

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 Monday, February 3, 2025.

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)	Southside 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)	3:30 PM	3:30 PM	3:30 PM	3:30 PM	3:30PM
End Time (e.g., 6:00PM)	6:30 PM	6:30 PM	6:30 PM	6:30 PM	6:30PM
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)	Eastside 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)	3:30 PM	3:30 PM	3:30 PM	3:30 PM	3:30PM
End Time (e.g., 6:00PM)	6:30 PM	6:30 PM	6:30 PM	6:30 PM	6:30PM
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.

Grady County Two 21st CCLC program offers a diverse range of activities and services designed to support academic achievement, student enrichment, and family engagement. Key components include homework assistance and tutorial services to help students meet state and local academic standards, along with project- and problem-based learning activities to foster critical thinking and collaboration. Students participate in character education, youth development activities, physical education, recreational activities, and drug and violence prevention programs to promote overall well-being and resilience. The program also integrates art, music, and technology education to nurture creativity and digital literacy. To further support families, adult family members are provided with community learning center opportunities focused on literacy and educational development. Additionally, the program offers counseling and dropout prevention initiatives to address students' social and emotional needs. Field trips and one-time events are incorporated to enhance experiential learning and cultural awareness, ensuring a well-rounded and impactful experience for all participants.

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) A minimum of 50% of regularly participating K - 5th grade students will meet or exceed state standards on the state assessments for ELA.	A2. Academic - Reading/ELA	2. Did not meet but progressed toward the stated objective	GMAS not scheduled for administration yet; Report card analysis to date shows progress tyoward meeting goal.
1.2) A minimum of 50% of regularly participating K - 5th grade students will meet or exceed state standards on the state assessments for Math.	A1. Academic - Math	2. Did not meet but progressed toward the stated objective	GMAS not scheduled for administration yet; Report card analysis to date shows progress tyoward meeting goal.

<p>1.3) A minimum of 50% of regularly participating K - 5th Grade students will maintain or improve their report card grades in reading as measured from the first 9 weeks to the last 9 weeks.</p>	<p>B3. Behavior - Social/Emotional</p>	<p>2. Did not meet but progressed toward the stated objective</p>	<p>Classroom observations, reviews of lesson plans and teacher surveys indicate progress toward meeting this goal.</p>
<p>1.4) A minimum of 50% of regularly participating K - 5th grade students will maintain or improve their report card grades in Math as measured from the first 9 weeks to the last 9 weeks.</p>	<p>B3. Behavior - Social/Emotional</p>	<p>2. Did not meet but progressed toward the stated objective</p>	<p>Classroom observations, reviews of lesson plans and teacher surveys indicate progress toward meeting this goal. More documentation of lessons and collection of objective data will take place during the last two quarters..</p>
<p>1.5) A minimum of 50% of regularly participating K - 2nd grade students will show improvement from pre to post testing in Reading using Study Island Program tool as screening.</p>	<p>P2. Parent Engagement - Performance</p>	<p>2. Did not meet but progressed toward the stated objective</p>	<p>This goal is measured on an annual basis. A review of monthly parent contact logs, parent meetings, suggest good progress is being made towards meeting this goal.</p>

<p>1.6) A minimum of 50% of regularly participating K - 2nd grade students will show improvement from pre to post-testing in Math using assessments from the Study Island Math program tool as screening</p>	<p>P1. Parent Engagement - Participation</p>	<p>2. Did not meet but progressed toward the stated objective</p>	<p>This goal is measured on an annual basis. A review of monthly parent contact logs, parent meetings suggest good progress is being made towards meeting this goal.</p>
<p>2.1) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will be absent 15 days or less during the regular school day.</p>	<p>B1. Behavior - Attendance</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The attendance objective will be measured in the Spring.</p>
<p>2.2) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will demonstrate improvement in class participation.</p>	<p>B2. Behavior - Discipline</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>At the time of this reporting, survey not yet administered.</p>

<p>2.3) A minimum of 40% of regularly participating students (attending 30 days or more) at all sites will demonstrate improvement in character development and behavior.</p>	<p>B3. Behavior - Social/Emotional</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>At the time of this reporting, survey not yet administered.</p>
<p>3.1) 40% of parents and/or family members of regularly participating students (attending 30 or more operational days) will participate in at least one program wide event.</p>	<p>P1. Parent Engagement - Participation</p>	<p>3. Did not meet and no progress toward stated objective</p>	<p>0 adults participated in at least one event.</p>
<p>3.2) 65% of parents attending health and wellness training/workshops will learn new information to assist children and/or parents improve health outcomes.</p>	<p>P2. Parent Engagement - Performance</p>	<p>1. Met the stated objective</p>	<p>Parents that attended an Educational Development opportunities were satisfied and gained knowledge.</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. **Delete the examples in both columns before entering comments.**

Recommendations	Steps for Implementation
<p>The evaluator recommends that the Transact student database continue to be constantly updated with grades, and attendance as well as registration of parents attending special planned events.</p>	<p>To ensure the Transact student database is consistently updated, assign a designated staff member or team to manage data entry and oversee database accuracy. Establish a routine schedule, such as weekly updates, for entering grades, attendance, and parent registration details.</p>
<p>Continue to offer professional development opportunities that will prepare teachers to develop and teach project-based, STEM literacy units with hands on activities.</p>	<p>To accomplish this, the program should:</p> <ul style="list-style-type: none">-Site Coordinators should work with teachers to plan hands on STEM activities that connect with the lesson plans.-Teachers should review the nine weeks course maps for the subjects/grades taught and plan projects that are aligned with the state standards that are engaging and allow social distancing.

The evaluator recommends the site coordinators should continue to recruit students to meet target numbers and maintain attendance goals.

To accomplish this, the program should:

- Monitor attendance in all programs to maintain daily attendance, with numbers sufficient to meet or exceed attendance goals of the program.
- Continue to actively recruits students and families
- Notify parents of how the program would implement proper health protocols, such as social distancing, enhanced cleanin, and teaching studentbts proper safety practices.

The evaluator recommends providing students with fun, hands-on, engaged learning experiences that are tied to the regular school day. Students should find the experiences interesting and enjoyable and should be mentally involved in the activities. The activities should also connect to regular school day lesson activities which makes them relevant and more memorable.

To accomplish this, the program should:

- Plan more STEM activities and projects that are project-based and aligned to the state standards, require higher order thinking skills, and embed literacy skills at all levels.
- Teachers should review the nine weeks course maps for the subject/grades taught and plan projects that reinforce the regular school day objectives for each nine weeks period.

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	
	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 site services 1-5 grade students.
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	