

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)	Burney Harris Lyons, Clarke, Coile, & Hillsman Middle Schools				
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)	7:00 AM	7:00 AM	7:00 AM	7:00 AM	N/A
End Time (e.g., 8:00AM)	8:00 AM	8:00 AM	8:00 AM	8:00 AM	N/A
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)	3:45 PM	3:45 PM	3:45 PM	3:45 PM	N/A
End Time (e.g., 6:00PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	N/A
Weekends/Holidays/Other					
	Weekend	Holiday	Other		
Start Time (e.g., 8:00AM)	N/A	N/A	N/A		
End Time (e.g., 4:00PM)	N/A	N/A	N/A		

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.

Students still begin their after-school day following the general instructional day and the 21st CCLC programming begins at 3:45 PM. The program continues to operate four sites at Burney-Harris-Lyons, Clarke, Hillsman, and WR Coile Middle Schools. Homework help is provided throughout each day's programming and a nutritious snack is also provided. Over the fall term, the program offered enrichment activities in Step Team, Chess and Community, robotics, Dungeons & Dragons, Math Counts, Food Service/Culinary Arts, Journalism/Film Editing, FFA/SAE, drama, Girls Code, PowerUp (Physical Fitness), crafts, trivia, UpBrainery (Career Investigations), art club, soccer, League of Step, virtual reality activities, and computer MakerSpace. STEM activities centered on mathematics and the FFA Club. Across the program day, students rotated into different sessions where academic enrichment activities were conducted in areas that include English Language Arts, Mathematics, Science, and Social Studies. Enrichment and extension activities are designed based on the Georgia Standards of Excellence and are intended to deepen adolescents' exposure and knowledge of content. Parent engagement sessions were offered and included orientations to the program at the four schools and other parent sessions to support their children in extending learning to the home.

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) 60% of regularly participating students will meet or demonstrate growth in Science based upon report card grades.	A3. Academic - Science	2. Did not meet but progressed toward the stated objective	As of December 2023, across all students in the program with scores at the second nine weeks (n = 316), the average science grade was 88.20% . Across all students, 97.47% of students in the program were meeting standards in science learning at the end of the second nine weeks. It is likely that this goal will be met.
1.2) 60% of regularly participating students will score developing, proficient, or distinguished on the Georgia Milestones math assessment.	A1. Academic - Math	2. Did not meet but progressed toward the stated objective	As of December 2023, across all students in the program with scores at the second nine weeks (n = 383), the average mathematics grade was 81.78% . Across all students, 86.42% of students in the program were meeting standards in mathematics learning at the end of the second nine weeks. It is likely that this goal will be met.
(2.1) The percentage of regularly participating students who report positive perceptions of their social and emotional growth will increase 5% from pre- to post assessment.	B3. Behavior - Social/Emotional	4. Unable to measure progress on the stated objective	Observations of sessions within the program indicate that students in the program have positive perceptions of their social and emotional growth. This objective will be fully measured by the end of the program year.
(2.2) The percentage of middle school students who attend positive youth development events will report increased satisfaction with their engagement with others, interests in group processes, and relationships with others.	B3. Behavior - Social/Emotional	2. Did not meet but progressed toward the stated objective	Observations of sessions within the program indicate that students in the program engage well with others, demonstrate engagement in group processes, and have good relationships with their peers and adults in the program. This objective will be fully measured by the end of the program year.
2.3) Each year of the grant period, aggregate behavior referrals for 21st CCLC students who attend at least 30 days will decrease at least 10% each year based on comparisons to previous years as reported in annual summary report.	B2. Behavior - Discipline	4. Unable to measure progress on the stated objective	To assess this objective, we will examine data from the 2022-2023 and 2023-2024 academic years. Of the students enrolled in the program at the time of the formative assessment in 2022-2023, 28 had at least one day of out-of-school suspension. These figures included 11.48% of the enrolled population of middle school students in 21st CCLC. At the time of the formative report for 2023-2024, 59 students had received at least one day of in-school suspension. Because youth have not fully been classified as regularly-participating, it is not possible to make a strong conclusion about this objective at the time of the formative report submission.
3.1) During each grant year, at least 10% of 21st CCLC parents will attend at least parent engagement event/activity.	P2. Parent Engagement - Performance	2. Did not meet but progressed toward the stated objective	This objective will be measured at the end of the program year. The program has offered a number of parent engagement opportunities on how to support their children's learning and academic and behavioral needs.
3.2) 40% of parents who attend events or receive information from an event will report they have learned additional strategies about how to support their children's learning, and academic or behavioral support.	P1. Parent Engagement - Participation	2. Did not meet but progressed toward the stated objective	Informal interviews of parents suggest that students are sharing the activities they experience in sessions and parents have opportunities to engage in discussions around such content. This objective will be fully evaluated at the end of the program year.

