



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education
21st Century Community Learning Centers
FY 21 Common Data Elements Form



| | |
|--|------------------------|
| Subgrantee: Bruce Elementary School and Hartley Elementary School | Date: 6/21/2021 |
|--|------------------------|

1. Attendance

| Total Number of Students Targeted | Registered Students | Regular Attendees (attend ≥ 30 days) | Total Number of Parent Opportunities | Total Number of Parents Attending |
|-----------------------------------|---------------------|--------------------------------------|--------------------------------------|-----------------------------------|
| Number: 150 | Number: 134 | Number: 91 | Number: 4 | Number: 135 |

2. Objectives

| Total Objectives | Met | Not Met | Other |
|------------------|-----------|-----------|-----------|
| Number: 6 | Number: 4 | Number: 0 | Number: 2 |

3. Standardized Testing

3A. English Language Arts – Regular Attendees Achievement Levels

| Beginning | Developing | Proficient | Distinguished |
|---|-------------|-------------|------------------------|
| Number: 29 | Number: 11 | Number: 4 | Number: 0 |
| Regular Attendees without scores who took standardized test | | | Number: 0 |
| Regular Attendees who did not take standardized test | | | Number: 2 |
| Retake Data (If applicable) | | | Number of Retakes: N/A |
| Beginning | Developing | Proficient | Distinguished |
| Number: N/A | Number: N/A | Number: N/A | Number: N/A |

3B. Math – Regular Attendees Achievement Levels

| Beginning | Developing | Proficient | Distinguished |
|---|-------------|-------------|------------------------|
| Number: 27 | Number: 13 | Number: 4 | Number: 0 |
| Regular Attendees without scores who took standardized test | | | Number: 0 |
| Regular Attendees who did not take standardized test | | | Number: 2 |
| Retake Data (If applicable) | | | Number of Retakes: N/A |
| Beginning | Developing | Proficient | Distinguished |
| Number: N/A | Number: N/A | Number: N/A | Number: N/A |

4. Report Card Grades

4A. English Language Arts – Regular Attendees

| Regular Attendees without Grades | Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester) | Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester) | Regular attendees who maintained a specific grade all year | | |
|--|--|--|--|-----|------------|
| Number | Number | Number | "A" or "B" | "C" | "D" or "F" |
| 19 | 25 | 4 | 23 | 11 | 9 |
| Identify if subgrantee utilized numeric (preferred) or letter grades | | | Numeric | | |

4B. Math – Regular Attendees

| Regular Attendees without Grades | Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester) | Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester) | Regular attendees who maintained a specific grade all year | | |
|--|--|--|--|-----|------------|
| Number | Number | Number | "A" or "B" | "C" | "D" or "F" |
| 19 | 30 | 5 | 22 | 11 | 4 |
| Identify if subgrantee utilized numeric (preferred) or letter grades | | | Numeric | | |

5. Surveys

5A. Student Surveys

| | | | |
|--|----------|---------------------|--------------|
| | Behavior | Homework Completion | Satisfaction |
|--|----------|---------------------|--------------|

| Number of Student Surveys Completed | Strongly/ Somewhat Agree | Neither Agree nor Disagree | Strongly/ Somewhat Agree | Neither Agree nor Disagree | Strongly/ Somewhat Agree | Neither Agree nor Disagree |
|-------------------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
| Number | Number | | Number | | Number | |
| 68 | 59 | 9 | 60 | 8 | 62 | 6 |

5B. Parent Surveys

| Number of Parent Surveys Completed | Behavior | | Homework Completion | | Satisfaction | |
|------------------------------------|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|----------------------------|
| | Strongly/ Somewhat Agree | Neither Agree nor Disagree | Strongly/ Somewhat Agree | Neither Agree nor Disagree | Strongly/ Somewhat Agree | Neither Agree nor Disagree |
| Number | Number | | Number | | Number | |
| 21 | 20 | 1 | 21 | 0 | 21 | 0 |

