of students at Austell Elementary were NSLP-eligible.

6.3

Progress toward Sustainability

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

American Institute of Aeronautics and Astronautics

Austell Elementary School

Cobb County School System

Love Bridge Church of Austell, GA

Sustainability Plan

The purpose of this narrative is to describe the sustainability plan that the Austell Elementary 21st Century World Changers Program will implement to continue the same level of service once funding is reduced in years 4 and 5 of the grant cycle and after the 21st CCLC funding ends. The 21st Century World Changers program staff will gather a variety of data types to monitor individual progress for students participating in the program, including Scholastic Reading and Math Inventory (RI/MI) data, local district assessment scores, Georgia Milestones data, student surveys, parent surveys, staff surveys, and volunteer surveys. The Program Director will maintain communication about the program and its financial and sustainability needs with all stakeholders and program partners. We will build collaborative partnerships with community and faith-based organizations to ensure that our program will be an asset to our students and community in the coming years. These partner organizations will support the program in the areas of volunteers, parent education, enrichment classes, snacks, and staff development.

Sustainability Plan – Year One through Year Five

Year One: Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. We will purchase non consumable instructional resources (including math manipulatives, leveled readers, STEM materials, and enrichment materials) for use during the five-year grant cycle. In year one the sustainability from other major funding sources will include:-Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.-American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops-LoveBridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.-Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners-Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District. Strategies for securing other funding sources will include having the Advisory Council begin a list of potential grant sources for future funding (i.e. Cobb Schools Foundation, McDonald's Golden Grant, SCANA Energy Homework Center). 21st Century World Changers will submit a grant to the American Institute of Aeronautics and Astronautics for additional STEM Materials.

Year Two: Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. We will purchase additional non-consumable instructional resources (including math manipulatives, leveled readers, STEM materials, and enrichment materials) for use during the remainder of the five-year grant cycle. In year two the sustainability from other major funding sources will include:-Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.-American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops-LoveBridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.-Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners-Daily snacks for the program year and meals for the summer session will be provided at no cost

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by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District. Strategies for securing other funding sources will include having the Advisory Council to continue a list of potential grant sources for future funding. Austell 21st Century World Changers program will continue strategies from Year One and recruit additional community partners. We will also seek to develop a partnership with the City of Austell to provide funding for expanded enrichment programming. Austell 21st Century World Changers program will seek to establish a partnership with South Cobb High School for a mentoring program with high school volunteer students.

Year Three: Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. We will purchase additional non-consumable instructional resources (including math manipulatives, leveled readers, STEM materials, and enrichment materials) for use during the remainder of the five-year grant cycle. In year three the sustainability from other major funding sources will include:-Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.-American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops-LoveBridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.-Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners-Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District. Strategies for securing other funding sources will include having the Advisory Council expand the list of potential grant sources for future funding. Austell 21st Century World Changers will continue strategies from Year One and recruit additional community business partners. We will begin reaching out to Cobb County 4-H for additional enrichment programming (archery, cooking, Young Farmers Club, Cloverbuds). The Program Director will submit an application for a Cobb Schools Foundation grant award for Year 4 to compensate for a 10% reduction in grant funding.

Year Four: Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. However, there will be a 10% reduction in grant funding. In year four the sustainability from other major funding sources will include:-Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind. - American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops-Love Bridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.- Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners-Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District. Strategies for securing other funding sources will include having the Advisory Council expand the list of potential grant sources for future funding and begin applying for grant sources for year 5. Austell 21st Century World Changers will hopefully have established a partnership with Cobb County 4-H to provide additional enrichment programming in archery, cooking, Young Farmers Club, and Cloverbuds Club. We will continue strategies from Year One and recruit additional community business

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partners. The Program Director will apply for a McDonald's Golden Grant of \$20,000.00 for Year 5 in anticipation of a 20% funding reduction.

Year Five: Austell 21st Century World Changers program will use grant funds to maintain and sustain the operating costs, personnel, instructional/enrichment supplies, and equipment. All non-consumable resources for instruction and enrichment will have been acquired in previous award years. However, there will be a 20% reduction in grant funding. In year four the sustainability from other major funding sources will include:-Site facilities, human resources, grant management, and accounting are provided by CCSD and local school as in-kind.-American Institute of Aeronautics and Astronautics will provide expert volunteers for STEM education outreach sessions and workshops-LoveBridge Church will provide volunteer workers and student mentors to assist students with homework and provide mentoring to at-risk students.-Food and snacks for staff training, family, and parent events will be donated by local businesses and program partners-Daily snacks for the program year and meals for the summer session will be provided at no cost by the US Department of Agriculture Food and Nutrition Services After-School Snack Program through Cobb County School District. Strategies for securing other funding sources will include applying for additional grants and funding from the list of potential grant sources developed by the Advisory Council. Austell 21st Century World Changers will continue a partnership with Cobb County 4-H to provide additional enrichment programming in archery, cooking, Young Farmers Club, and Cloverbuds Club. We will continue strategies from Year One and recruit additional community business partners. The Program Director will submit a Cobb Schools Foundation grant application and re-apply for 21st CCLC funding with the Georgia Department of Education if available. The Program Director will also apply for a SCANA Energy Corporation Homework Center grant to extend the 21st World Changers Program into a sixth year if 21st CCLC program funding is not available