

General Instructions

This workbook contains five worksheets, including this instruction page. The following four 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 ERES. It must be emailed to your ERES no later than February 1, 2019.

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 Education Research and Evaluation Specialist if additional space is needed to complete this sheet.

Site Name(s)	Ingram-Pye Elementary				
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)	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)					
End Time (e.g., 4:00PM)					

Site Name(s)	Riley Elementary				
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)	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)					
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.

Ingram-Pye Elementary School, Riley Elementary School, and the Local Educational Agency (LEA) – Bibb County School District (BCSD) – The 21st Century Community Learning Centers Grant has designed an afterschool program that engages students academically, as well as their social and emotional development. Through various strategies, the 21st CCLC sites provides Educational Intervention and Acceleration opportunities through personalized and blended learning environment, as well as using small group instruction by using student data to provide targeted interventions. Also, the 21st CCLC sub-grant utilizes Homework Helpers, provide differentiated enrichment activities based on student interests, and provide family engagement events (Lights On, Literacy and Math Night, etc.), and Summer Programs. The goal of the afterschool program for the BCSD 21st CCLC program is to maximize student achievement in Mathematics, Reading, and Science, course performance, family engagement and cultural exposure through the creative arts.

Currently, Ingram-Pye and Riley Elementary schools are using STAR Reading, STAR Math, Moby MAX, Dreambox, and other online platforms to support students in their academic needs during the afterschool program. The afterschool program sites engage students with creative resources and facilitate instructional opportunities to foster academic success. In addition, Ingram-Pye has developed a partnership with Mercer University where undergraduate students from Mercer comes to Ingram-Pye in order to render tutoring support to students in Mathematics and Reading. The afterschool enrichment programs consist of various learning opportunities in the creative arts (art in history), interactive literacy, dance, and scholastic fitness. Also, during the snack time for all afterschool students, the 21st CCLC after school program has implemented the "Refuel and Read" initiative where students engage in reading activities and "read alouds" for various literacy texts and books in order to engage students in a creative way during their transition time from snack to the afterschool program activities. The 21st CCLC afterschool program in the BCSD has engaged families through literacy nights, social resource workshops, and STREAM enrichment nights for parents and students to practice with STREAM education prototypes. Lastly, due to the successful partnership and sustainability plan from the Bibb County School District's former "PEP Grant," the afterschool program offers its students physical education and fitness-based experiences and students are able to engage in these experiences weekly.

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
<p>Objective 1.2: Fifty 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.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The data for the Georgia Milestones assessment test is not yet available for the 2018-2019 academic school year. The Milestones Assessment will be administered during the Spring 2019 semester of the 2018-2019 school year. Upon the release of Milestone Assessment results, the data will be analyzed and reported in the 21st CCLC Summative Assessment.</p>
<p>Objective 1.3: Fifty 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.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The data for the Georgia Milestones assessment test is not yet available for the 2018-2019 academic school year. The Milestones Assessment will be administered during the Spring 2019 semester of the 2018-2019 school year. Upon the release of Milestone Assessment results, the data will be analyzed and reported in the 21st CCLC Summative Assessment.</p>
<p>Objective 1.4: Fifty 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 science as demonstrated on Georgia Milestones test.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The data for the Georgia Milestones assessment test is not yet available for the 2018-2019 academic school year. The Milestones Assessment will be administered during the Spring 2019 semester of the 2018-2019 school year. Upon the release of Milestone Assessment results, the data will be analyzed and reported in the 21st CCLC Summative Assessment.</p>
<p>Objective 1.5: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in reading, as demonstrated by Star Reading. Progress will be checked quarterly.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>2. Did not meet but progressed toward the stated objective</p>	<p>Based on the STAR Reading data collected during the formative assessment process, the 21st CCLC did not meet the student growth percentile expectation. 45.6% of students met the student growth percentile expectation for the STAR Reading post-assessment.</p>