5C. Regular School Day Teacher Surveys

| Number of Teacher Surveys Completed | Behavior | | Homework Completion | |
|-------------------------------------|--|--------------------|--|--------------------|
| | Significant/ Moderate/Slight Improvement | No Need to Improve | Significant/ Moderate/Slight Improvement | No Need to Improve |
| Number | Number | | Number | |
| 104 | 53 | 44 | 61 | 32 |

6. Partners

| Number of Partners | Total Amount of Contributions |
|--------------------|-------------------------------|
| 8 | \$146,675.00 |

21ST CCLC 2020-2021 SUMMATIVE EVALUATION

SUB-GRANT 02

Bruce Elementary School and Hartley Elementary School

Bibb County School District – Macon, Georgia

I. Overview and History:

The Bibb County School District Afterschool Programs have been in existence since 1997. The Afterschool programs were originally school-based initiatives funded by weekly student fees. As a District, the Bibb County School District has a total student population of 21,081 students at 36 schools. The demographic data for the students in the Bibb County School District consists of 77.7% African American, 12.2% White, 5.8% Hispanic, 3% Multi-racial, and 1.3% Asian. During the 2020 - 2021 school year, 100 percent of Bibb County students received free and/or reduced lunch. In order to expand academic opportunities to students, the Bibb County School District applied and was awarded its first 21st CCLC grant in 2000. In the past 19 years, the programs have expanded to 13 sites (21st CCLC and fee-based). Ten of these sites are currently receiving funding from five existing 21st CCLC grant awards. In FY19, the Bibb County School District received one 21st CCLC grant award to fund programming at Bruce and Hartley Elementary Schools. As it relates to the 21st CCLC grant for Sub-Grant 02, (Bruce and Hartley Elementary Schools), the targeted number of students in the approved grant application was 150 (75 students per school). Upon the completion of the annual data review, the total number of students served 30 days or more by the 21st CCLC grant was 91 students in grades K-5 among both schools for the 2020-2021 academic school year.

For the FY21 21st CCLC program at Bruce and Hartley Elementary Schools, the outcomes included meeting objectives in goals one, two, and three: Milestone academic content mastery, homework completion, classroom behavior, and family engagement. The outcomes for the grant objectives for the FY21 21st CCLC program are detailed in the Objective Assessment section of this summative report. The following sections provides program data on student attendance and enrollment, program operation, and quality of staffing, Objective Assessment, Observations, Progress Toward Sustainability, and Final Recommendations.

Goals and Objectives

Three goals were established for the FY21 21st CCLC program at Bruce and Hartley Elementary Schools:

Goal 1: Improve Academic Performance

Objective 1.1 Forty percent of the students in third through sixth 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.

Objective 1.2 Forty percent of the students in third through sixth 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.

Goal 2: Increase Positive Student Behavior, Attendance, and Academic Success

Objective 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.

Objective 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.

Goal 3: Increase Family Involvement

Objective 3.2 Each site will offer families of participating students a minimum of 4 opportunities for involvement with related educational development throughout the school year.

Objective 3.3 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.

II. Student Attendance and Enrollment:

A total of 134 students were served by 23 staff members during the school year – of those 134 students, 67.91% (91 students) attended the afterschool program at least 30 days. Tables 1-6 presents the demographic data for sub-grant 02.

Table 1. *Total Participants*

| SUB-GRANT SCHOOL | TOTAL STUDENTS SERVED | TOTAL STAFF MEMBERS |
|---|-----------------------|---------------------|
| Bruce ES | 68 | 10 |
| Hartley ES | 66 | 13 |
| Total Individual Participants Served | 134 | 23 |

Table 2. *Regular Attendees*

| SUB-GRANT SCHOOL/ 30 DAYS or MORE | REGULAR ATTENDEES | PERCENT OF ALL STUDENTS SERVED |
|---|-------------------|--------------------------------|
| Attended 30 days or more during the reporting period – Bruce ES | 42 | 61.76% |
| Attended 30 days or more during the reporting period – Hartley ES | 49 | 74.24% |
| TOTAL: | 91 | 67.91% |

NOTE: Elementary School = ES.

