



**Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers  
FY 25 Common Data Elements Form**



|   |   |  |                |  |                         |   |                    |  |                         |    |
|---|---|--|----------------|--|-------------------------|---|--------------------|--|-------------------------|----|
| <b>Subgrantee:</b> Tadmor Success Academy   |   |  |                |  | <b>6/18/2025</b>        |   |                    |  |                         |    |
| <b>1. Attendance</b>  |   |  |                |  |                         |   |                    |  |                         |    |
| 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:   | 90  | Number:  | 114            | Number:  | 113                     | Number:   | 8                  | Number:                                      | 161                     |    |
| <b>2. Objectives</b>  |   |  |                |  |                         |   |                    |  |                         |    |
| Total Objectives  |   | Met  |                | Not Met  |                         | Other   |                    |  |                         |    |
| Number:   | 17  | Number:  | 8              | Number:  | 1                       | Number:   | 8                  |  |                         |    |
| <b>3. GTID</b>  |   |  |                |  |                         |   |                    |  |                         |    |
| Number of Student GTIDs Reported in Transact/Cayen                                  |   |  |                | 114  |                         |   |                    |  |                         |    |
| <b>4. Report Card Grades</b>  |   |  |                |  |                         |   |                    |  |                         |    |
| <b>4A. English Language Arts</b>  |   |  |                |  |                         |   |                    |  |                         |    |
| Students without Grades   | Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 <sup>st</sup> 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                  |    |
|   |   |  |                |  |                         |   |                    |  |                         |    |
| Identify the preferred if it is not letter grades                                   |   |  |                |  |                         |   |                    |  |                         |    |
| <b>4B. Math</b>   |   |  |                |  |                         |   |                    |  |                         |    |
| Students without Grades   | Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 <sup>st</sup> 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                  |    |
|   |   |  |                |  |                         |   |                    |  |                         |    |
| Identify the preferred if it is not letter grades                                   |   |  |                |  |                         |   |                    |  |                         |    |
| <b>5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5</b> |   |  |                |  |                         |   |                    |  |                         |    |
| <b>Total Number of Surveys Completed</b>  | <b>Survey Question #1: Satisfactorily completes homework or assignments?</b>                                  |  |                |  |                         |   |                    |  |                         |    |
|   | Significant Decline   |  | Slight Decline |  | Did not need to improve |   | Slight Improvement |  | Significant Improvement |    |
|   | %   | 4  | %              | 10   | %                       | 25  | %                  | 44   | %                       | 17 |
|   | <b>Survey Question #2: Participates in class and is attentive?</b>  |  |                |  |                         |   |                    |  |                         |    |
|   | Significant Decline   |  | Slight Decline |  | Did not need to improve |   | Slight Improvement |  | Significant Improvement |    |
|   | %   | 2  | %              | 5  | %                       | 32  | %                  | 46   | %                       | 16 |
|   | <b>Survey Question #3: Demonstrates a motivation to learn?</b>  |  |                |  |                         |   |                    |  |                         |    |
|   | Significant Decline   |  | Slight Decline |  | Did not need to improve |   | Slight Improvement |  | Significant Improvement |    |
| 114   | %   | 2  | %              | 5  | %                       | 31  | %                  | 46   | %                       | 17 |
| <b>6. Partners</b>  |   |  |                |  |                         |   |                    |  |                         |    |
| Number of Partners  | Total Amount of Contributions   |  |                |  |                         |   |                    |  |                         |    |
| 1   | 200568  |  |                |  |                         |   |                    |  |                         |    |

**Tadmore Success Academy**

**Boys and Girls Clubs of Lanier 21<sup>st</sup> Century Community  
Learning Center Evaluation**

**2024-2025 School Year**

**Sara Gonzalez, Program Director**

**Dr. Jason Kaup, External Evaluator  
Pioneer Regional Educational Service Agency (RESA)**

**Date Submitted: June 20, 2025**

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## **Overview and History**

The Tadmore Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21<sup>st</sup> Century program is held in Gainesville, Georgia at the Tadmore Elementary School campus. The current

program began through a Georgia Department of Education grant awarded in 2025. It targets K-5 students at Tadmire Elementary School 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, homework completion, student behavior, student attendance, enrichment, and family involvement. Certified and/or trained personnel that complemented the traditional school activities and allowed for academic and personal growth delivered academic and enrichment instruction. 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 Culinary Arts, Sports Leagues, Social Skills, STEAM, and hosting holiday celebrations.

The program targets a predominately Hispanic population with a large percentage of English language learners. Sara Gonzalez serves as the program director, Lori Dauge is the site coordinator, Judith Mancuso is the lead teacher, and Gloria Lopez 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 Tadmire Success Academy of the Boys and Girls Clubs of Lanier 21<sup>st</sup> Century Community Learning Center Program registered 114 students during 2024-2025. Of those 114 students, 84 were considered regular attendees as a result of attending a minimum of 3 days weekly during the project year. The average daily attendance on site was 84 students per day. The average daily attendance of all students enrolled was 74%. The average daily attendance of regular attendees was 100%. Student attendance and enrollment data are summarized in Table A.

