

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)	Donald F. Reames Teen Center				
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)	3:15 PM	3:15 PM	3:15 PM	3:15 PM	3:15 PM
End Time (e.g., 6:00PM)	6:45 PM	6:45 PM	6:45 PM	6:45 PM	6:45 PM
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)					

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.

Gameroom: Students participating in the Big or Small Gameroom are able to engage in team games or activities using the X-Box or Playstation. Students activities may range from participating in sports activities such as football, basketball, soccer, or basketball. During this class, students also participate in rock climbing and other related activities. Gameroom time gives students an opportunity to learn team building, socialize with peers, and develop character. Because the schedule allows for participation in either the big or small game room, class sizes may range from 5-30 students with varying numbers of supervising adults to ensure that the proposed Teacher-to-Student ratio is maintained.

Technology Lab: Students participating in the Technology Lab have the opportunity to use the Boys & Girls' Club of Valdosta computer lab to complete homework assignments, practice using the computer for word processing, research class assignments, and work to improve technology proficiency in preparation for completion of the Georgia Milestones Assessment System. This class is designed to assist students and parents with Microsoft applications. Students utilize technology applications to create powernpoint presentations, create charts, graphs, and spreadsheets, and produce written manuscripts.

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 1.1: A minimum of 65% of the students participating in the program will improve their reading/language arts/literature/English grades or maintain an A in these classes.</p>	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	Objective 1.1 cannot accurately be measured until the end of the program period. This objective will be measured by determining the number of regularly participating students whose yearly average in English/Language Arts improves between Semester 1 and Semester 2 and/or the percent of students who maintain an A when comparing Semester 1 and Semester 2.
<p>Objective 1.2: A minimum of 65% of the participating students will score at the Developing Learners level or higher on the Reading/Language Arts/Literature/English section or the Georgia Milestone Assessment or State selected measurements test.</p>	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	This goal/ objective cannot accurately be measured until the end of the program period. Objective 1.2 will be measured by ascertaining the percent of regular attendees who perform at the Level of Developing Learner or higher in ELA on the Ga Milestones Assessment System.
<p>Objective 1.3: A minimum of 65% of participating students will score at the developing learners level or higher on the Math section of the Georgia Milestones Assessment or State selected measurement or State selected test.</p>	A1. Academic - Math	4. Unable to measure progress on the stated objective	This goal/ objective cannot accurately be measured until the end of the program period. Objective 1.3 will be measured by ascertaining the percent of regular attendees who perform at the Level of Developing Learner or higher in mathematics on the Ga Milestones Assessment System.
<p>Objective 2.1: A minimum of 90% of the students participating in the program will be absent for 15 days or less based on school attendance reports.</p>	B1. Behavior - Attendance	4. Unable to measure progress on the stated objective	This goal/ objective cannot accurately be measured until the end of the program period. Objective 2.1 will be measured by determining how many of the program attendees have missed 15 days of less at the end of the 2018-2019 school term.
<p>Objective 2.2: A minimum of 60% of students participating in the program will demonstrate improvement in homework completion based on teacher surveys.</p>	O1. Other	4. Unable to measure progress on the stated objective	This goal/ objective cannot accurately be measured until the end of the program period. Objective 2.2 will be measured by responses on teacher surveys regarding improvement in homework completion among regularly attending program participants.

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
On several occasions, students were engaged in athletic activities such as baseball, swimming, wrestling, basketball, and football. MW Consultants, Inc. recommends that the Boys & Girls Clubs of Valdosta maximize student interests in other such activities activities.	To capitalize on students' interests in activities, the Boys & Girls Clubs of Valdosta should consider establishing additional courses that cater to student interests while providing more opportunities for family engagement. Some examples of these courses include culinary arts, debating, cosmetology, and dance.
MW Consultants, Inc. noticed the wide array of talent that students demonstrate during Club hours.	It would prove beneficial to consider employing a drama instructor and ask students to put on a large-scale "Production" each quarter to display a variety of their talents. Students could also integrate writing, literacy, and other critical thinking skills to assist in the production. A second team of individuals could also work on creating scenery for the production while yet another group might work on designing costumes.