Table 3. *Student Demographics*

| ETHNICITY | TOTAL REGULAR STUDENT ATTENDEES | | | PERCENTAGE | | |
|--------------------------------|---------------------------------|------------|-------|------------|------------|-------|
| | Bruce ES | Hartley ES | TOTAL | Bruce ES | Hartley ES | TOTAL |
| American Indian/Alaskan Native | 0 | 0 | 0 | 0% | 0% | 0% |
| Asian/Pacific Islander | 0 | 0 | 0 | 0% | 0% | 0% |
| African-American | 39 | 49 | 88 | 92.85% | 100% | 96.7% |
| Hispanic or Latino | 0 | 0 | 0 | 0% | 0% | 0% |
| White | 1 | 0 | 1 | 2.38% | 0% | 1.09% |
| Multi-Racial | 2 | 0 | 2 | 4.76% | 0% | 2.19% |

Table 4. Student – Grade Levels Served

| GRADE | TOTAL REGULAR STUDENT ATTENDEES | | | PERCENTAGE | | |
|-------|---------------------------------|------------|-------|------------|------------|--------|
| | Bruce ES | Hartley ES | TOTAL | Bruce ES | Hartley ES | TOTAL |
| K | 7 | 10 | 17 | 16.66% | 20.40% | 18.68% |
| 1 | 4 | 11 | 15 | 9.52% | 22.44% | 16.48% |
| 2 | 9 | 4 | 13 | 21.42% | 8.16% | 14.28% |
| 3 | 10 | 10 | 30 | 23.80% | 20.40% | 21.97% |
| 4 | 3 | 8 | 11 | 7.14% | 16.32% | 12.08% |
| 5 | 9 | 6 | 15 | 21.42% | 12.24% | 16.48% |

Table 5. Gender

| GENDER | REGULAR STUDENT ATTENDEES | | | PERCENTAGE | | |
|--------|---------------------------|------------|-------|------------|------------|--------|
| | Bruce ES | Hartley ES | TOTAL | Bruce ES | Hartley ES | TOTAL |
| Male | 17 | 17 | 34 | 40.47% | 34.69% | 37.36% |
| Female | 25 | 32 | 57 | 59.52% | 65.30% | 62.63% |

Table 6. Average Daily Attendance

| SUB-GRANT | AVERAGE DAILY ATTENDANCE |
|--------------|--------------------------|
| Bruce ES | 18 |
| Hartley ES | 21 |
| TOTAL | 39 |

III. Program Operation

Bruce Elementary School, Hartley Elementary School, and the Local Educational Agency (LEA) – Bibb County School District (BCSD) – The 21st Century Community Learning Centers Grant have established afterschool programs that are 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 after-school programs for Bruce and Hartley 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. Bruce Elementary School and Hartley Elementary School’s program design facilitates learning through engaging lessons and by giving students access to programs such as MobyMax, Read 180, STAR Reading, STAR Math, and other online platforms to support students in their academic needs during the afterschool programs. The afterschool programs have access to several resources and platforms to support students in meeting their academic goals. These resources include various learning opportunities in the STEM field such as Club Invention, which is a nationally recognized program that engages students in project-based learning while building their problem-solving skills. In addition, the programs have partnered with the Museum of Arts and Science to give students an opportunity to engage in learning through the Arts. The 21st CCLC afterschool programs in the BCSD have also engaged families through parent orientations and a Lights On Afterschool Community events.

Table 7. *Hours of Operation*

| AFTER SCHOOL HOURS of OPERATION | | | | |
|--|----------------|------------------|-----------------|---------------|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| 3:30 PM | 3:30 PM | 3:30 PM | 3:30 PM | 3:30 PM |
| 5:30 PM | 5:30 PM | 5:30 PM | 5:30 PM | 5:30 PM |

