



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



Subgrantee: Boys & Girls Clubs of Lanier - Teen Center 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: 118	Number: 71	Number: 13	Number: 202

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 10	Number: 6	Number: 1	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
97	7	4	1	9	10	5	0	6
Identify the preferred if it is not letter grades					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
94	6	6	5	7	3	11	6	4
Identify the preferred if it is not letter grades					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
0	0

Teen Center Club 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 Teen Center Club Success Academy of the Boys & Girls Clubs of Lanier (BGCL) operates in Gainesville, Georgia on the Positive Place campus. 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 6th-12th grade 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 Gainesville Middle and High Schools. The program is supported by Georgia certified teachers, BGCL Youth Development Professionals (YDPs), and community volunteers.

Student Attendance and Enrollment

The Teen Center Club Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 91 students during the 2021-2022 academic program year. Of those 91 students, 71 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 44 students per school day. The average daily attendance of all students enrolled was 48%. The average daily attendance of regular attendees was 62%. 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	71	44	48	62

*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 42 males, 49 females, 66 Black students, 14 Hispanic students, and 13 students with noted disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Black/Hispanic		
42	49	66/14	0	13

Program Operation

The Teen Center Club Success Academy began the after-school program year on August 11, 2021 and operated through May 20, 2022. The typical after-school program day began at 4:00 p.m. and ended at 7:00 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 Teen Center Club 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 2020-2021 afterschool program.

Table C. Teen Center Club - Program Operation

Student Participant Program Operation					
Days Per Week	Total Weeks	Total Days	Hours Per Day	Hours per Week	Total Hours
5	36	177	3	15	531

Quality of Staffing

The Teen Center Club Success Academy employed 18 staff members that included nine school-day teachers, three center administrators, and six youth development professionals over the course of the year. Unfortunately, the program struggled with staff recruitment and retention, and was understaffed for a significant portion of the program year. 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 10:1 for academic programs and 15:1 for enrichment activities, satisfying the guideline requirements.

The Teen Center Club Success Academy of BGCL leadership team included SheTeriha Lewis-Hartley, Program Director, Gabriel Copeland, Unit Director, Kyna Love, Data Specialist, and Shannon McGonigal, Lead Teacher. Shannon McGonigal is a Gainesville City Schools ELA Lead at Gainesville Middle 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 Teen Center Club 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. Teen Center Club 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
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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.	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 2.3: 60% of students participating in the program will not have an initial or repeat involvement with the Juvenile Justice System.	Met
Objective 3.1: 50% of the parents/guardians will participate in at least one family literacy and education activities.	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.	Met
Objective 4.1: 70% of students participating in Career Launch and Money Matters will demonstrate increased knowledge of essential college and career readiness skills, including time management, goal setting, career exploration, financial literacy, and study skills.	Not Met
Objective 4.2: 70% of regularly attending students will participate in college tours, and demonstrate increased knowledge of college	Met

types, admissions requirements, and financial aid/affordability – grades 9-12.	
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Objective 1.1: **Met**

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

83% of students improved their reading performance.

Objective 1.2: **Met**

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

61% 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, 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, 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, which did not allow the objective to be assessed.

Objective 2.3: **Met**

60% of students participating in the program will not have an initial or repeat involvement with the Juvenile Justice System.

100% of students did not have any initial or report involvement with the Juvenile Justice System.

Objective 3.1: **Met**

50% of the parents/guardians will participate in at least one family literacy and education activities.

73% of parents participated in family literacy and education activities.

Objective 3.2: **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.

74% of parents demonstrated increased involvement.

Objective 4.1: **Not Met**

70% of students participating in Career Launch and Money Matters will demonstrate increased knowledge of essential college and career readiness skills, including time management, goal setting, career exploration, financial literacy, and study skills.

Only 39% of students demonstrate increased knowledge of essential college and career readiness skills, through participation in Career Launch and Money Matters.

Objective 4.2: **Met**

70% of regularly attending students will participate in college tours, and demonstrate increased knowledge of college types, admissions requirements, and financial aid/affordability – grades 9-12.

77% of students, grades 9-12, participated in college tours throughout the program year, and demonstrated increased knowledge of college types, admissions requirements, and financial aid/affordability.

Other Observations

The Teen Center Club (Downey) 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 several 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 teens 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 did not note any formal partnerships during year three of this grant cycle, although the most notable partnership includes the Gainesville City School System. This continued partnership has 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

The 2021-2022 implementation of the BGCL Teen Center Club Success Academy program has been beneficial to many students and parents. Program staff worked diligently to ensure student success. Progress has been made by meeting the grant requirements (participation, hours per week and weeks per year, quality staff, and student-staff ratio).

In order to successfully continue with future programs, the following recommendations should continue to be considered.

- Monitor classroom implementation with rubric-based instruments and provide quarterly feedback for more focused and data-based recommendations.
- Seek out innovative opportunities for partnership with various community agencies in order to provide additional program services, specifically related to Career and Workforce Readiness, for Club youth and their families.

Respectfully submitted,
Michael Bush