

## 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)		Scott Elementary				
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	N/A
End Time (e.g., 8:00AM)	N/A	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	3:30PM
End Time (e.g., 6:00PM)	6:30pm	6:30pm	6:30pm	6:30pm	6:30pm	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)		Harper Elementary				
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	N/A
End Time (e.g., 8:00AM)	N/A	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	3:30PM
End Time (e.g., 6:00PM)	6:30pm	6:30pm	6:30pm	6:30pm	6:30pm	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.

Thomasville Community Resource Center(TCRC) operates the 21st Century Community Learning Centers (CCLC) in Thomasville, Georgia. Scott and Harper Elementary Schools are covered in this evaluation. TCRC offers services for students in regular academic classes and students that have learning disabilities. During hours of operation, TCRC provides students with a variety of after-school activities such as academic tutoring, homework assistance, enrichment sessions, cultural/fine arts education, and technological and character education. TCRC's academic enrichment curriculum targets academic enrichment around the areas of math, reading\ language\ writing, and science. Academic enrichment is set up to meet the student's individual needs so that they can become efficient and independent learners. Students use iStation, Renaissance, Exact Path, and several other enrichment games and manipulatives. Other enrichment activities include arts and crafts, music, dance, STEM, Healthy Habits, and researched based learning projects. TCRC also provides access to character development activities and resources. Each center hosts family nights to educate and give parents useful information to help their child(ren) at home. Students receive snacks daily.

## 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
<p><b>Goal 1: Provide opportunities for academic improvement for 21st CCLC students, so they meet or exceed state and local performance standards in core academic areas of reading, language arts, and math.</b>  <b>1.1:</b> A minimum of 50% of regularly participating 3rd - 5th grade students will meet or exceed standard on the state assessments for English language arts or Reading.</p>	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	This objective can't be measured for FY23 until all assessment scores are collected.
<p><b>1.2:</b> A minimum of 50% of regularly participating 3rd - 5th grade students will meet or exceed standards on the state assessments for Math.</p>	A1. Academic - Math	4. Unable to measure progress on the stated objective	This objective can't be measured for FY23 until all assessment scores are collected.
<p><b>1.3:</b> A minimum of 50% of regularly participating Pre-K- 2nd grade students will show improvement from pre to post testing in Reading using iStation and/or Renaissance reading program tools as screening and assessments.</p>	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	This objective can't be measured for FY23 until the pre and post test are completed.
<p><b>1.4:</b> A minimum of 50% of regularly participating Pre-K- 2nd grade students will show improvement from pre to post testing in math assessments.</p>	A1. Academic - Math	4. Unable to measure progress on the stated objective	This objective can't be measured for FY23 until the pre and post test are completed.
<p><b>1.5:</b> A minimum of 75% of regularly participating PreK students will show advancement through trained observation of interaction with teachers and through age-appropriate screening and assessment tools.</p>	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	The results will be determined through the annual teacher surveys which is administered in the spring.

<p><b>Goal 2: Improve positive 21st CCLC student outcomes in the areas of school attendance, class participation and character development.</b></p> <p><b>2.1:</b> A minimum of 50% of regularly participating students at all sites will be absent 15 days or less during the regular school day.</p>	<p>B3. Behavior - Social/Emotional</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The regular school day daily attendance records are not available in the Cayen system.</p>
<p><b>2.2:</b> A minimum of 50% of regularly participating students at all sites will demonstrate improvement in character development and behavior.</p>	<p>B1. Behavior - Attendance</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The results will be determined through the annual teacher surveys which is administered in the spring.</p>
<p><b>Goal 3: Increase Parental Involvement</b></p> <p><b>3.1:</b> 50% of parents/family members of regularly participating students will take part in at least one program wide event.</p>	<p>P1. Parent Engagement - Participation</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The Cayen data system does not report all parent activities. Site coordinators report some parent activities have not been administered.</p>
<p><b>3.2:</b> 50% of regularly participating students' parents/guardians will report that their child talk to them and discuss the afterschool program.</p>	<p>P2. Parent Engagement - Performance</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The results will be determined through the annual parent surveys which is administered in the spring.</p>



