



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

Georgia Department of Education
21st Century Community Learning Centers Program
FY 24 Common Data Elements Form



Subgrantee: Boys & Girls Clubs of Lanier, Inc. - Postive Place 2 Success Academy	Date: 6/19/2024
---	------------------------

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: 116	Number: 99	Number: 12	Number: 136	

2. Objectives					
Total Objectives	Met	Not Met	Other		
Number: 7	Number: 2	Number: 4	Number: 1		

3. GTID	
Number of Student GTIDs Reported in Transact/Cayen	8

4. Report Card Grades

4A. English Language Arts									
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester ELA Grade			
Number	A	B	C	D or F	Number	A	B	C	D or F
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Identify the preferred if it is not letter grades									

4B. Math									
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 st Semester Math Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester Math Grade			
Number	A	B	C	D or F	Number	A	B	C	D or F
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Identify the preferred if it is not letter grades									

5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5

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	%	4	%	44	%	49	%	3
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	1	%	25	%	41	%	32	%	1
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
55	%	1	%	11	%	44	%	40	%	4

6. Partners	
Number of Partners	Total Amount of Contributions
18	\$672

Positive Place 2 Success Academy

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

2023-2024 School Year

Jacqueline Gonzalez, Program Director

Dr. Jason Kaup, External Evaluator

Pioneer Regional Educational Service Agency (RESA)

Date Submitted: June 21, 2024

Table of Contents	
Overview and History	1
Student Attendance and Enrollment	2
Table A. Student Attendance and Enrollment	3
Table B. Regularly Attending Student Demographics	3
Program Operation.....	3
Table C. Positive Place 2-Downy Club 21 st Century Program Operation.....	4
Quality of Staffing	4
Table D. All Staff Professional Learning	3
Objective Assessment	Error! Bookmark not defined.
Objective Assessment Summary Table.....	4
Table E. Regularly Attending Students – Objective Assessments	5-6
Progress Toward Sustainability	7
Overall Recommendations.....	8

Overview and History

The Positive Place 2 Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program is held in Gainesville, Georgia adjoining the Fair Street Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2020. It targets K-5 students through an 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, STEM activities, enrichment, and family involvement. Academic and enrichment instruction were delivered by certified and/or trained personnel that complemented the traditional school activities and allowed for academic and personal growth. Reading and mathematics instruction occurs through the creative implementation of instruction by Georgia-certified teachers supplemented with the instructional support of resources such as technology-based software. Enrichment activities during the program included art, chess, culinary arts, and hosting holiday celebrations at the club. The parent program was composed of a variety of opportunities to improve parent/family literacy and parent engagement with the school and 21st CCLC site.

The program targets a predominately Black population with a large percentage of Hispanic and Other race indicated by program participants. Jacqueline Gonzalez serves as the program coordinator, Bredron Lytle is the site coordinator, Havilyn Towns is the lead teacher, and Bethany Halverson is the data specialist. The program is also supported by K-5 grade level Georgia certified teachers, BGCL Youth Development Professionals (YDPs), and community volunteers.

Student Attendance and Enrollment

The Positive Place 2 Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 164 students during the 2023-2024 school year. Of those 164 students, 99 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 75 students per day. The average daily attendance of all students enrolled was 60%. The average daily attendance of regular attendees was 76%. 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
164	99	75	60	76

**Data collected from TransACT reports*

Table B describes the demographics of the registered students who attended at least one day. These students were composed of 48 males, 68 females, 79 Black students, 17 Hispanic students, 3 White students, 17 Other students, 0 English language learners, 5 students with disabilities, and 116 Economically Disadvantaged students.

Table B. Registered Student Demographics (attending at least one day)

Participant Demographics					
Gender		Ethnicity	EL	SWD	Econ. Disadv.
Male	Female	Black/Hispanic/White/Other			
48	68	79/17/3/17	0	5	116

Program Operation

The Positive Place 2 Success Academy began the after-school program on August 8, 2023 and ended it for the 2023-2024 school year on May 22, 2024. The after-school program began at 2:30 p.m. and ended at 5:30 p.m. Monday through Friday each week. The program was composed of an after school nutritional snack time, homework assistance, mathematics and reading extended learning, and enrichment activities including art, chess, culinary arts, and hosting holiday celebrations at the club. The 21st Century Program included the parent/guardian component that provided for parent literacy/education activities and family involvement/enrichment activities (55 participants, 88 households). Table C describes the service time for the 2023-2024 program.

Table C. Positive Place Two 21st Century Program Operation

Student Participant Program Operation					
Days Per Week	Total Weeks	Total Days	Hours Per Day	Hours per Week	Total Hours
5	36	178	3	15	534

Quality of Staffing

The Positive Place 2 Success Academy employed a total of 19 staff members that included 10 school-day teachers, 3 center administrators, and 6 youth development professionals. Of the staff members, all 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 5.21:1, satisfying the guideline requirements.

