



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

Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers  
FY 21 Common Data Elements Form



<b>Subgrantee: Heard Elementary School and Skyview Elementary School</b>	<b>Date: 6/21/2021</b>
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**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: 139	81	Number: 4	Number: 198

**2. Objectives**

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

**3. Standardized Testing**

**3A. English Language Arts – Regular Attendees Achievement Levels**

Beginning	Developing	Proficient	Distinguished
Number: 16	Number: 9	Number: 8	Number: 0
Regular Attendees without scores who took standardized test			Number: 0
Regular Attendees who did not take standardized test			Number: 3
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: 15	Number: 10	Number: 7	Number: 1
Regular Attendees without scores who took standardized test			Number: 0
Regular Attendees who did not take standardized test			Number: 3
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 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
18	8	10	27	13	5
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 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year		
Number	Number	Number	"A" or "B"	"C"	"D" or "F"
18	13	9	28	10	3
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

**5. Surveys**

**5A. Student Surveys**

Behavior	Homework Completion	Satisfaction
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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	
134	113	21	116	18	125	9

**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	
17	17	0	17	0	17	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	
93	36	39	53	27

**6. Partners**

Number of Partners	Total Amount of Contributions
7	\$141,175.00

## 21<sup>ST</sup> CCLC 2020-2021 SUMMATIVE EVALUATION

### SUB-GRANT 06

Heard Elementary School and Skyview 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 21<sup>st</sup> CCLC grant in 2000. In the past 19 years, the programs have expanded to 13 sites. Upon the completion of the annual data review, the total number of students served 30 days or more by the 21<sup>st</sup> CCLC grant was 81 students in grades K-5 among both schools for the 2020-2021 academic school year.

For the FY21 21<sup>st</sup> CCLC program at Heard and Skyview 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program at Heard and Skyview 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 2.2* 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 2.3* 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 Engagement

*Objective 3.1* 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 139 students were served by 26 staff members during the school year – of those 139 students, 67.4% (81 students) attended the afterschool program at least 30 days. Tables 1-6 presents the demographic data for sub-grant 06.

Table 1. *Total Participants*

SUB-GRANT SCHOOL	TOTAL STUDENTS SERVED	TOTAL STAFF MEMBERS
Heard ES	91	16
Skyview ES	48	10
<b>Total Individual Participants Served</b>	<b>139</b>	<b>26</b>

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 - Heard ES	48	52.74%
Attended 30 days or more during the reporting period - Skyview ES	33	68.75%
<b>TOTAL:</b>	<b>81</b>	<b>58.27%</b>

*NOTE: Elementary School = ES.*

Table 3. *Student Demographics*

ETHNICITY	TOTAL REGULAR STUDENT ATTENDEES			PERCENTAGE		
	Heard ES	Skyview ES	TOTAL	Heard ES	Skyview ES	TOTAL
American Indian/ Alaskan Native	2	0	2	4.16%	0%	2.46%
Asian/Pacific Islander	0	1	1	0%	3.03%	1.23%
African-American	34	17	51	70.83%	51.51%	62.96%
Hispanic or Latino	1	1	2	2.08%	3.03%	2.46%
White	9	12	21	18.75%	36.36%	25.92%
Multi-Racial	2	2	4	4.16%	6.06%	4.93%

Table 4. Student – Grade Levels Served

GRADE	TOTAL REGULAR STUDENT ATTENDEES			PERCENTAGE		
	Heard ES	Skyview ES	TOTAL	Heard ES	Skyview ES	TOTAL
K	6	5	11	12.5%	15.15%	13.58%
1	11	4	15	22.91%	12.12%	18.51%
2	8	11	19	16.66%	33.33%	23.45%
3	2	9	11	4.16%	27.27%	13.58%
4	12	3	15	25%	9.09%	18.51%
5	9	1	10	18.75%	3.03%	12.34%