<p>Objective 1.6: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in language arts, as demonstrated by report card grades. Progress will be checked quarterly.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>1. Met the stated objective</p>	<p>The 21st CCLC sites collectively showed that 80.35% of students in the afterschool program met and/or exceeded local and state standards in English Language Arts, as evidenced by the 1st 9-week Fall 2018 report card grades.</p>
<p>Objective 1.7: Seventy-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in math, as demonstrated by report card grades. Progress will be checked quarterly.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>1. Met the stated objective</p>	<p>The 21st CCLC sites collectively showed that 78.14% of students in the afterschool program met and/or exceeded local and state standards in English Language Arts, as evidenced by the 1st 9-week Fall 2018 report card grades.</p>
<p>Objective 1.8: Sixty-five percent of the students regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in science, as demonstrated by report card grades. Progress will be checked quarterly.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>1. Met the stated objective</p>	<p>The 21st CCLC sites collectively showed that 77.83% of students in the afterschool program met and/or exceeded local and state standards in English Language Arts, as evidenced by the 1st 9-week Fall 2018 report card grades.</p>
<p>Objective 1.9: Fifty percent of the students in K - 2nd grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in reading/language arts as demonstrated in the reading section of the Star Reader on-line assessment.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>2. Did not meet but progressed toward the stated objective</p>	<p>Based on the STAR Reading data collected during the formative assessment process, the 21st CCLC did not meet the student growth percentile expectation. 41.42% of students met the student growth percentile expectation for the STAR Reading post-assessment.</p>
<p>Objective 1.10: Fifty-four percent of the students in K - 2nd grade regularly participating in the afterschool program (attending the program 30 days or more) will meet or exceed state and local standards in math as demonstrated in the math section of the Star Math on-line assessment.</p>	<p>Goal 1: Improve Academic Performance</p>	<p>2. Did not meet but progressed toward the stated objective</p>	<p>Based on the STAR Math data collected during the formative assessment process, the 21st CCLC did not meet the student growth percentile expectation. 42.25% of students met the student growth percentile expectation for the STAR Math post-assessment.</p>
<p>Objective 2.1: Ninety percent of the students regularly participating in the afterschool program will be absent for 15 days or less annually as demonstrated by such measures as report card attendance. Attendance will be reviewed every nine weeks.</p>	<p>Goal 2: Increase Positive Student Behavior</p>	<p>1. Met the stated objective</p>	<p>Based on the attendance daily reports, the LEA continues to meet their daily attendance goals with a 100% performance measure for program attendance. The LEA meets this objective with certainty.</p>

<p>Objective 2.2: Seventy-five 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.</p>	<p>Goal 2: Increase Positive Student Behavior</p>	<p>1. Met the stated objective</p>	<p>Based on the process data collection, the LEA meets this objective for homework completion. Teacher feedback confirms that homework completion is satisfactory and the Homework Help and intervention sessions during the afterschool program contributes to the success of meeting this goal.</p>
<p>Objective 2.3: Seventy-five 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.</p>	<p>Goal 2: Increase Positive Student Behavior</p>	<p>1. Met the stated objective</p>	<p>Based on the process data collection, the LEA meets this objective for positive classroom behavior. Teacher feedback confirms that classroom behavior is satisfactory and the intervention sessions during the afterschool program contributes to the success of meeting this goal.</p>
<p>Objective 3.1: 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.</p>	<p>Goal 3: Increase Family Involvement</p>	<p>1. Met the stated objective</p>	<p>Based on the mid-year events, the 21st CCLC afterschool program sites have hosted 3 family engagement events: Lights On Afterschool Celebration, Literacy Night, and Math Game Night for Students and Parents.</p>
<p>Objective 3.2: 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.</p>	<p>Goal 3: Increase Family Involvement</p>	<p>1. Met the stated objective</p>	<p>Based on sign-in documents, the LEA has meet this objective by ensuring the minimum family member attendance goal is met.</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.

Recommendations	Steps for Implementation
<p>I would encourage the 21st CCLC sites to scale the following best practices noted below during the latest site visit: Teachers occasionally used the Khan Academy platform and other digital learning platforms to supplement instruction for student acceleration. This is a great accomplishment and innovation for the program; Teachers were facilitating guided practice in the technology lab through Star360. Teachers were using higher-order thinking and explicit instruction by rotating through student learning stations; Students had learning notebooks recording instructional activities and this was a great strategy to blend the technology-based experience and writing across the curriculum. This is also great for home-based practice and parent-student reviews; Based on 21st CCLC feedback and process data, students are completing homework with fidelity; Teacher morale and program culture appears to be satisfactory. I observed positive teacher-student relationships.</p>	<p>It is recommended that the 21st CCLC sites promote and scale its best practices at the program level in order to ensure the success noted are consistent practices among all teachers in the program. Also, 21st CCLC sites are encouraged to research a teacher leadership model that is beneficial to the site staff in promoting best practices for teacher leadership, mentorship, sharing of personal practice, collect inquiry and problem solving, and successful implementation of TKES behaviors and practices during the afterschool program.</p>
<p>It is recommended that the 21st CCLC sites continue the great work in providing students with excellent enrichment options and experiences. All the enrichment sessions were engaging. It is encouraged that the 21st CCLC site continue its processes in fostering the continued success as noted below: 5th grade students were working on winter holiday art projects. Students were engaged and excited about their artistic renderings; Physical education and fitness enrichment activities in the gym were engaging. Students had three stations with activities. This promotes student choice and fitness differentiation in the afterschool program; The Dance enrichment class was culturally relevant to the student population and the engagement was satisfactory. The teacher has built positive student-teacher relationships and it is very evident that the students enjoy this enrichment activity. The dance staff reported that they provide various dance genre activities for students (hip hop, salsa, tango, etc).</p>	<p>It is recommended that the 21st CCLC sites promote and scale its best practices at the program level in order to ensure the success noted are consistent practices among all teachers in the program. The consistent assessment of student interests will provide valuable information in the continued program design for the 21st CCLC sites. These interest-based inventories will ensure student attendance and motivation continue to be a "glow" for the 21st CCLC program.</p>

