

General Instructions

This workbook contains six worksheets, including this instruction page. The following five sheets must be completed by filling in the requested information in the yellow cells.

Specific instructions are included on each page of the following worksheets.

Please do not print this workbook and send it to your Program Specialist. The workbook must be emailed to your PS no later than Friday, February 2, 2024.

Please include the name of your subgrantee and date of completion in the file name when it is saved.

Program Operation

Directions: Please list the operational times for each site in the spaces below. If you have two or more sites that have the same exact hours of operation, please just use one box for those sites and list each of those sites in the 'Site Name(s)' cell. Please place a 'N/A' in the cells that do not apply (e.g., if a site does not operate before school). Please be sure to scroll down on this page to see the 'Description of Activities' section. Please contact the program's assigned Program Specialist if additional space is needed to complete this sheet.

Site Name(s)		Boys and Girls Club of Athens-Smilow Clubhouse (Fourth Street) & Boys and Girls Club of Athens-The Club at HT Edwards				
Before School Hours of Operation						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Start Time (e.g., 7:00AM)	NA	NA	NA	NA	NA	
End Time (e.g., 8:00AM)	NA	NA	NA	NA	NA	
After School Hours of Operation						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Start Time (e.g., 3:00PM)	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM	
End Time (e.g., 6:00PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM	
Weekends/Holidays/Other						
	Weekend	Holiday	Other			
Start Time (e.g., 8:00AM)	NA	NA	NA			
End Time (e.g., 4:00PM)	NA	NA	NA			

Site Name(s)						
Before School Hours of Operation						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Start Time (e.g., 7:00AM)						
End Time (e.g., 8:00AM)						
After School Hours of Operation						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Start Time (e.g., 3:00PM)						
End Time (e.g., 6:00PM)						
Weekends/Holidays/Other						
	Weekend	Holiday	Other			
Start Time (e.g., 8:00AM)						
End Time (e.g., 4:00PM)						

Site Name(s)						
Before School Hours of Operation						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Start Time (e.g., 7:00AM)						
End Time (e.g., 8:00AM)						
After School Hours of Operation						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Start Time (e.g., 3:00PM)						
End Time (e.g., 6:00PM)						
Weekends/Holidays/Other						
	Weekend	Holiday	Other			
Start Time (e.g., 8:00AM)						
End Time (e.g., 4:00PM)						

Site Name(s)						
Before School Hours of Operation						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Start Time (e.g., 7:00AM)						
End Time (e.g., 8:00AM)						
After School Hours of Operation						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Start Time (e.g., 3:00PM)						
End Time (e.g., 6:00PM)						
Weekends/Holidays/Other						
	Weekend	Holiday	Other			
Start Time (e.g., 8:00AM)						
End Time (e.g., 4:00PM)						

Description of Activities

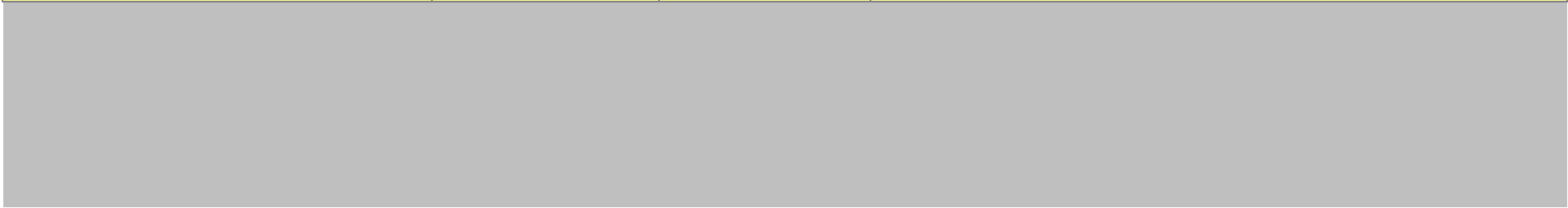
Please provide description of the activities and services offered by your program including new programming and supports being implemented this year. This can include academic, student enrichment and parent/guardian activities as well as field trips or outstanding one time activities, etc.