Table 5. Gender

GENDER	REGULAR STUDENT ATTENDEES			PERCENTAGE		
	Heard ES	Skyview ES	TOTAL	Heard ES	Skyview ES	TOTAL
Male	26	21	47	54.16%	63.63%	58.02%
Female	22	12	34	45.83%	36.36%	41.97%

Table 6. Average Daily Attendance

SUB-GRANT	AVERAGE DAILY ATTENDANCE
Heard ES	21
Skyview ES	14
<b>TOTAL</b>	<b>35</b>

### III. Program Operation

Heard Elementary School, Skyview 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 Heard and Skyview 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. Heard Elementary School and Skyview 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 <sup>st</sup> 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 <sup>st</sup> 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 21<sup>st</sup> CCLC sub-grant was September 8, 2020, and the last day was May 21, 2021, resulting in 141 days and 28 weeks of 21<sup>st</sup> CCLC activities.

**IV. Quality of Staffing:**

The Student-to-Staff Ratio for the 21<sup>st</sup> CCLC program was a maximum of 1:10 daily, with approximately 65% of certified teachers. Table 7 presents the Staff Training that was provided during the 2020 -2021 school year:

**Staff Training**

Table 9. Site Manager Training

	Recruitment, Enrollment, Attendance, and Retention (REAR) Policy
	Registration Policy
	Program Schedules
	Advisory Council Meetings
	Covid-19 Precautionary Procedures
	Remote Learning and Face to Face Working Together
	Cayen Overview

Table 10. Staff Training Professional Learning Foci

	Payroll Overview
	Recruitment Planning
	Lesson Plans and Daily Schedule
	Microsoft Teams Platform
	Covid19 Precautionary Procedures
	Moby Max Training
	Mathematica National Study

## V. Objective Assessment: Progress of 21<sup>st</sup> CCLC Goals and Objectives

### 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.
  - **Status:** Met
  - **Rationale:** Based on the results of the 2020 – 2021 Georgia Milestones test, 51% 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:** Met
  - **Rationale:** Based on the results of the 2020 – 2021 Georgia Milestones test, 54% of students regularly participating in the afterschool program scored Developing, Proficient, or Distinguished Learners in Mathematics.

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

- *Objective 2.2* 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:** Based on semi-annual regular-classroom teacher survey data, 57% of students regularly participating in the afterschool program demonstrated improvement in homework completion. 29% of students regularly participating in the program did not need to improve.
  
- *Objective 2.3* 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.
  - **Status:** Met
  - **Rationale:** Based on semi-annual regular-classroom teacher survey data, 39% of students regularly participating in the afterschool program demonstrated improvement in classroom behavior. 41% of students regularly participating in the program did not need to improve.

**Goal 3:** Increase Family Engagement

*Objective 3.1* 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. Heard Elementary School’s site hosted the following opportunities: Virtual Parent Orientation (10/08/2020), Lights On Afterschool (10/21/2020), Student-Led Conferences (03/31/2021), and the Afterschool Program Gallery Walk (4/30/2021). Skyview Elementary School’s site hosted the following opportunities: Virtual Parent Orientation (10/08/2020), Lights On Afterschool (10/21/2020), Student-Led Conferences (4/23/2021), and Student-Led Conferences (4/23/2021).

*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. Heard Elementary School’s Student-Led Conferences had 68 family members in attendance and Skyview Elementary School’s Student-Led Conferences had 37 family members in attendance.

Table 11. *Objective Assessment Trend Data*

SUB-GRANT 06 OBJECTIVE ASSESSMENT TREND DATA						
Fiscal Year	OBJ. 1.1	OBJ. 1.2	OBJ. 2.1	OBJ. 2.2	OBJ. 3.1	OBJ. 3.2
FY20	UBM	UBM	UBM	UBM	UBM	M
FY21	M	M	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:

Table 12. Stakeholder Survey Results

<b>Site Name:</b> Heard and Skyview ES (81 Regular Attendees; 61.72% Reading Reported; 67.9% Math Reported) <b>Moby Max ‘Reading/Math Implementation’ Data</b> R = Reading   M = Mathematics						
	Performing <b>Below</b> Grade Level		Performing <b>On</b> Grade Level		Performing <b>Above</b> Grade Level	
	R	M	R	M	R	M
<b>Kindergarten</b>	0%	0%	22.22%	0%	77.77%	100%
	(0/9)	(0/10)	(2/9)	(0/10)	(7/9)	(10/10)
<b>First Grade</b>	18.18%	25%	45.45%	33.33%	36.36%	41.66%
	(2/11)	(3/12)	(5/11)	(4/12)	(4/11)	(5/12)
<b>Second Grade</b>	44.44%	0%	33.33%	50%	22.22%	50%
	(4/9)	(0/10)	(3/9)	(5/10)	(2/9)	(5/10)
<b>Third Grade</b>	44.44%	75%	0%	25%	0%	0%

	(4/9)	(3/4)	(0/4)	(1/4)	(0/4)	(0/4)
<b>Fourth Grade</b>	<b>81.81%</b>	<b>84.61%</b>	<b>18.18%</b>	<b>15.38%</b>	<b>0%</b>	<b>0%</b>
	(9/11)	(11/13)	(2/11)	(2/13)	(0/11)	(0/13)
<b>Fifth Grade</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
	(6/6)	(6/6)	(0/6)	(0/6)	(0/6)	(0/6)
<b>Site Performance</b>	<b>50%</b>	<b>41.81%</b>	<b>24%</b>	<b>21.81%</b>	<b>26%</b>	<b>36.36%</b>
	(25/50)	(23/55)	(12/50)	(12/55)	(13/50)	(20/55)

**21<sup>st</sup> CCLC Stakeholder Evaluation Feedback**

Table 13. Stakeholder Survey Results

STAKEHOLDER GROUP	21 <sup>ST</sup> CCLC STAKEHOLDER FEEDBACK
Regular Day Teachers	<p>To what extent has the student changed:</p> <p><b>Q1: Turning in his/her homework on time?</b></p> <ul style="list-style-type: none"> <li>• Did Not Need to Improve - 40% (14/35)</li> <li>• Significant Improvement - 23% (8/35)</li> <li>• Moderate Improvement - 20% (7/35)</li> <li>• Slight Improvement - 9% (3/35)</li> <li>• No Change - 0% (0/35)</li> </ul> <p><b>Q2: Completing homework to your satisfaction?</b></p> <ul style="list-style-type: none"> <li>• Did Not Need to Improve - 34% (12/35)</li> <li>• Significant Improvement - 23% (8/35)</li> <li>• Moderate Improvement - 31% (11/35)</li> <li>• Slight Improvement - 6% (2/35)</li> <li>• No Change - 3% (1/35)</li> </ul> <p><b>Q7: Behaving well in class?</b></p> <ul style="list-style-type: none"> <li>• Did Not Need to Improve - 43% (15/35)</li> <li>• Significant Improvement - 6% (2/35)</li> <li>• Moderate Improvement - 17% (6/35)</li> <li>• Slight Improvement - 11% (4/35)</li> <li>• No Change - 20% (7/35)</li> </ul>