# Program Recommendations

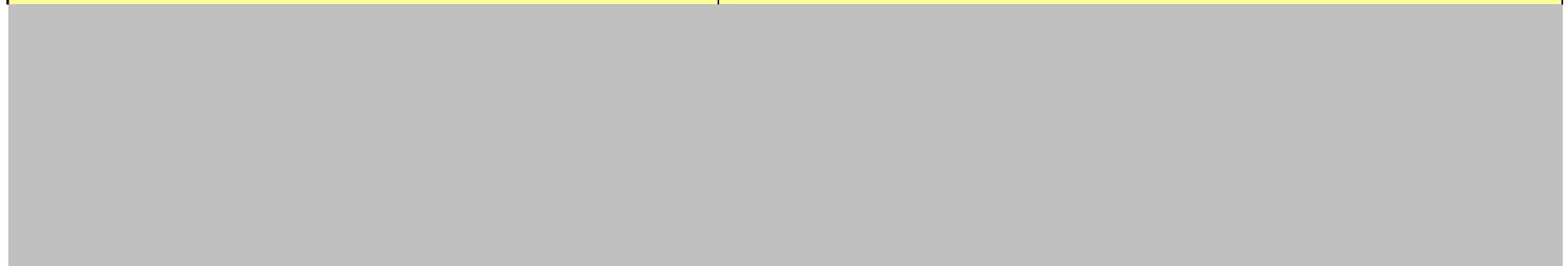
**Directions:** Please provide program recommendations in Column A based upon the results of this Formative Assessment. These recommendations can come from within the program, the external evaluator, or other program stakeholders. In Column B, please describe specific steps for implementation that the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

**Delete the examples in both columns**

**before entering comments.**

Recommendations	Steps for Implementation
<p>Example: The program has made progress but has not met the academic objectives for math and English Language Arts. It is recommended to review student data to identify students who are not showing improvement as well as determine possible interventions and assistance. Individual targeted assistance and tutoring sessions might be helpful based on information provided by regular-school day teachers. It is recommended to communicate consistently with the regular school day teachers to coordinate support and share progress.</p>	<p>Example: Leadership Teams at each site will review student data and grades. Based upon data analysis, the program will use the following interventions to revise the program and activities. 1) The program will develop a portfolio for each student that includes student goals and progress. 2) The program will use project based learning to facilitate connections between learning and the real-world. 3) The program will provide families with appropriate activities to use with their child at home. 4) The program will schedule time for conferences with the 21st CCLC staff and regular school day teachers.</p>
<p>There is no objective data that supports progress has been made in Math and English, however, evaluators are optimistic that improvement will be demonstrated based on the activities that are in place. It is highly recommended that each child have his/her individual assessment of areas of weakness. Each site manager is recommended to continue to input students' Report Card grades into the Cayen system per nine-week assessment. It is highly recommended that site coordinators engage as often as weekly with teachers of regularly attending students.</p>	<p>It is highly recommended for each child have an individual assessment for areas of weakness. Evaluators recommend each site coordinator document trends in grades and provide individual support as needed. It is also recommended for site coordinators to engage weekly with teachers of regularly attending students. It is recommended for parents, teachers, and coordinators address the students academic concerns. Also, it is recommended that TCRC objectives be updated to align with the current software being used for learning.</p>
<p>Evaluators recommend a survey be conducted pre and post-program activities on health, emotional and social development to determine if improvement is demonstrated.</p>	<p>The program will administer pre/post-surveys on students' health, emotional, and social development. The site coordinators should provide the results of the surveys to the evaluators to draw comparisons and document trends.</p>
<p>There is objective data that supports parental involvement and the</p>	<p>The site coordinators should continue to communicate with the parents to</p>

<p>site coordinators indicated some parent activities have occurred. It is recommended that site managers provide sign-in data to evaluators at each on site visit to validate parent involvement.</p>	<p>determine when the majority of parents can participate in family nights to provide awareness of the 21st Century Program at the site. The program will consider reasonable suggestions from parents on what type of activities they would want to attend. Additionally, evaluators recommend virtual options be provided to parents to ensure inclusivity.</p>
<p>Harper Elementary shows program participation at or above 80%. This site exhibits great leadership within an after school program and consistent enrollment. This should be visible across all sites.</p>	<p>Allow the site coordinators to collaborate and discuss strategies to increase enrollment throughout TCRC sites.</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.

<b>GPRA # 1</b>	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	Teacher surveys are expected to be distributed by March 2023.
<b>GPRA # 2</b>	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	
<b>GPRA # 3</b>	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	
<b>GPRA # 4</b>	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	
<b>GPRA # 5</b>	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	