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, 2022.

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

Student Attendance

	2022-2023 Program Year							
Site Name(s)	Programming (on-site, virtual, or hybrid)	Date of First Day of 2021-2022 Operation	Last Date Included in this Report	Total Days of Operation	Total Number of Students Registered	Total Number of Private School Students	Average Daily Attendance - Afterschool	Average Daily Attendance - Before School
Rosa Taylor Elementary School	On-Site	9/7/2022	1/27/2023	76	73	0	62	N/A
McKibben Lane Elementary School	On-Site	9/7/2022	1/27/2023	76	76	0	60	N/A

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)	Rosa Taylor Elementary School				
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)	N/A	N/A	N/A	N/A	N/A
End Time (e.g., 8:00AM)	N/A	N/A	N/A	N/A	N/A
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)	3:30PM	3:30PM	3:30PM	3:30PM	3:30PM
End Time (e.g., 6:00PM)	6:00PM	6:00PM	6:00PM	6:00PM	6:00PM
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)	McKibben Lane Elementary School				
Before School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 7:00AM)	N/A	N/A	N/A	N/A	N/A
End Time (e.g., 8:00AM)	N/A	N/A	N/A	N/A	N/A
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)	3:30PM	3:30PM	3:30PM	3:30PM	3:30PM
End Time (e.g., 6:00PM)	6:00PM	6:00PM	6:00PM	6:00PM	6:00PM
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)					

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.

Rosa Taylor Elementary School, McKibben Lane 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 programs 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. The 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 programs also work 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
1.1) 40% of the students 3rd-5th grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed local or state standards in English Language Arts.	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 sites monitor students' progress towards academic proficiency in Reading and English Language Arts using the STAR Renaissance assessment.
1.2) 40% of the students in 3rd-5th grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed local and state standards in math.	A1. Academic - Math	4. Unable to measure progress on the stated objective	The Georgia Milestones Test has not been administered for the 2022-2023 Academic Year. The sites monitor students' progress towards academic proficiency in Mathematics using the STAR Renaissance assessment.
2.1) 50% of the students regularly participating (attending 30 days or more) in the afterschool program will demonstrate improvement in homework completion.	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 (64% demonstrated improvement and 28% did not need to improve).
2.2) 50% of the students regularly participating (attending 30 days or more) in the afterschool program will demonstrate improvement in classroom behavior	B2. Behavior - Discipline	1. Met the stated objective	Based on semi-annual regular-classroom teacher survey data, 79% of students regularly participating in the afterschool program met the expectations for behaving well in class (54% demonstrated improvement and 26% did not need to improve).
3.1) Each site will offer families of participating students a minimum of 4 students opportunities for involvement with related educational development throughout the school year.	P2. Parent Engagement - Performance	1. Met the stated objective	Rosa Taylor and Mckibben Lane Elementary School hosted a total of four events during Semester 1. Rosa Taylor Elementary hosted Lights On After School on (10/20/2022) and a Christmas Event on (12/14/2022). Mckibben Lane Elementary hosted Lights On After School on (10/20/2022) and Literacy Through the Arts Extravaganza on 11/17/2022.

3.2) A minimum of 35 family members of participating students will attend at least one of the four related education development opportunities throughout the school year.	P1. Parent Engagement - Participation	2. Did not meet but progressed toward the stated objective	Mckibben Lane Elementary School's Lights On After School had 37 participants. However, the other site will continue to progress towards the objective throughout the 2nd semester.

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
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).	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) .
Programming and Youth Development: It is recommended that the program continues to provide relationship building opportunities among peers, while ensuring that youth interact with each other in positive ways. (GAASYD Standard Quality Element #4 Standard 4.3)	The program coordinators will work with site managers to take the following steps regarding programming aligned to social and emotional learning: 1) Create opportunities that teach youth to interact with each other in positive ways (e.g., icebreakers, teambuilding exercises, group discussions, etc.) 2) Encourage peers to interact with positive affective tones 3) Encourage students to problem-solve together to resolve minor conflicts without adult intervention.
Parent Engagement: It is recommended that the program develop flexible and innovative opportunities for engagement to increase attendance and participation. These opportunities can be paired with regular-school day and/or community-based opportunities with community partners within the targeted school zone (e.g., faith-based organizations, recreational centers, non-profit organizations, ARP-funded community initiatives such the Macon Violence Prevention partner initiatives, etc.).	The family engagement coordinator will work to increase Parent Engagement: 1) Connect with site managers, school leaders, community leaders, and district family engagement specialists to identify upcoming family and community engagement opportunities. 2) After identifying the appropriate opportunities, the family engagement coordinator and site manager(s) should select 2-3 focus events in which the 21st CCLC site(s) and program/organization can partner. 3) Ensure that the event is communicated well in advance, and through all available district communication platforms, to increase event visibility and participation.

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. 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.	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	
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	This program is hosted at two elementary school sites. The student participants at each site are in grades K-5, therefore GPA data will not be collected for this program.
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?	Yes	