**Table A. Student Attendance and Enrollment**

| <b>Participant Attendance and Enrollment*</b> |                               |                                 |  |  |
|---|-------------------------------|---------------------------------|--|--|
| <b># of Students Enrolled</b>                 | <b># of Regular Attendees</b> | <b>Average Daily Attendance</b> | <b>Daily Attendance % of Students Enrolled</b> | <b>Daily Attendance % of Regular Attendees</b> |

|     |    |    |    |     |
|-----|----|----|----|-----|
| 114 | 84 | 84 | 74 | 100 |
|-----|----|----|----|-----|

*\*Data collected from TransACT Reports*

Table B describes the demographics of the students attending at least one day. These students were composed of 47 males, 43 females, 49 Hispanic, 28 Black students, 4 white students, 9 other race students, 2 English language learners, 2 students with disabilities, and 89 economically disadvantaged students.

**Table B. Registered Student Demographics (attending at least 1 day)**

| Participant Demographics |        |                            |    |     |             |
|--------------------------|--------|----------------------------|----|-----|-------------|
| Gender                   |        | Ethnicity                  | EL | SWD | Econ Disadv |
| Male                     | Female | Hispanic/Black/White/Other |    |     |             |
| 52                       | 62     | 95/3/12/4                  | 16 | 9   | 114         |

### Program Operation

The Tadmore Success Academy began the after-school program August 5, 2024 and ended it for the 2024-2025 school year on May 21, 2025. 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 Culinary Arts, Sports Leagues, Social Skills, STEAM, and hosting holiday celebrations. The 21<sup>st</sup> Century Program included the parent/guardian component that provided for parent literacy/education activities and family involvement/enrichment activities (68 participants, 54 households). Table C describes the service time for the 2024-2025 program.

**Table C. BGCL Tadmore 21<sup>st</sup> Century Program Operation**

| Student Participant Program Operation |             |            |               |                |             |
|---------------------------------------|-------------|------------|---------------|----------------|-------------|
| Days Per Week                         | Total Weeks | Total Days | Hours Per Day | Hours per Week | Total Hours |
| 5                                     | 36          | 180        | 3             | 15             | 540         |

### Quality of Staffing

The Tadmore Success Academy employed a total of 20 staff members that included 11 school-day teachers, 3 center administrator, 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 5.89:1, satisfying the guideline requirements.

The Tadmore Success Academy of BGCL 21<sup>st</sup> CCLC leadership staff includes Sara Gonzalez, Program Director; Lori Dauge, Site Coordinator; Gloria Lopez, Data Specialist; and Judith Mancuso, Lead Teacher. Ms. Mancuso 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. Tadmore’s 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 - 21<sup>st</sup> Century Staff Professional Learning**

| <b>Training Name</b>                                      | <b>Positions required</b>   | <b>Training Hours</b> |
|---|---|-----------------------|
| 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   | 1                     |
| Afterschool/Summer Orientations: Goals and Objectives     | All Positions   | 2                     |
| BGCA Curriculum - Programs Training                       | Youth Development Professionals, Site Coordinators, Parent Coordinators | 6                     |
| Outcome Measurement: Data Reporting                       | Data Specialists  | 4                     |
| COVID – 19 Operations, Safety Training, Crisis Management | All Positions   | 4                     |

### **Objective Assessment**

Objective assessment occurred through a variety of analyses as defined by the 21<sup>st</sup> Century grant application and amendments throughout the three-year program. For the 2024-2025 school year, the objectives were organized around 4 program goals:

Goal 1: TSA students will improve their Academic Performances and Achievements.

Goal 2: TSA students will learn about, understand, expand, and enrich their age/grade-appropriate Youth Development Skills/Capacities including (5) core and (32) subset Social, Emotional, Behavioral (SEB) Skills, Health/Wellness Knowledge/Habits, and Physical Fitness Participation.

Goal 3: Family Engagement: TSA parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in social and emotional development/behavior skills enhancement.

Goal 4: Staff Development/Enrichment: BGCL leadership, management, and Club site staff will improve their knowledge, understanding, and transfer/delivery of (5) Core and (32) subset social, emotional, development/behavioral SED/SEB skills.

