

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)					
Dawson Elementary, St. Mary's Magnet Academy					
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)					
After School Hours of Operation					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time (e.g., 3:00PM)	2:30PM	2:30PM	2:30PM	2:30PM	N/A
End Time (e.g., 6:00PM)	5:30PM	5:30PM	5:30PM	5:30PM	N/A
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)					
The Club/Teen Center Boys & Girls Club					
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	N/A
End Time (e.g., 6:00PM)	6:30PM	6:30PM	6:30PM	6:30PM	N/A
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)					
East Boys & Girls Club					
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)	2:30PM	2:30PM	2:30PM	2:30PM	2:30PM
End Time (e.g., 6:00PM)	7:00PM	7:00PM	7:00PM	7:00PM	7:00PM
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)					

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.

At Dawson Elementary School and St. Mary's Elementary School, programming runs from 2:30-5:30 pm Monday-Thursday. Students eat snack and complete an academic activity from 2:30-3:00 pm; participate in HW/Tutoring/Academic Enrichment & Arts Enrichment (Violin, Culinary Arts, Visual Art, Dance) rotations from 3:10-4:00 pm and 4:10-5:00 pm; and Enrichment activities/Anti-Bullying/Life Skills/Character building activities from 5:00-5:30 pm. Authorized sign out starts at 5:30 pm, and students who are not signed out participate in Team building/Games/Recreational time until 6:00 pm. The Daily Themes include the following: Math Mondays, Reading Tuesdays, Writing Wednesdays, and Themed Thursdays. The NASA Challenge is also available at Dawson Elementary School. **At East Boys & Girls Club**, programming runs from 2:30-7:00 pm Monday-Friday. Elementary school students are grouped by grade level and rotate between different subjects each hour (The "Tweens" have a separate Tween Center that they participate in programming in from 4:00 pm until the end of programming. **At The Club/Teen Center**, programming takes place from 3:30-6:30 pm Monday-Thursday. Students engage in the following activities throughout the week: Calligraphy, Art, Greenpower USA Racing, Culinary Arts, Personal Finances, College Readiness (job and college searches, UPS Road Code, Myfuture.net, Millins Hours of Service, Computer Science Pathway, ACT test prep., etc.).

Objective Status

Directions: List each of your program's approved, official 21st CCLC grant 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 70% of regularly attending students will score a 70% or higher in math on report cards by the end 3rd quarter grades.	A1. Academic - Math	2. Did not meet but progressed toward the stated objective	75 of 115 (65.2%) regularly attending students earned a 70% or higher in math. Grades were not available for 36 students: three The Club/Teen Center Boys & Girls students, and 33 East Boys & Girls Club students.
1.2 60% of regularly attending students will score Developing, Proficient, or Distinguished Learner in math on Georgia Milestones.	A1. Academic - Math	4. Unable to measure progress on the stated objective	GA Milestones Assessment will be administered in the spring.
1.3 70% of regularly attending students will score a 70% or higher in reading on report cards by the end 3rd quarter grades.	A2. Academic - Reading/ELA	2. Did not meet but progressed toward the stated objective	68 of 115 (59.1%) regularly attending students earned a 70% or higher in reading (ES students)/ELA (HS students). Grades were not available for 39 students: three The Club/Teen Center Boys & Girls students, and 36 East Boys & Girls Club students.
1.4 60% of regularly attending students will score Developing, Proficient, or Distinguished Learner in ELA on Georgia Milestones.	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	GA Milestones Assessment will be administered in the spring.
2.1 After school staff will report 70% of regularly attending students will maintain or improve emotional wellness.	B3. Behavior - Social/Emotional	4. Unable to measure progress on the stated objective	This objective will be measured through after-school staff surveys administered in the spring.
2.2 75% of EYC parents will report maintained or improved behavior.	B2. Behavior - Discipline	4. Unable to measure progress on the stated objective	This objective will be measured through parent surveys administered in the spring.
2.3 75% of regularly attending students will maintain or improve satisfactory homework completion by the end of the school year.	O1. Other	4. Unable to measure progress on the stated objective	This objective will be measured through teacher, student, and parent surveys administered in the spring.
3.1 60% of regularly attending students will have a family member participate in at least two family involvement activities.	P1. Parent Engagement - Participation	4. Unable to measure progress on the stated objective	This objective will be measured via attendance sheets from family engagement activities in the spring.
3.2 60% of regularly attending students in grades 3, 4, and 5 will have a family member attend the My Child is Going to College.	P1. Parent Engagement - Participation	4. Unable to measure progress on the stated objective	The <i>My Child is Going to College</i> event is scheduled to take place in the spring of 2020.
3.3 100% of families who attended the My Child is Going to College event will receive information about what is required financially and academically for their child to attend college.	P1. Parent Engagement - Participation	4. Unable to measure progress on the stated objective	The <i>My Child is Going to College</i> event is scheduled to take place in the spring of 2020.

