



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



Subgrantee: Boys & Girls Clubs of Lanier - Tadmore 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: 55	Number: 96	Number: 73	Number: 6	Number: 136

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 10	Number: 3	Number: 4	Number: 3

3. GTID

Number of Student GTIDs Reported in Cayen	96
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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
31	17	18	27	3	18	29	14	4
Identify the preferred if it is not letter grades					Standards and Numeric			

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
30	20	24	21	1	21	19	21	5
Identify the preferred if it is not letter grades					Standards and Numeric			

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

Tadmore Success Academy

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

2021-2022 (Year 5)

SheTeriha Lewis-Hartley, Program Director

Michael Bush, Evaluator

Pioneer Regional Educational Service Agency (RESA)

Date Submitted: July 8, 2022

Table of Contents

Overview and History	2
Student Attendance and Enrollment.....	2
Table B. Regularly Attending Student Demographics	3
Program Operation	3
Table C. Tadmore - Program Operation	3
Quality of Staffing	4
Table D. Tadmore Success Academy - Professional Learning	4
Objective Assessment.....	5
Table E. Regularly Attending Students – Objective Assessment.....	5
Sustainability After the 21st CCLC Funding Cycle	7

Overview and History

The Tadmore Success Academy of the Boys & Girls Clubs of Lanier (BGCL) operates in Gainesville, Georgia adjacent at Tadmore Elementary School. 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 FY18 cohort. Over the past 5 years, the program has served K-5 students of the Hall County School District 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, math and 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 result of a partnership between Hall County School District and Tadmore Elementary School. The program is supported by Georgia certified teachers, BGCL Youth Development Professionals (YDPs), and community volunteers.

Student Attendance and Enrollment

The Tadmore Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 78 students during the 2020-2021 afterschool program year. Of those 78 students, 73 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 59 students per school day. The average daily attendance of all students enrolled was 76%. The average daily attendance of regular attendees was 81%. 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
78	73	59	76	81

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

Table B describes the demographics of the regularly attending students during the academic year. These students were composed of 43 males, 35 females, 59 Hispanic students, 13 White students, 5 Black students, 0 English language learners, and 4 students with noted disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Hispanic/White		
43	35	59/13	0	4

Program Operation

The Tadmore Success Academy began its final after-school program year on August 09, 2021 and operated through May 24, 2022. The typical after-school program day began at 2:30 p.m. and ended at 6:00 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 Tadmore Success Academy included a parent/guardian program component that provided for parent literacy/education activities and family involvement/enrichment activities throughout the year (14 participants). Table C describes the service time for the 2020-2021 program.

Table C. Tadmore - Program Operation

Student Participant Program Operation					
Days Per Week	Total Weeks	Total Days	Hours Per Day	Hours per Week	Total Hours
5	36	175	3.5	17.5	612.5

Quality of Staffing

The Tadmore Success Academy employed 22 staff members that included 14 school-day teachers, 3 center administrators, and 5 youth development professionals. Of the staff members, 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 10:1 for academic programs and 15:1 for enrichment activities, satisfying the guideline requirements.

The Tadmore Success Academy of BGCL leadership team included SheTeriha Lewis-Hartley, Program Director, Lori Dague, Site Coordinator, Sonia Cardoso, Data Specialist, and Judith Mancuso, Lead Teacher. Judith Mancuso is the former (as of May 2022) Assistant Principal at Tadmore Elementary School, 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 Tadmore 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 describes professional learning provided for all staff.

Table D. Tadmore 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: 55% of students participating in the program will improve their reading performance, as indicated by appropriate universal screeners.	Not Met
Objective 1.2: 55% of students participating in the program will improve their mathematics performance, as indicated by appropriate universal screeners.	Not Met
Objective 1.3: 55% of students participating in the program improve their knowledge and understanding of mathematical and scientific concepts and their applications.	Not Met
Objective 2.1: 55% of participants will demonstrate improvement in homework completion.	Not Assessed
Objective 2.2: 55% of students participating in the program will demonstrate improvement in classroom behavior.	Not Assessed
Objective 2.3: 55% of students participating in the program will demonstrate improvement in class attendance and participation.	Not Assessed
Objective 3.1: 35% of parents/guardians will participate in family literacy and education activities.	Met
Objective 3.2: 35% of parents/guardians will participate in activities that promote their child's success in school.	Met
Objective 3.3: 35% of parents will develop a basic family budget.	Not Met
Objective 3.4: 35% of the parents/guardians will develop plans which demonstrate the use of everyday items to teach reading/math to their children.	Met

Objective 1.1: **Not Met**

55% of students participating in the program will improve their reading performance, as indicated by appropriate universal screeners.

The data provided shows that only 40% of students improved their reading performance.

Objective 1.2: **Not Met**

55% of students participating in the program will improve their mathematics performance, as indicated by appropriate universal screeners.

The data provided shows that 54% of students improved their mathematics performance.

Objective 1.3: **Met**

55% of students participating in the program improve their knowledge and understanding of mathematical and scientific concepts and their applications.

The data provided shows that only 51% of students met this objective.

Objective 2.1: **Not Assessed**

55% of participants will demonstrate improvement in homework completion.

Teacher surveys were not administered at the end of the program year, therefore the objective was not able to be assessed.

Objective 2.2: **Not Assessed**

55% of students participating in the program will demonstrate improvement in classroom behavior.

Teacher surveys were not administered at the end of the program year; therefore, the objective was not able to be assessed.

Objective 2.3: **Not Assessed**

55% of students participating in the program will demonstrate improvement in class attendance and participation.

Teacher surveys were not administered at the end of the program year; therefore, the objective was not able to be assessed.

Objective 3.1: **Met**

35% of parents/guardians will participate in family literacy and education activities.

87% of parents participated in family literacy and education activities.

Objective 3.2: **Met**

35% of parents/guardians will participate in activities that promote their child's success in school.

70% of parents participated in activities that were designed to promote their child's success in school.

Objective 3.3: **Not Met**

35% of parents will develop a basic family budget.

There were no parent activities hosted which addressed family budgeting.

Objective 3.4: **Met**

70% of the parents/guardians will develop plans which demonstrate the use of everyday items to teach reading/math to their children.

Other Observations

The Tadmore Success Academy at BGCL 21st Century program included 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.

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.

Sustainability After the 21st CCLC Funding Cycle

The BGCL 21st CCLC program did not note formal partnerships with various entities during year five of this grant cycle, although the continued partnership with Hall County Schools is the most notable. As this is the final program year of the current grant cycle, the Boys & Girls Clubs of Lanier plans continue to collaborate with Tadmore Elementary School, and various other community agencies, to maintain afterschool and summer program services for this population during the 2022-2023 school year. The advisory team will continue to seek support from community faith-based organizations to provide volunteers and monetary support, so as not to realize a reduction of services to families served previously by the 21st Community Learning Centers grant.

Respectfully submitted,
Michael Bush