



**Georgia Department of Education
21st Century Community Learning Centers
FY 22 Common Data Elements Form**



Subgrantee: Boys & Girls Clubs of Lanier - Fair Street Success Academy	Date: 7/6/2022
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1. Attendance

Total Number of Students Targeted	Registered Students Attending at least 1 day or 1 hour	# of Students Attending ≥ 30 days or 90 hours)	Total Number of Parent Opportunities	Cumulative Total Number of Parents Attending
Number: 85	Number: 94	Number: 83	Number: 4	Number: 50

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 7	Number: 1	Number: 3	Number: 3

3. GTID

Number of Student GTIDs Reported in Cayen	93
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4. Report Card Grades

4A. English Language Arts

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade			
Number	A	B	C	D or F	A	B	C	D or F
27	0	27	29	11	3	26	27	11
Identify the preferred if it is not letter grades					Standards			

4B. Math

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade			
Number	A	B	C	D or F	A	B	C	D or F
27	5	28	24	10	4	34	24	5
Identify the preferred if it is not letter grades					Standards			

5. Teacher Reported Engagement in Learning Survey

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	0	%	0	%	0	%	0	%	0	
	Survey Question #2: Participates in class and is attentive?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	0	%	0	%	0	%	0	%	0	
	Survey Question #3: Demonstrates a motivation to learn?										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	0	%	0	%	0	%	0	%	0	%	0

6. Partners

Number of Partners	Total Amount of Contributions
0	0

Fair Street Success Academy

**Boys and Girls Clubs of Lanier 21st Century Community
Learning Center Evaluation**

2021-2022 (Year 3)

SheTeriha Lewis-Hartley, Program Director

Michael Bush, Evaluator

Pioneer Regional Educational Service Agency (RESA)

Date Submitted: July 8, 2022

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Overview and History

The Fair Street Success Academy of the Boys & Girls Clubs of Lanier (BGCL) operates in Gainesville, Georgia at the Fair Street International Academy. The Boys & Girls Clubs of Lanier is a subgrantee of the Nita M. Lowey 21st Century Community Learning Centers grant, and is a member of the FY20 cohort. The program serves K-5 students of the Gainesville City Schools System through both a summer and after-school program of extended academic instruction and original activities designed to enhance and enrich participation and learning. Program goals and objectives focus on student achievement improvement in the areas of English language arts and mathematics, STEAM activities, various enrichments, and family engagement. Throughout the course of the program year, academic and enrichment instruction were delivered, by certified and/or trained personnel, which complemented the traditional school activities and allowed for both academic and personal growth. Reading and mathematics instruction occurs through creative implementation of instruction by Georgia certified teachers supplemented with the instructional support of various other qualified school personnel. The parent program was composed of a variety of opportunities including mental health awareness issues, literacy-based curriculum nights, and a variety of milestone celebrations.

The program targets a population that includes a large minority base. Many of the members also come from households that are considered to be economically disadvantaged. The program is a partnership between Gainesville City Schools and the Fair Street International Academy. The program is supported by Georgia certified teachers, BGCL Youth Development Professionals (YDPs), and community volunteers.

Student Attendance and Enrollment

The Fair Street Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 91 students during the 2021-2022 program year. Of those 91 students, 83 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 59 students per day. The average daily attendance of all students enrolled was 65%. The average daily attendance of regular attendees was 71%. Student attendance and enrollment data are summarized in Table A.

Table A. Student Attendance and Enrollment

Participant Attendance and Enrollment*				
# of Students Enrolled	# of Regular Attendees	Average Daily Attendance	Daily Attendance % of Students Enrolled	Daily Attendance % of Regular Attendees
91	83	59	65	71

**Data collected from Cayen (Attendance-Totals/Attendance Summary/Youth Only/All Students)*

Table B describes the demographics of the regularly attending students. These students were composed of 41 males, 50 females, 28 Black students, 54 Hispanic students, 0 English language learners, and 8 students with noted disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Black/Hispanic		
41	50	28/54	0	8

Program Operation

The Fair Street Success Academy began the after-school program year on August 11, 2021 and operated through May 20, 2021. The typical after-school program day began at 2:30 p.m. and ended at 5:30 p.m. Mondays through Fridays each week. The program was composed of an after school nutritional snack time, homework assistance, mathematics and reading extended learning, and various enrichment activities. The Fair Street Success Academy included the parent/guardian component that provided for parent literacy/education activities and family involvement/enrichment activities throughout the year. Table C describes the service time for the 2021-2022 afterschool program.

