

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)							Bernd 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)							Heritage 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.

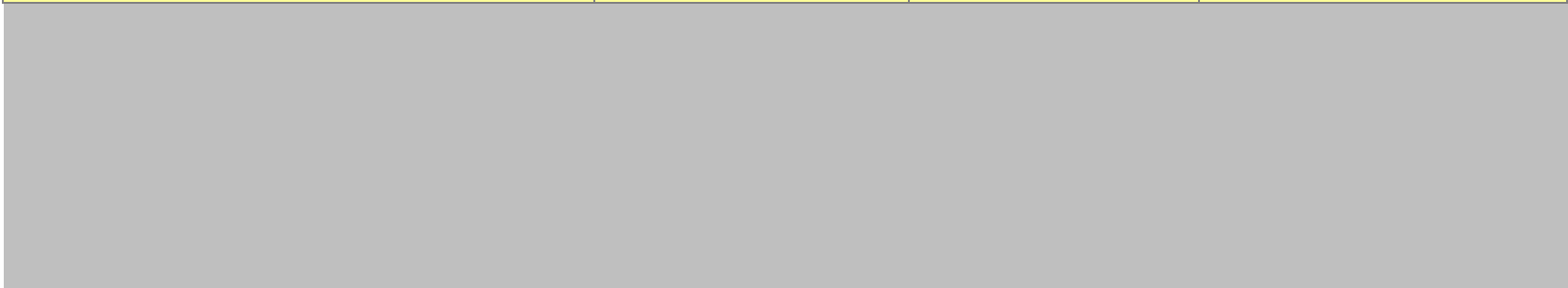
Bernd Elementary School, Heritage Elementary School and the Local Educational Agency (LEA) – Bibb County School District (BCSD) – The 21st Century Community Learning Centers Grant has established an afterschool program that is designed to engage students academically, socially, and emotionally. Through 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 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 Forty percent of the students in third through fifth 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.
1.2 Forty percent of the students in third through fifth 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.	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 program monitors students' progress towards academic proficiency in Mathematics using the STAR Renaissance assessment.
2.1 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, 91% of students regularly participating in the afterschool program met the expectations for homework completion (71% demonstrated improvement and 20% did not need to improve).
2.2 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, 71% of students regularly participating in the afterschool program met the expectations for behaving well in class (60% demonstrated improvement and 11% did not need to improve).
3.1 Each site will offer families of participating students a minimum of 4 opportunities for involvement with related educational development throughout the school year.	P2. Parent Engagement - Performance	1. Met the stated objective	Bernd and Heritage Elementary Schools hosted two family engagement events at each site during Semester 1. The Bernd Elementary School site hosted Lights On Afterschool on 10/20/2022 and Math Mania on 12/12/2022. The Heritage Elementary site hosted Lights On Afterschool on 10/20/2022 and Reading Strategies That Work on (12/15/2022).

3.2 A minimum of 35 family members of participating students will attend at least one of the 4 related education development opportunities throughout the school year.	P1. Parent Engagement - Participation	2. Did not meet but progressed toward the stated objective	Bernd and Heritage Elementary did not meet this objective with the Fall 2022 events. The sites 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.

before entering comments.

Delete the examples in both columns

Recommendations	Steps for Implementation
<p>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.).</p>	<p>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 MVP partner initiatives, etc.).</p>
<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 relationship building opportunities among peers, while ensuring that youth interact with each other in positive ways. (GAASYD Standard Quality Element #4 Standard 4.3)</p>	<p>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.</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?	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	



















