

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 (PS). It must be emailed to your PS no later than February 3, 2023.

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)	Ballard-Hudson Middle School				
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)	7:30AM	7:30AM	7:30AM	7:30AM	7:30AM
End Time (e.g., 8:00AM)	8:30AM	8:30AM	8:30AM	8:30AM	8:30AM
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)	4:05PM	4:05PM	4:05PM	4:05PM	4:05PM
End Time (e.g., 6:00PM)	6:35PM	6:35PM	6:35PM	6:35PM	6:35PM
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.

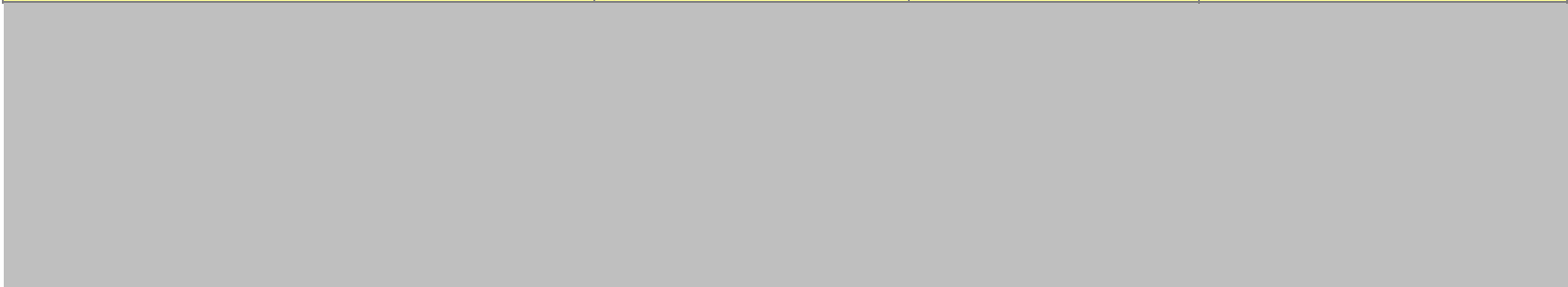
Ballard-Hudson Middle School and the Local Educational Agency (LEA) – Bibb County School District (BCSD) – The 21st Century Community Learning Centers Grant has established an afterschool program that is designed to engage students academically, socially, and emotionally. Through a variety of evidence-based practices and strategies, the 21st CCLC site has committed to ensuring that program participants receive educational intervention, enrichment, and acceleration opportunities. The 21st CCLC sub-grantee also offers extended learning opportunities through homework helpers, STEAM enrichment activities, family involvement through literacy and related educational events, and a Summer Program. The goals of the Before and After school programs for Ballard-Hudson are as follows: to maximize student achievement in Mathematics and Reading, to improve course performance during the traditional school day, to increase positive student behavior, and to offer opportunities for family engagement. Ballard-Hudson Middle School's program design facilitates learning through engaging lessons and by giving students access to online platforms to support students in their academic needs during the afterschool programs. The afterschool program also works to incorporate field- and project-based learning into the monthly and weekly program schedules.

Objective Status

Directions: List each of your program's approved, official 21st CCLC objectives in Column A. Please write 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
1.2 Fifty percent of the students regularly participating in the afterschool program will demonstrate improvement in homework completion as measured by semi-annual regular-classroom teacher surveys.	O1. Other	1. Met the stated objective	Based on semi-annual regular-classroom teacher survey data, 92% of students regularly participating in the afterschool program met the expectations for homework completion.
1.3 Fifty percent of the students regularly participating in the afterschool program will demonstrate improvement in classroom behavior as measured by semi-annual regular-classroom teacher surveys.	B2. Behavior - Discipline	1. Met the stated objective	Based on semi-annual regular-classroom teacher survey data, 100% of students regularly participating in the afterschool program met the expectations for behaving well in class.
2.1 The local site will offer the families of participating students a minimum of 4 opportunities for literacy and related education development annually. Sign-in sheets, event evaluation forms, and Cayen Afterschool 21 database will be used to verify the data quarterly.	P2. Parent Engagement - Performance	1. Met the stated objective	Ballard Hudson Middle School hosted two family engagement events during Semester 1 including Lights On After School on (10/20/2022) and a Fireside Chat on (12/8/2022). The site will continue progressing towards the stated objective during the spring semester.
2.2 A minimum of 35 family members of participating students will attend at least one literacy and related education development opportunity annually. Sign-in sheets and Cayen Afterschool 21 database will be used to verify the data quarterly.	P1. Parent Engagement - Participation	1. Met the stated objective	Ballard-Hudson Middle School had 48 family participants for the Lights On After School event and 29 participants for the Fireside Chat event. The site and subgrant met the stated objective.
3.2 Forty percent of the students in sixth through eighth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in English Language Arts as demonstrated on Georgia Milestones test.	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	The Georgia Milestones Test has not been administered for the 2022-2023 Academic Year. The program monitors students' progress towards academic proficiency in Reading and English Language Arts using the STAR Renaissance assessment.