Table 8. Program Design and Weekly Interventions

| STRATEGY | DESCRIPTION |
|--|--|
| Renaissance Learning STAR 360 Reading / Early Literacy | STAR Reading (Grades K-5) is a computer-adaptive assessment program that provides estimates of students' skills and comparisons of students' abilities to national norms. STAR Reading allows educators to get a baseline of students' reading performance and key areas of literature and informational text. Star Reading also measures students' progress and offer changes to instruction as needed to ensure students are developing the skills needed to read proficiently and meet grade-level standards. |
| Renaissance Learning STAR 360 Math | STAR 360 Math (Renaissance Learning) educational software programs help the student gain an understanding of mathematical concepts, fluency with number relationships, and the ability to apply this knowledge to solving story problems. STAR 360 Math develops a conceptual understanding of mathematics in order for students in grades K-5 to gain a strong foundation of underlying mathematic principles, as well as improve math comprehension and performance. |
| MobyMax | MobyMax is a standards-aligned K-8 learning platform for math, literacy, science, and social studies equipped with adaptive tests, test-prep lessons, interactive whiteboard activities, and motivational tools. MobyMax also features specific state test-prep activities. Each site completed baseline assessments in the MobyMax platform. Baseline scores were used to inform instruction, intervention, and enrichment activities in Math and ELA. |
| Homework Help Tutorial Sessions | Each day of the program, all 21 st CCLC students participates in the "Homework Helpers" component. This component provides tutoring and homework assistance utilizing data provided by the regular school day teacher. Students participates in a variety of activities including homework completion and skill building activities using manipulatives. With this additional homework time, the students have the assistance they need to better understand and complete assignments. Afterschool teachers make comments in the students' agendas if the student completed his or her homework in the afterschool program. |
| Club Invention | Club Invention (STEAM Activities) provides hands-on grade specific curricula that will support science, math, and technology instruction for at least one hour each week. Club Invention is a program that allows students to explore STEAM concepts via hands-on, creative problem-solving activities. |
| Family Engagement | Adult family members have four opportunities to engage in high interest literacy and skill building activities with their children through the 21 st CCLC program. The program coordinator, along with the site managers, plan quality activities for families. The family engagement events, workshops, and family conference opportunities encourage open communication between the families and teachers. |

The first day of operation for this 21st CCLC sub-grant was September 8, 2020, and the last day was May 21, 2021, resulting in 134 days and 27 weeks of 21st CCLC activities.

IV. Quality of Staffing:

The Student-to-Staff Ratio for the 21st CCLC program was a maximum of 1:10 daily, with approximately 60% of certified teachers. Tables 9 and 10 present the Staff Training that was provided during the 2020 -2021 school year:

Staff Training

| | |
|---|---|
| <p>Table 9. Site Manager Training</p> <div style="background-color: #ffcc00; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Recruitment, Enrollment, Attendance, and Retention (REAR) Policy </div> <div style="background-color: #90ee90; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Registration Policy </div> <div style="background-color: #32cd32; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Program Schedules </div> <div style="background-color: #00b050; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Advisory Council Meetings </div> <div style="background-color: #00c853; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Covid-19 Precautionary Procedures </div> <div style="background-color: #00b0f0; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Remote Learning and Face to Face Working Together </div> <div style="background-color: #0070c0; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Cayen Overview </div> | <p>Table 10. Staff Training Professional Learning Foci</p> <div style="background-color: #ffcc00; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Payroll Overview </div> <div style="background-color: #90ee90; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Recruitment Planning </div> <div style="background-color: #32cd32; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Lesson Plans and Daily Schedule </div> <div style="background-color: #00b050; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Microsoft Teams Platform </div> <div style="background-color: #00c853; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Covid19 Precautionary Procedures </div> <div style="background-color: #00b0f0; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Moby Max Training </div> <div style="background-color: #0070c0; padding: 5px; margin-bottom: 5px; display: flex; align-items: center;"> Mathematica National Study </div> |
|---|---|

V. Objective Assessment: Progress of 21st CCLC Goals and Objectives

- **OBJECTIVE 1.1:** Forty percent of the students in third through sixth 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.
 - **Status:** Did Not Meet
 - **Rationale:** Based on the results of the 2020 – 2021 Georgia Milestones test, 34% of students regularly participating in the afterschool program scored Developing, Proficient, or Distinguished Learners in English Language Arts.