The program continues to work toward reaching the enrollment goal of 250 elementary-aged children. Our enrollment goal has not yet been met and continues to be influenced by the post-pandemic choices that families are making about after-school care for their children. For those participating in program services, children are transported from their home schools to one of the two elementary sites at the Athens Boys and Girls Clubs. Children begin their after-school day around 3:00 pm. The program continues to operate two sites one housed at the Smilow Center (4th Street) and the second, The Club at HT Edwards. Once the children arrive at either center, a nutritious snack is provided. Over the fall term, the program offered academic enrichment activities in social studies, mathematics, science, English/Language Arts, and reading. Enrichment activities include engagement in a game room, arts and crafts, recreational activities, computer lab, learning with horticulture (Fork Farms), STEM activities, drumming, UpBrainery (Career Readiness), PowerUp (Health and Fitness), Chess and Community, camp invention homework help games, and anti-bullying activities. Literacy sessions included ELA direct support and integration across the content areas (e.g., social studies). Physical Health sessions included organized games and personal development sessions. Students rotate into different sessions where enrichment activities are conducted. Enrichment and extension activities are designed based on the Georgia Standards of Excellence and are intended to deepen children's exposure and knowledge of content. Parent engagement sessions were offered.

Objective Status

Directions: List each of your program's approved, official 21st CCLC objectives in Column A. Please list the objectives exactly as written in the original, approved application or approved program amendment. In Column B, please select the category from the dropdown menu that best categorizes the objective's focus area - please select 'Other' for objectives outside of these categories. In Column C, select the appropriate status of each objective from the dropdown menu. In Column D, please describe why you selected that specific option in Column C (i.e., review of report card grades indicates improvement in reading/math, attendance records of adult family member events indicate a high number of attendees, etc.).

Objective	Category	Status	Reason for Status
1.1) 50% of regularly participating students (students who participate at least 30 days throughout the school year) will meet standards or demonstrate growth on standards as measured by report card grades in English Language Arts.	A2. Academic - Reading/ELA	2. Did not meet but progressed toward the stated objective	Grades for English Language Arts were available for 156 of the youth registered in the program. Of these 133 of 156 (85.26%) , at the end of Quarter 2, were progressing toward meeting, meeting standards in English/Language Arts, or had demonstrated improvement across this time period based on course grades. With half of the academic year remaining, it is likely that the program will meet its objective.
1.2) 50% of regularly participating students (students who participate at least 30 days throughout the school year) will meet standards or demonstrate growth on standards as measured by report card grades in mathematics.	A1. Academic - Math	2. Did not meet but progressed toward the stated objective	Grades for mathematics were available for 144 of the youth registered in the program. Of these 125 of 144 (86.81%) , at the end of Quarter 2, were progressing toward meeting, meeting standards in mathematics, or had demonstrated improvement across this time period based on course grades. With half of the academic year remaining, it is likely that the program will meet its objective.
2.1) The percentage of regularly participating students (attending the program for 30 or more days) who report positive perceptions of school will increase 5% from pre- to post-assessment	B3. Behavior - Social/Emotional	4. Unable to measure progress on the stated objective	Assessment of this objective will occur at the end of the program year. Observations of the elementary sites suggest that children generally have positive perceptions of school. This objective will be systematically measured with direct survey data from children by the end of the program year.
2.2) 65% of regularly participating students (students who attend at least 30 days throughout the school year) will meet or show growth in teacher assessments of approaches to learning and social behaviors as reflected on report cards.	B3. Behavior - Social/Emotional	2. Did not meet but progressed toward the stated objective	Data were summarized from general day classroom teachers on children's attitudes toward school. Teachers rated items on (1) completing assignments on time, (2) shows interest and is involved in learning, and (3) works cooperatively with others. The percentage of students already meeting or exceeding these behaviors was (1) 77.84%, (2) 83.23%, and (3) 80.24% , respectively. Therefore, it appears the program is well on its way to meeting this objective.
3.1) 40% of parents who attend events or receive information from an event will report that they have learned additional Clarke County School District Curriculum-based strategies about how to support their children academically and or social/emotionally	P2. Parent Engagement - Performance	2. Did not meet but progressed toward the stated objective	The program leadership is collecting survey data from parents on their perceptions of the curriculum-based strategies to support their children academically, socially, and emotionally. There are specific events planned for this program year and data will be summarized across parent evaluations for events. Therefore, it is likely that this objective will be met by the end of the year.
3.2) 65% of parents of regularly students will attend a family engagement event	P1. Parent Engagement - Participation	2. Did not meet but progressed toward the stated objective	A number of parent events were held at the two elementary locations. At the HT Edwards site, there was a parent orientation, an open house/family fun night, and annual Christmas Party. At the Smilow site, the families participated in the Lights on AfterSchool program and a parent orientation. Summary data on the number of parents who participate will be provided in the summative report.