Table C. Fair Street - Program Operation

Student Participant Program Operation					
Days Per Week	Total Weeks	Total Days	Hours Per Day	Hours per Week	Total Hours
5	36	172	3	15	516

Quality of Staffing

The Fair Street Success Academy employed 19 staff members that included 10 school-day teachers, 3 center administrators, and 5 youth development professionals. Of the staff members noted above, many content instructional personnel were certified by the Georgia Professional Standards Commission. The student to staff (school-day teachers plus youth development professionals) ratio among regularly attending students was typically 10:1 for academic programs and 15:1 for enrichment activities, satisfying the guideline requirements.

The Fair Street Success Academy of BGCL leadership team included SheTeriha Lewis-Hartley, Program Director, Mason Borders, Site Director, Jiselle Melendez, Data Specialist, and Charlene Williams, Lead Teacher. Charlene Williams is a former Gainesville City Schools Elementary School Principal, who is certified through the Professional Standards Commission (PSC). Leadership supported staff performance through the identification of instructional needs, defining targeted interventions, and implementing appropriate professional learning opportunities. Many professional learning opportunities were offered throughout the school year. The Fair Street Success Academy at BGCL staff participated in regular weekly meetings to discuss issues, concerns, plans, procedures, policies, and professional development needs as they arose. Additionally, contracted tutors/enrichment providers met monthly for the same purpose. Table D (below) describes professional learning provided for all staff.

Table D. Fair Street Success Academy - Professional Learning

Training Name	Positions required	Training Hours
New Hire Onboarding	All New Hires	4
CPR/First Aid	All Positions	4
Mandated Reporting	All Positions	2
Positive Behavior Guidance	All Positions	2
Classroom Management	All Positions	3
Working With Students With Special Needs	All Positions	2
Afterschool/Summer Orientations: Goals and Objectives	All Positions	3
BGCA Curriculum - Programs Training	Youth Development Professionals, Site Coordinators, Parent Coordinators	16
Outcome Measurement: Data Reporting	Data Specialists	4
COVID – 19 Operations, Safety Training, Crisis Management	All Positions	8

Objective Assessment

Objective assessment occurred through a variety of analyses as defined by the 21st Century grant application and amendments for the duration of the 5-year program. A summary Table E, provides a quick review of annual progress on the defined objectives of the program with a descriptive analysis following.

Objective Assessment Summary Table

Table E. Regularly Attending Students – Objective Assessment

Objective Assessment	
Objective	Status
Objective 1.1: 60% of students participating in the program will improve their reading performance, as indicated by appropriate universal screeners.	Met
Objective 1.2: 60% of students participating in the program will improve their mathematics performance, as indicated by appropriate universal screeners.	Not Met
Objective 1.3: 65% of participants will demonstrate improvement in homework completion, as indicated by teacher surveys.	Not Assessed
Objective 2.1: 65% of students participating in the program will demonstrate improvement in classroom behavior, as indicated by teacher surveys.	Not Assessed
Objective 2.2: 65% of students participating in the program will demonstrate improvement in class attendance and participation, as indicated by teacher surveys.	Not Assessed
Objective 3.1: 50% of the parents/guardians will participate in two or more family literacy and education activities.	Not Met
Objective 3.2: 50% of the parents/guardians will demonstrate increased involvement and communication with the child's teacher and/or school staff by the end of the school year.	Not Met

Objective 1.1: **Met**

60% of students participating in the program will improve their reading performance, as indicated by appropriate universal screeners.