- **OBJECTIVE 1.2:** Forty percent of the students in third through sixth 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.
 - **Status:** Did Not Meet
 - **Rationale:** Based on the results of the 2020 – 2021 Georgia Milestones test, 39% of students regularly participating in the afterschool program scored Developing, Proficient, or Distinguished Learners in Mathematics.

- **OBJECTIVE 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.
 - **Status:** Met
 - **Rationale:** 59% of the students regularly participating in the afterschool program demonstrated improvement in homework completion as measured by the final regular-classroom teacher survey. Additionally, 30% of students did not need to improve in homework completion, as measured by the survey.

- **OBJECTIVE 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. quarterly.
 - **Status:** Met
 - **Rationale:** 51% of the students regularly participating in the afterschool program demonstrated improvement in classroom behavior as measured by the final regular-classroom teacher survey. Additionally, 42% of students did not need to improve in classroom behavior, as measured by the survey.

- **OBJECTIVE 3.2:** Each site will offer families of participating students a minimum of 4 opportunities for involvement with related educational development throughout the school year.
 - **Status:** Met
 - **Rationale:** Each site hosted 4 opportunities for families of participating students. Bruce Elementary School’s site hosted the following opportunities: Virtual Parent Orientation (10/08/2020), Lights On Afterschool (10/21/2020), A Night of the Arts Gallery Walk (04/08/2021), and Student-Led Conferences (5/6/2021). Hartley Elementary School’s site hosted the following opportunities: Virtual Parent Orientation (10/08/2020), Lights On Afterschool (10/21/2020), Georgia Milestones Information Session (4/15/2021), and Student-Led Conferences (5/07/2021).
- **OBJECTIVE 3.3:** 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.
 - **Status:** Met
 - **Rationale:** Each site hosted at least one event with a minimum of 35 family members of participating students in attendance. Bruce Elementary’s Art Walk had 39 family members in attendance and Hartley Elementary’s Student-Led Conferences had 36 family members in attendance.

Table 11. *Objective Assessment Trend Data*

| SUB-GRANT 02 OBJECTIVE ASSESSMENT TREND DATA | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| Fiscal Year | OBJ. 1.1 | OBJ. 1.2 | OBJ. 2.1 | OBJ. 2.2 | OBJ. 3.1 | OBJ. 3.3 |
| FY20 | UBM | UBM | M | M | UBM | UBM |
| FY21 | DNM | DNM | M | M | M | M |

DNM = Did Not Meet Objective | M = Met Objective | UBM = Unable to Be Measured

VI. Observations

Process and Perception Data Collection Site Visit Feedback

October 2020 & January 2021 Site Visit Evaluator Feedback:

- Student expectations and assignments at Hartley are clearly defined and in a central location on the virtual platform.
- Educational games at both sites seem were aligned to increasing student mastery on standards covered during the regular school day.
- Differentiated activities available for students in the face-to-face setting.

MobyMax Assessment Data

During the Semester 1 and Semester 2 program observations, the LEA provided assessment data for students enrolled in its 21st CCLC sites. One of the assessments used to track student progress was the MobyMax Assessment, which measured student growth in Reading and Math. MobyMax is a standards-aligned K-8 learning platform for math, literacy, science, and social studies equipped with adaptive tests, test-prep lessons, interactive whiteboard activities, and motivational tools. Based on the data collected from the LEA’s baseline and final assessment administration windows, the following trends were noted for Regular Attendees (30 days or more) in each grade level:

| <p align="center">Site Name: Bruce and Hartley ES (91 Regular Attendees; 34.06% Reading Reported; 48.35% Math Reported) Moby Max ‘Reading/Math Implementation’ Data R = Reading M= Math</p> | | | | | | |
|--|------------------------------|--------|---------------------------|--------|------------------------------|--------|
| | Performing Below Grade Level | | Performing On Grade Level | | Performing Above Grade Level | |
| | R | M | R | M | R | M |
| Kindergarten | 0% | 0% | 22.22% | 18.18% | 77.77% | 81.81% |
| | (0/9) | (0/11) | (2/9) | (2/11) | (7/9) | (9/11) |
| First Grade | 0% | 0% | 60% | 22.22% | 40% | 77.77% |
| | (0/5) | (0/9) | (3/5) | (2/9) | (2/5) | (7/9) |
| Second Grade | 0% | 50% | 50% | 0% | 50% | 50% |
| | (0/4) | (2/4) | (2/4) | (0/4) | (2/4) | (2/4) |