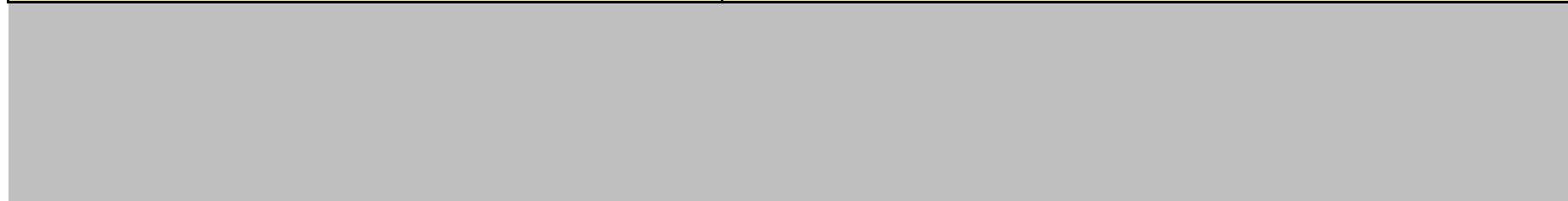


Program Recommendations

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
Continue enhanced strategies to maintain attendance. Student and family engagement is challenged by continued after-school program engagement following the pandemic. The program has increased enrichment activities that will enhance participation. The program will also communicate the importance of attendance to child success. Data from observations note strong staff-child relationships.	Staff will continue to reach out to parents about the importance of regular attendance. Staff will continue to maintain strong relationships. Staff will also stress to children how attendance is related to success.
Continue stressing the importance of positive perceptions of school. It is important to continue to promote the value of cooperation, given the number of in-school suspensions, and necessity of learning.	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. Continue to support the SEL activities through the provided enrichment activities.
Based on data gleaned from observations as well as current numbers of students meeting or exceeding standards in science performance, continue to provide strong support for STEM enrichment activities.	Connect with general education teachers to tailor enrichment activities to continue to support STEM support for students. Support attempts from children to engage in higher order skills in science 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 developing fluency in these foundational skills.
To meet the goal of assisting parents to support their children, the	To meet the goal of assisting parents to support their children, the program will

program should continue to develop and document efforts to reach out to parents to engage them in their student's learning.	develop and document efforts to reach out to parents to engage them in their student's learning.
To support students' attendance in the program, group learning, and to reduce in-school and out-of-school suspension, continue to work alongside students as they negotiate their behavior for expected school norms.	Staff will continue to work alongside students as they negotiate their behavior for expected school norms. Proactive strategies for resolving conflict will be offered through character education, mentorship, and SEL work.



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	These data are in Cayen and will be summarized in the end-of-year summative report.
	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?	Yes	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?	Yes	These data are in Cayen and will be summarized in the end-of-year summative report.
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	For students in the middle school program, the program tracks attendance data in its SIS system. On in-school suspensions which are tracked in the program's SIS system, the program also tracks these data.
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?	No	If yes, do you have a plan in place to administer the survey provided by GaDOE?	No	Not applicable