Regular Attendees - Students	<p><b><i>Q1: I like the 21<sup>st</sup> CCLC program.</i></b></p> <ul style="list-style-type: none"><li>• Strongly Agree - 76% (102/134)</li><li>• Somewhat Agree - 17% (23/134)</li><li>• Neither Agree nor Disagree - 2% (3/134)</li><li>• Disagree - 1% (1/134)</li><li>• Strongly Disagree - 4% (5/134)</li></ul> <p><b><i>Q2: My overall behavior improved because of the 21<sup>st</sup> CCLC program.</i></b></p> <ul style="list-style-type: none"><li>• Strongly Agree - 66% (89/134)</li><li>• Somewhat Agree - 18% (24/134)</li><li>• Neither Agree nor Disagree - 10% (14/134)</li><li>• Disagree - 3% (4/134)</li><li>• Strongly Disagree - 2% (3/134)</li></ul> <p><b><i>Q3: The 21<sup>st</sup> CCLC program helps me complete and turn in my homework on time.</i></b></p> <ul style="list-style-type: none"><li>• Strongly Agree - 69% (93/134)</li><li>• Somewhat Agree - 17% (23/134)</li><li>• Neither Agree nor Disagree - 7% (10/134)</li><li>• Disagree - 0% (0/134)</li><li>• Strongly Disagree - 6% (8/134)</li></ul>
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Regular Attendees - Parents	<p><b><i>Q1: The program is helping my child's behavior improve?</i></b></p> <ul style="list-style-type: none"> <li>• Strongly Agree - 82% (14/17)</li> <li>• Somewhat Agree - 18% (3/17)</li> <li>• Neither Agree nor Disagree - 0% (0/17)</li> <li>• Disagree - 0% (0/17)</li> <li>•</li> <li>• Strongly Disagree - 0% (0/17)</li> </ul> <p><b><i>Q2: The program is helping my child to complete and turn in his/her homework on time?</i></b></p> <ul style="list-style-type: none"> <li>• Strongly Agree - 82% (14/17)</li> <li>• Somewhat Agree - 18% (3/17)</li> <li>• Neither agree nor disagree - 0% (0/17)</li> <li>• Disagree - 0% (0/17)</li> <li>• Strongly Disagree - 0% (0/17)</li> </ul> <p><b><i>Q3: How satisfied are you with your child's 21st CCLC program?</i></b></p> <ul style="list-style-type: none"> <li>• Strongly Satisfied - 100% (17/17)</li> <li>• Somewhat Satisfied - 0% (0/17)</li> <li>• Neither Satisfied nor Dissatisfied - 0% (0/17)</li> <li>• Dissatisfied - 0% (0/17)</li> <li>• Strongly Dissatisfied - 0% (0/17)</li> </ul>
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**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 program 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 below:

The project leaders will continue to develop community partnerships to support the 21<sup>st</sup> 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, and other pivotal community organizations. The 21<sup>st</sup> 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
<b>Rightouch Entertainment</b>	In-Kind/Supplies	\$1,200.00	Cultural Supports and Enrichment
<b>Kali Dance</b>	In-Kind/Supplies	\$1,800.00	Cultural Enrichment Support, Physical Fitness
<b>John Drew Tennis Center</b>	In-Kind/Supplies	\$4,700.00	Physical Fitness and Character Development, PBIS
<b>Museum of Arts and Science</b>	In-Kind/Volunteers	\$1,500.00	Outreach Materials, programming, parent engagement
<b>Skyview and Heard Elementary Schools</b>	Facility Usage	\$126,000.00	\$100 x 14 rooms x 90 days
<b>Girl Scouts of Historic Georgia</b>	In-Kind/Volunteers	\$5,500.00	Student leadership enrichment opportunities through the Journey Program (Leadership and Behavior Development for students)
<b>United Way of Central Georgia</b>	In-Kind/Volunteers	\$4,475.00	Academic Tutors, literacy professional development and training, and technical assistance with meeting programmatic goals
<b>Char Lockette</b>	In-Kind/Supplies	\$1,500.00	Visual Arts, Enrichment
<b>Total Contributions</b>		<b>\$146,675.00</b>	



## VIII. Overall Recommendations

The following recommendations for Heard and Skyview's 21<sup>st</sup> CCLC Before and 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.

### **Recommendation #1:**

It is recommended that the 21<sup>st</sup> 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 21<sup>st</sup> CCLC program continue to promote before, during, after school collaborations with regular school day teachers and 21<sup>st</sup> 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 21<sup>st</sup> CCLC program host an event(s) with multiple days to promote and increase family and community engagement for 21<sup>st</sup> CCLC stakeholders, with virtual and in-person attendance options that are held simultaneously.