| | | | | | | |
|-------------------------|---------------|---------------|--------------|---------------|--------------|---------------|
| Third Grade | 25% | 28.57% | 50% | 42.85% | 25% | 28.57% |
| | (1/4) | (2/7) | (2/4) | (3/7) | (1/4) | (2/7) |
| Fourth Grade | 50% | 50% | 50% | 37.5% | 0% | 12.5% |
| | (2/4) | (4/8) | (2/4) | (3/8) | (0/4) | (1/8) |
| Fifth Grade | 80% | 100% | 20% | 0% | 0% | 0% |
| | (4/5) | (5/5) | (1/5) | (0/5) | (0/5) | (0/5) |
| Site Performance | 22.58% | 29.54% | 38.7% | 22.72% | 38.7% | 47.72% |
| | (7/31) | (13/44) | (12/31) | (10/44) | (12/31) | (21/44) |

Table 12. Moby Max Final Assessment Data - May 2021

21st CCLC Stakeholder Evaluation Feedback

Table 13. Stakeholder Survey Results

| STAKEHOLDER GROUP | 21ST CCLC STAKEHOLDER FEEDBACK |
|------------------------------|--|
| Regular Day Teachers | <p>To what extent has the student changed:</p> <p>Q1: Turning in his/her homework on time?</p> <ul style="list-style-type: none"> • Did Not Need to Improve - 39% (41/104) • Significant Improvement - 35% (36/104) • Moderate Improvement - 16% (17/104) • Slight Improvement - 8% (8/104) • No Change - 1% (1/104) <p>Q2: Completing homework to your satisfaction?</p> <ul style="list-style-type: none"> • Did Not Need to Improve - 31% (32/104) • Significant Improvement - 20% (21/104) • Moderate Improvement - 25% (26/104) • Slight Improvement - 13% (14/104) • No Change - 10% (10/104) <p>Q7: Behaving well in class?</p> <ul style="list-style-type: none"> • Did Not Need to Improve - 42% (44/104) • Significant Improvement - 35% (36/104) • Moderate Improvement - 13% (14/104) • Slight Improvement - 3% (3/104) • No Change - 5% (5/104) |
| Regular Attendees - Students | <p>Q1: I like the 21st CCLC program.</p> <ul style="list-style-type: none"> • Strongly Agree - 62% (42/68) • Somewhat Agree - 29% (20/68) • Neither Agree nor Disagree - 7% (5/68) • Disagree - 0% (0/68) |

| | |
|------------------------------------|---|
| | <ul style="list-style-type: none"> • Strongly Disagree - 1% (1/68) <p>Q2: My overall behavior has improved because of the 21st CCLC program.</p> <ul style="list-style-type: none"> • Strongly Agree - 54% (37/68) • Somewhat Agree - 32% (22/68) • Neither Agree nor Disagree - 10% (7/68) • Disagree - 3% (2/68) • Strongly Disagree - 0% (0/68) <p>Q3: The 21st CCLC program helps me complete and turn in my homework on time.</p> <ul style="list-style-type: none"> • Strongly Agree - 67% (46/68) • Somewhat Agree - 21% (14/68) • Neither Agree nor Disagree - 6% (4/68) • Disagree - 3% (2/68) • Strongly Disagree - 3% (2/68) |
| <p>Regular Attendees - Parents</p> | <p>Q1: The program is helping my child's behavior improve?</p> <ul style="list-style-type: none"> • Strongly Agree - 76% (16/21) • Somewhat Agree - 19% (4/21) • Neither Agree nor Disagree - 5% (1/21) • Disagree - 0% (0/21) • Strongly Disagree - 0% (0/21) <p>Q2: The program is helping my child to complete and turn in his/her homework on time?</p> <ul style="list-style-type: none"> • Strongly Agree - 86% (18/21) • Somewhat Agree - 14% (3/21) • Neither Agree nor Disagree - 0% (0/21) • Disagree - 0% (0/21) • Strongly Disagree - 0% (0/21) <p>Q3: How satisfied are you with your child's 21st CCLC program?</p> <ul style="list-style-type: none"> • Strongly Satisfied - 100% (21/21) • Somewhat Satisfied - 0% (0/21) • Neither Satisfied nor Dissatisfied - 0% (0/21) • Dissatisfied - 0% (0/21) • Strongly Dissatisfied - 0% (0/21) |