<p>3.3 Forty percent of the students in sixth through eighth grade regularly participating in the afterschool program (attending the program 30 days or more) will be determined as Developing, Proficient, or Distinguished Learners in math as demonstrated on Georgia Milestones test.</p>	<p>A1. Academic - Math</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The Georgia Milestones Test has not been administered for the 2022-2023 Academic Year. The program monitors students' progress towards academic proficiency in Mathematics using the STAR Renaissance assessment.</p>



Program Recommendations

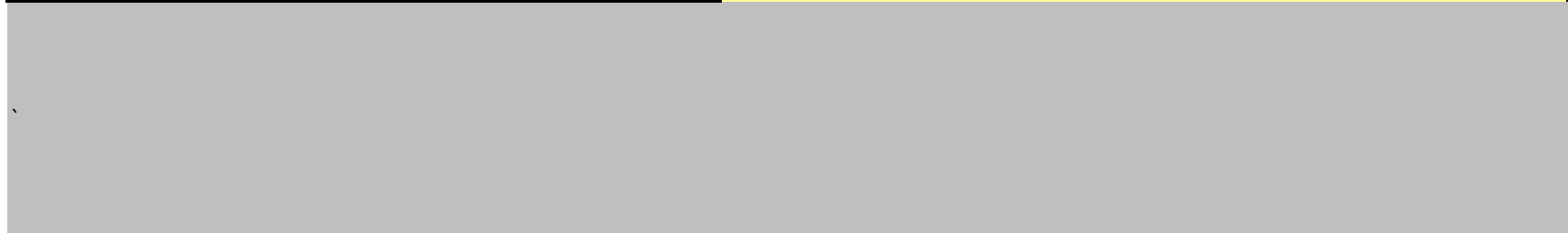
Directions: Please provide program recommendations in Column A based upon the results of this Formative Assessment. These recommendations can come from within the program, the external evaluator, or other program stakeholders. In Column B, please describe specific steps for implementation that the program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

before entering comments.

Delete the examples in both columns

Recommendations	Steps for Implementation
<p>Programming and Youth Development: It is recommended that the program continues to work incorporate opportunities for youth to gain competency in STEAM (Science, Technology, Engineering, Arts, and Mathematics) and music (GAASYD Standard Quality Element #1 Standard 1.11).</p>	<p>The program coordinators will work with site managers to take the following steps: 1) Collect program artifacts each grading period that demonstrates how program activities incorporate and combine STEAM domains and/or music. 2) Provide quarterly professional learning that ensures that staff can articulate the ways in which STEAM and music activities in after school support participants' school success, help to address the achievement gap, and impact youth well-being. 3) Publicize innovative STEAM activities through district publications or newsletters to engage 21st CCLC stakeholders (if possible)</p>
<p>Programming and Youth Development: It is recommended that the program continues to provide opportunities for college, career readiness, vocational preparation, and workforce development. (GAASYD Standard Quality Element #1 Standard 1.13)</p>	<p>The program coordinators will work with site managers to take the following steps: 1) Provide ongoing activities that allow youth to develop foundational skills to increase academic and job-specific skills (resume development, mock interviews, job shadowing, financial literacy workshops, youth apprenticeship opportunities, etc.). 2) Regularly provide college preparation activities (e.g. academic assistance, SAT/ACT preparation, college fairs/tours, scholarship application support, etc.)</p>

<p>Data Collection and Analysis: It is recommended that the program staff collect and review both in-school and afterschool attendance, grades, and behavior data (as aligned with the GPRA measures) on designated days each month. This will help to address and prevent any potential absenteeism, high levels of ODRs, or academic gaps during the regular school day.</p>	<p>The data specialists will work with site managers to implement the following strategies regarding data collection and analysis for attendance, grades, behavior, and other program data: 1) Identify and designate a monthly “data” day for site managers assigned to each subgrant. 2) Identify data collection source and select a recurring deadline for data submission. 3.) Share data monthly with appropriate regular school day staff/teachers. 4.) Provide bi-weekly data summaries to program coordinators and site managers, to ensure that they can provide additional support for identified students.</p>





GPRA Measures Check

Directions: Please review GPRA measure 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 E 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	
	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	
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?	No	If yes, do you have a plan in place to administer the survey provided by GaDOE?	No	The program does not serve students in grades 1-5.



