Program Recommendations

Directions: Please provide program recommendations in Column A based upon the results of this Formative Assessment. These recommendations can come from within the program, the external evaluator, or other program stakeholders. In Column B, please describe specific steps for implementation that the program will follow to ensure the recommended actions occur. **Delete the examples in both columns before entering comments.**

Recommendations	Steps for Implementation
Based on data gleaned from observations as well as current numbers of students meeting or exceeding standards in English/Language Arts performance, continue to provide strategies for listening comprehension and oral language development.	The program will continue to support proactive strategies for engagement with learning. Staff will continue to model appropriate problem-solving strategies and support children's progress in positive behavior and excitement for learning.
Data from the formative assessment collection indicate that students are progressing well in developing their mathematics skills.	Connect with general education teachers to understand which foundational skills need support for individual children. Support attempts from children to develop fluency in these foundational skills.
To meet the goal of assisting parents to support their children, the program should continue to develop and document efforts to reach out to parents to engage them in their student's learning.	The program could employ some additional strategies such as parent newsletters to reach parents.
The children seemed to enjoy the career exploration opportunities and agricultural opportunities.	Continue programming in this area.
Continue to stress the importance of attending the program.	Site coordinators will connect with parents and encourage more consistent attendance.

Government Performance and Results Act (GPRA) Measures Check

Directions: Please review GPRA measures 1-5. Answer the questions in column C in column D (yes or no). Any answer marked as yes in column D will mean your program will need to provide data for the GPRA measure. Answer the questions in column E in column F with (yes or no). Any answer marked as yes in column F will mean you are on track to collect the GPRA measure. In column G you can provide a description of the reason you answered no to any question in column C and E.

GPRA # 1	Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.	Does your program serve students in grades 4-8?	Yes	If so, do you have a process in place to ensure students who attend at least 1 hour of your program are identified as receiving 21st CCLC Student services in the Student Information System (SIS)	Yes	For children in the elementary program, the program tracks reading/language arts and mathematics state assessment scores in its SIS system. These data points are applicable for students in grades 3-5 and are scores from the Georgia Milestones Assessments.
	Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.					
GPRA # 2	Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	Does your program serve students in grades 7, 8, 10, 11, and/or 12?	No	If yes, have you entered a math and reading/ELA grade into Cayen for the first semester for every student attending at least 1 hour in grades 7, 8, 10, 11, and/or 12?	No	Not applicable
GPRA # 3	Percentage of youth in grades 1-12 participating in 21st CCLC during the school year and summer 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.	Does your program serve students in grades 1-12?	Yes	If so, do you have a process in place to ensure students who attend at least 1 hour of your program are identified as receiving 21st CCLC Student services in the Student Information System (SIS)	Yes	
GPRA # 4	Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	Does your program serve students in grades 1-12?	Yes		Yes	
GPRA # 5	Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	Does your program serve students in grades 1-5?	Yes	If yes, do you have a plan in place to administer the survey provided by GaDOE?	Y/N	Yes, the program plans to administer the GaDOE survey.