VII. Progress towards Sustainability

The Before and After school Program is vital to the quality of life in Macon-Bibb County. The Director of the Before and After School Programs works diligently to secure additional funding sources to support the current and future needs of afterschool programming in Macon, Georgia. The planning, project management, and sustainability efforts are described as follows: The project leaders will continue to develop community partnerships to support the 21st CCLC programs in Macon-Bibb County. During the 2020 – 2021 school year, this was accomplished through strategic partnerships with the United Way of Central Georgia, Kali Dance Theater, John Drew Tennis Center, the Girl Scouts of Historic Georgia, the Museum of Arts and Sciences, and other pivotal community organizations. The 21st CCLC program leaders will continue to aggressively pursue funding to support and strengthen after school programming in Bibb County. Additionally, with the financial support of the BCSD’s Title I department, the program would continue to operate four to five days a week and include additional one-on-one time with students who are struggling academically.

Table 14. *Partnership Contributions*

| Organization | Contribution Type | Contribution Amount | Alignment to Need/Goal |
|---|------------------------|---------------------|--|
| Rightouch Entertainment | In-Kind | \$1,200.00 | Cultural Supports and Enrichment |
| Kali Dance | In-Kind/ supplies | \$1,800.00 | Cultural Enrichment Support, Physical Fitness |
| John Drew Tennis Center | In-Kind/ Supplies | \$4700.00 | Physical Fitness and Character Development, PBIS |
| Museum of Arts and Science | In-Kind/ Volunteers | \$1,500.00 | Outreach Materials, programming, parent engagement |
| Bruce and Hartley Elementary Schools | Facility Usage | \$126,000.00 | \$100 x 14 rooms x 90 days |
| Girl Scouts of Historic Georgia | In-Kind/ Volunteers | \$5,500.00 | Student leadership enrichment opportunities through the Journey Program (Leadership and Behavior Development for students) |
| United Way of Central Georgia | In-Kind/ Volunteers | \$4,475.00 | Academic Tutors, literacy professional development and training, and technical assistance with meeting programmatic goals |
| Char Lockette | In-Kind/ Supplies | \$1,500.00 | Visual Arts, Enrichment |
| Total Contributions | | \$146,675.00 | |

VIII. Overall Recommendations

The following recommendations for Bruce Elementary School and Hartley Elementary School's 21st CCLC After School programs are based on the data collected and analyzed to meet the LEA's stated evaluation requirements and scope of work. The evaluation requirements include a mixed methods approach using quantitative and qualitative measures to assess program implementation and effectiveness.

Overall Recommendations:

- **Recommendation #1:**

It is recommended that the 21st CCLC program continue to provide academic enrichment and acceleration at scale, such as talent development programming, in specific content areas (e.g., STEAM) to increase academic achievement and positive achievement orientations.

- **Recommendation #2:**

It is recommended that the 21st CCLC program continue to promote before, during, after school collaborations with regular school day teachers and 21st CCLC staff to ensure positive student development in leadership, citizenship, and scholarship (homework completion, attendance, and positive behavior).

- **Recommendation #3:**

It is recommended that the 21st CCLC program host an event(s) with multiple days to promote and increase family and community engagement for 21st CCLC stakeholders, with virtual and in-person attendance options that are held simultaneously.