The Positive Place 2 Success Academy of BGCL 21st CCLC leadership staff includes Jacqueline Gonzalez, Program Director, Bredron Lytle, Site Coordinator, Bethany Halverson, Data Specialist, and Havilyn Towns, Lead Teacher. Havilyn Towns is a Georgia teacher 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 Positive Place 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. Positive Place 2 - 21st Century Staff Professional Learning

Training Name	Positions required	Training Hours
New Hire Onboarding	All New Hires	5
CPR/First Aid	All Positions	2
Mandated Reporting	All Positions	1
Positive Behavior Guidance	All Positions	2
Classroom Management	All Positions	2

Working With Students With Special Needs	All Positions	
Afterschool/Summer Orientations: Goals and Objectives	All Positions	2
BGCA Curriculum - Programs Training	Youth Development Professionals, Site Coordinators, Parent Coordinators	10
Outcome Measurement: Data Reporting	Data Specialists	4
COVID – 19 Operations, Safety Training, Crisis Management	All Positions	3.83

Objective Assessment

Objective assessment occurred through a variety of analyses as defined by the 21st Century grant application and amendments throughout the three-year program. For the 2023-2024 school year, the objectives were organized around 3 program goals:

Goal 1: Success Academy students will improve their academic performances.

Goal 2: Success Academy students will improve their classroom behavior.

Goal 3: Success Academy parents/guardians will increase involvement in literacy improvement services and participation in students' educational process.

A summary table, E, provides a quick review of annual progress on the program's defined goals and associated objectives with a descriptive analysis following.

Objective Assessment Summary Table

Table E. Regularly Attending Students – Objective Assessment

Objective Assessment	
Objective	Status
Goal 1, Objective 1: 60% of regularly participating students (attending the program 30 days or more) will improve their ELA/reading performance.	Not Met
Goal 1, Objective 2: 60% of regularly participating students (attending the program 30 days or more) will improve their mathematics performance.	Not Met

Goal 1, Objective 3: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion.	Met
Goal 2, Objective 1: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in behavior.	Not Measured
Goal 2, Objective 2: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation.	Met
Goal 3, Objective 1: 50% of the parents/guardians will participate in two or more family literacy and education activities.	Not Met
Goal 3, Objective 2: 50% of parents/guardians will demonstrate increased involvement and communication with their child's teacher and/or school staff by the end of the school year.	Not Met

Goal 1, Objective 1: Not **Met**

60% of regularly participating students (attending the program 30 days or more) will improve their ELA/reading performance.

35% (-25% of goal) of students improved their reading grades.

Goal 1, Objective 2: Not **Met**

60% of regularly participating students (attending the program 30 days or more) will improve their mathematics performance.

23% (-37% of goal) of students improved their math grades.

Goal 1, Objective 3: **Met**

65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion.

96% (+31% of goal) of students improved homework completion.

Goal 2, Objective 1: **Not Measured**

65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in behavior.

Member progress in classroom behavior was not included in the teacher survey for the 2023-2024 school year, and therefore was not measured.

Goal 2, Objective 2: **Met**

65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation.

78% (+13% of goal) of students improved class attendance and participation.

Goal 3, Objective 1: **Not Met**

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

23% (-27% of goal) of parents participated in family literacy and education activities.

Goal 3, Objective 2: **Not Met**

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

40% (-10% of goal) of parents demonstrated increased involvement.

Other Observations

The Positive Place Two (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 art, chess, culinary arts, and hosting holiday celebrations at the club; and develop friendships and relationships in a welcoming and nurturing environment. Parents were offered a multitude of opportunities to participate, as well. Parents were offered a multitude of opportunities to participate, as well. Parents were greatly supported in family literacy and family/school engagement activities.

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 who make the child's 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 BCGL 21st CCLC program continues to work on establishing community partnerships that will produce contributions to the program. When funding is no longer available, the Boys and Girls Clubs of Lanier will continue to partner 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 21st CCLC grant, the program would be minimized in its service to students and the community.

Overall Recommendations

The 2023-2024 implementation of the BGCL 21st CCLC 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). During the monthly visits and in conversation with students the External Evaluator was able to hear students comment on the benefits of their participation in the Positive Place Club 1- Downy 21st Century Community Learning Center. Students offered statements such as, "I am learning because there are people here to help me" and "I like playing and seeing my friends, I've been coming here a long time." Students appeared to be excited and engaged in the various activities and programs during the month visits to the Positive Place Club 1 Downy BGCL 21st CCLC site.

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

- Staff training on proactive and prevention practices (particularly for transitions and undesirable behaviors) and student engagement strategies that will help students invest in the time they are with the tutors and YDPs.
- Remind staff often of program objectives, and monitor progress toward these objectives as a formative process.
- Increase the use of “bell ringer” activities that allow students to settle in from segment to segment which will allow tutors and YDP’s the opportunity to focus on the homework completion and academic objective enhancement strategies during their time with students.

The evaluator thanks Ms. Jacqueline Gonzalez, program director, and her staff for allowing unfettered access to the BGCL sites and program activities allowing for a comprehensive view of the program for the evaluation process.

Respectfully submitted,

Jason D. Kaup, PhD
External Evaluator
Pioneer RESA