<p>The Family Engagement strategy appears to be outdated. The use of annual-traditional events may not systemically increase family and community engagement. The events that the 21st CCLC sites executed during the fall semester of the 21st CCLC program (FY19) were the same events during the FY18 fiscal year. This may not be an issue; however, I want to encourage the 21st CCLC sites to be innovative in its approaches to foster revolutionary and engaging programming for families and stakeholders.</p>	<p>I encourage the 21st CCLC sites to engage in a book study through the creation of professional learning community to foster new ideas, innovation, and approaches to yield innovative results. The use of social media is a powerful tool for engaging parents and stakeholders in this 21st century-digital age. I would encourage the 21st CCLC sites to strategically plan a robust social media campaign to inform, engage, and educate parents on the 21st CCLC program and the resources provided under this grant award. Lastly, a strategy of personalizing the family engagement plan may prove to be valuable. An intentional root-cause analysis process may be needed to really uncover the best approaches to meet the personalized needs of parents, so they can in turn, further meet the needs of their children.</p>
<p>I would encourage the 21st CCLC sites to revisit its strategic plans to foster timely transitions during the afterschool program. The 21st CCLC site is encouraged to be strategic on how it can maximize its time in order to ensure students are fully exposed to instructional and enrichment interventions. During the site visit, the program evaluation team estimated that about 15 minutes of instruction and enrichment were compromised due to the lack of timely transitions. If this observation (regarding transitions are a daily challenge), students lose approximately 75 minutes of instruction and/or enrichment weekly.</p>	<p>The 21st CCLC site managers, along with the 21st CCLC site should review student expectations, cultural norms, routines, and program processes with students in order to maximize the instructional and enrichment time allotted by the program. Also, the Site Managers are encouraged to review its transition and operation plans for the site in order to identify other root causes for late and stagnant transitions. It is encouraged that the site manager pilot the use of timers during the afterschool program occasionally to collect data needed to ensure transitions are swift, orderly, and timely.</p>
<p>In the instructional labs, teachers should actively monitor student progress, provide support through guided instruction and guided practice, promote higher-order thinking questioning, and transition from being solely the “operational manager” to the instructional facilitator to further promote the acquisition, use, and creation of knowledge and new ideas.</p>	<p>The LEA must problem solve through collective inquiry on how it will meet the 21st CCLC requirement of a 1:10 certified academic ratio. There is still more classified instructional staff operating the program. Classified staff requested professional learning regarding effective pedagogical practices that can be used to support student achievement. The root cause may be the lack of certified staff operating the program, as well as lack of consistent monitoring by the Site Manager. It is encouraged that the LEA District Office 21st CCLC staff consistently monitor and support the site managers in leading the 21st CCLC program successfully regarding operations and instruction. It appeared the successful implementation of the recommendations for effective instructional practices were at 50% for program staff.</p>
<p>The assessment tools provided by the school district must be used</p>	<p>The 21st CCLC site can achieve this recommendation by selecting and/or</p>

<p>with fidelity in order to provide consistent data to measure student progress towards the developing, proficient, and/or distinguished indicators. Therefore, it is recommended that an assessment tool is used consistently for grades K-2, and that 4.5-week testing benchmarks are given to all students, (K-5) in order to progress monitor the data so that Milestone/Academic Achievement objectives can be assessed throughout the academic year.</p>	<p>modifying components of its assessment tools to align with student readiness. The development of an assessment schedule will allow 21st CCLC site staff to be consistent in its assessment practices. Lastly, progress reports and data talks with students during the program will prove to be effective means of assisting students in taking ownership of their learning, establishing clear and attainable goals, and building their metacognitive capacity.</p>
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