The data provided shows that 60% of students improved their reading performance.

Objective 1.2: **Not Met**

60% of students participating in the program will improve their mathematics performance, as indicated by appropriate universal screeners.

The data provided shows that only 46% of students improved their math performance.

Objective 1.3: **Not Assessed**

65% of participants will demonstrate improvement in homework completion, as indicated by teacher surveys.

Teacher surveys were not administered at the end of the program year, which did not allow the objective to be assessed.

Objective 2.1: **Not Assessed**

65% of students participating in the program will demonstrate improvement in classroom behavior, as indicated by teacher surveys.

Teacher surveys were not administered at the end of the program year, which did not allow the objective to be assessed.

Objective 2.2: **Not Assessed**

65% of students participating in the program will demonstrate improvement in class attendance and participation, as indicated by teacher surveys.

Teacher surveys were not administered at the end of the program year, which did not allow the objective to be assessed.

Objective 3.1: **Not Met**

50% of the parents/guardians will participate in two or more family literacy and education activities.

Only 10% of parents participated in more than one family literacy and/or education activities.

Objective 3.2: **Not Met**

50% of the parents/guardians will demonstrate increased involvement and communication with the child's teacher and/or school staff by the end of the school year.

Only 30% of parents demonstrated increased involvement though activity attendance and participation.

Other Observations

The Fair Street Success Academy at BGCL 21st Century includes a schedule of tutoring and enrichment activities that support student enthusiasm and participation. The program offered opportunities for participants to receive additional instruction in the areas of reading and mathematics, experience various arts activities, and develop friendships and relationships in a welcoming and nurturing environment. Parents were offered opportunities to participate in activities, which were designed to support their child is learning at home, parenting, technology use, etc.

The BGCL Youth Development Professionals (YDPs) are all dedicated, professional young people. They work diligently to assist participating children as they complete homework, listen to stories, dance, complete art projects, work on math and/or reading skills in classroom instructional settings, and experience technology. The YDP staff is composed of young women and men, trained college students and community members, who make each members experience safer and more fulfilling. The instructional staff works to remediate as well as enrich the reading and mathematics competency of the participants after teaching during the regular school day. The administrative staff works successfully with YDPs, certified staff, volunteers, and parents to monitor and maintain the program. They work with the community and volunteers to enrich the program and creatively implement strategies designed to boost the experience of the participating students and their families.

Progress Toward Sustainability

The BGCL 21st CCLC program has not noted any partnership during year three of this grant cycle, although the most notable is a continued partnership with Gainesville City Schools System. These partnerships have resulted in enrichment activities and programs, transportation and meal services, as well as financial support. When funding is no longer available, the Boys and Girls Clubs of Lanier will continue to collaborate with local organizations, as well as, pursue new grants and local funding to maintain the program. The advisory team will seek support from community faith-based organizations to provide volunteers and monetary support. Project design builds the capacity of the Boys and Girls Clubs of Lanier to continue the project at reduced cost in later years as technology equipment, software, manipulatives, remediation workbooks, and other resources are in place while staff development is spread across most of the teaching staff.

However, without the opportunity of the Nita M. Lowey 21st CCLC grant, the program would be minimized in its service to students and the community.

Overall Recommendations

Over the course of the 2021-22 program year, many program staff worked diligently to support student success. There is great opportunity for growth and improvement in the upcoming program year (year 4). In order to successfully continue with future programs, the following recommendations should be considered:

- Monitor classroom implementation with rubric-based instruments and provide quarterly feedback for more focused and data-based recommendations.
- Provide participating students with more variety in enrichment opportunities.
- Offer additional, more frequent opportunities for literacy-based parent engagement and school collaboration.
- Seek out innovative opportunities for partnership with various community agencies in order to provide additional program services for Club youth and their families.
- Identify a consistent program liaison who will be responsible for securing and providing school based data that will guide and inform the academic enrichment programs, in a timely manner.

Respectfully submitted,
Michael Bush