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
Adequately space students. Enforcing social distancing between students is especially needed for activities involving eating. Keep hand sanitizer readily available for staff and students.	If weather permits, going outside to teach where social distancing is much more attainable. Use markers or indicators to help students and staff remember where desks or students are to be placed during the activity. Remove any additional chairs that are not in use or inadequately space to prevent students from inadvertently sitting down. Create a catch phrase that immediately reminds students to keep their distance if students are accidentally violating the social distancing rule. Hand Sanitizers will be placed strategically by the student entrance where temperatures are being checked.
As noted at the evaluator's fall site visit at St. Mary's Elementary School, conducting a mini-lesson for students struggling with the same assignment will be beneficial. Additionally, consider putting the students who are working on the same assignment in a socially distanced group to help one another complete the assignment.	Obtain an agenda from the school day teacher and briefly go over the assignment to students. Group students in a social distanced round table style where teacher is placed in the center. Give students a placard that indicates that they need assistance. Green indicates student understands the problem they are working on or red if they need assistance.
As noted at the evaluator's fall site visit at East Boys & Girls Club, have staff review effective strategies and games for teaching multiplication.	Additional strategies have been researched by the Leadership Team and Head Tutors and shared with Head Tutors at weekly meetings. We will be challenging all sites with a multiplication competition in the Spring to make sure students have all facts learned.
As noted at the evaluator's fall site visit at East Boys & Girls Club, encourage more discussion among students about the problems and answers by asking questions such as, "Is 5 the right answer? Why is it the right answer? How did you get that?"	Periodically have students who are very familiar with the math concept come to the board and do a problem and in his or her own words, explain the concept. Use hands on group activities that relate to the math concepts after teacher led introduction to the concept or problem. When students get the right answer ask students to communicate a real-life activity that can be used for the math concept.
As noted at the evaluator's fall site visit at East Boys and Girls Club, inserting a discussion of the learning topics for the specific classes or playing a video during down time in enrichment/academics can help maximize time in class.	Professional Development on 2/2/2021 was geared towards initiative, leveling up engagement, and improving lessons for both in person and virtual classes for all EYC positions (specific examples and training for Head Tutors, Teaching Artists, and Program Assistants). Head Tutors and Teaching Artists were presented with ways to strengthen lessons and activities by incorporating methodology.
As noted at the evaluator's fall site visit at East Boys & Girls Club,	Professional Development on 2/2/2021 was geared towards initiative, leveling up

<p>As noted at the evaluator's fall site visit at East Boys & Girls Club, ensure the room set up is conducive to student interaction during social emotional activities. For instance, desks/tables should be arranged so that they face each other. Additionally, set up activities and pass out materials before the lesson to maximize time.</p>	<p>engagement, and improving lessons for both in person and virtual classes for all EYC positions (specific examples and training for Head Tutors, Teaching Artists, and Program Assistants). Group students in a socially distanced round table style. Materials will be placed on desks prior to student entering by the Program Specialist.</p>
<p>Provide professional development and support on how to use the smart boards in the classrooms, which can help maximize the use of beneficial learning materials.</p>	<p>Mr. Brandon was utilizing the smart board as a projector on the day of the visit. EYC will meet with BGC to confirm they possess the correct technology to access smart board capabilities. If they have the correct technology, we will have a presenter teach staff how to utilize its features. If they don't, we will see if we can support purchasing the required components or at least teach staff to use it as a projector.</p>
<p>As noted at the evaluator's fall site visit at East Boys & Girls Club, a number of students had shoelaces that were untied. Adding a shoelace check when students arrive on site or periodically throughout the day will help ensure safety for the students during activities.</p>	<p>EYC has suggested to BGC to incorporate a shoelace check prior to their hourly hand washing routine.</p>
<p>As noted at the evaluator's fall site visit at East Boys & Girls Club, create a daily schedule where all spaces being used and staff names are included.</p>	<p>EYC has requested an updated rotation that include location, room, number and staff present in room to have on file. We will confirm information is correct monthly.</p>