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 a minimum of 3 days weekly during the project year) will improve their ELA/reading grades from the first quarter to the third quarter of the academic year.  | Met          |
| Goal 1, Objective 2: 60% of regularly participating students (attending a minimum of 3 days weekly during the project year) will improve their mathematics grades from the first quarter to the third quarter of the academic year.  | Met          |
| Goal 1, Objective 3: 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will spend a minimum of 90 minutes per week receiving support with homework to ensure successful completion.   | Met          |
| Goal 2, Objective 1: 50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Time Management Skills/Capacities by (1) or more subset skills by the end of each project year.   | Not Measured |
| Goal 2, Objective 2: 50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Social Engagement Skills/Capacities by (1) or more subset skills by the end of each project year. | Not Measured |
| Goal 2, Objective 3: 50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or   | Not Measured |

|   |                     |
|---|---------------------|
| improve their age/grade appropriate Cooperation Skills/Capacities by (1) or more subset skills by the end of each project year.   |                     |
| Goal 2, Objective 4: 50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Emotional Resilience Skills/Capacities by (1) or more subset skills by the end of each project year. | <b>Not Measured</b> |
| Goal 2, Objective 5: 40% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Time Management Skills/Capacities by (1) or more subset skills by the end of each project year.      | <b>Not Measured</b> |
| Goal 2, Objective 6: 40% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Compound Skills/Capacities by (1) or more subset skills by the end of each project year.             | <b>Not Measured</b> |
| Goal 2, Objective 7: 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or demonstrate improvement in class attendance and behavior by the end of each project year.  | <b>Met</b>          |
| Goal 2, Objective 8: 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or demonstrate improvement in health/wellness decisions and physical fitness participation by the end of each project year.                 | <b>Met</b>          |
| Goal 3, Objective 1: 50% of the parents/guardians will participate in at least two-family literacy/education activities by the end of each project year.  | <b>Not Met</b>      |
| Goal 3, Objective 2: 50% of the parents/guardians will maintain or demonstrate increased involvement and communication with their child's after-school staff by the end of each project year.   | <b>Met</b>          |
| Goal 3, Objective 3: 100% of parents (attending parent events) will be informed/educated about the (5) core and (32) subset SED/SEB skills by the end of each project year.   | <b>Not Measured</b> |
| Goal 3, Objective 4: 100% of parents (attending parent events) will be encouraged and offered the opportunity to take social-emotional behavioral pre/post-tests at the beginning and end of each project year.   | <b>Not Measured</b> |
| Goal 4, Objective 1: 100% of Club staff will be informed/educated in SED/SEB core domain and subset skills by the end of each project year.   | <b>Met</b>          |
| Goal 5, Objective 2: 75% of staff will maintain or demonstrate growth in SED/SEB core and subset skills by the end of each project year.  | <b>Met</b>          |

**Goal 1, Objective 1: Met**

60% of regularly participating students (attending a minimum of 3 days weekly during the project year) will improve their ELA/reading grades from the first quarter to the third quarter of the academic year.

**89% (+29% of goal) of students demonstrated improvement in ELA/reading performance**

**Goal 1, Objective 2: Met**



60% of regularly participating students (attending a minimum of 3 days weekly during the project year) will improve their mathematics grades from the first quarter to the third quarter of the academic year.

**86% (+26% of goal) of students demonstrated improvement in mathematics performance**

Goal 1, Objective 3: **Met**

65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will spend a minimum of 90 minutes per week receiving support with homework to ensure successful completion.

**100% (+35% of goal) of students received 90 or more minutes per week of support in homework completion.**

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

50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Time Management Skills/Capacities by (1) or more subset skills by the end of each project year.

**This year has been dedicated to designing and developing control groups in partnership with the BESSI Research Group as a new program training opportunity. Per the BGCL 21<sup>st</sup> CCLC MOA, working with this team of professionals from BESSI Research Group, it was expected that the first program year will be dedicated to designing and developing the program cooperatively with BESSI Research Group and BGCL leadership staff. It is expected that measurable data toward the identified objective will be available beginning with next year's grant implementation.**

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

50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Social Engagement Skills/Capacities by (1) or more subset skills by the end of each project year.

**This year has been dedicated to designing and developing control groups in partnership with the BESSI Research Group as a new program training opportunity. Per the BGCL 21<sup>st</sup> CCLC MOA, working with this team of professionals from BESSI Research Group, it was expected that the first program year will be dedicated to designing and developing the program cooperatively with BESSI Research Group and BGCL leadership staff. It is expected that measurable data toward the identified objective will be available beginning with next year's grant implementation.**

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

50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Cooperation Skills/Capacities by (1) or more subset skills by the end of each project year.

**This year has been dedicated to designing and developing control groups in partnership with the BESSI Research Group as a new program training opportunity. Per the BGCL 21<sup>st</sup> CCLC MOA, working with this team of professionals from BESSI Research Group, it was expected that the first program year will be dedicated to designing and developing the program cooperatively with BESSI Research Group and BGCL leadership staff. It is expected that measurable data toward the identified objective will be available beginning with next year's grant implementation.**

**Goal 2, Objective 4: Not Measured**

50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Emotional Resilience Skills/Capacities by (1) or more subset skills by the end of each project year.

**This year has been dedicated to designing and developing control groups in partnership with the BESSI Research Group as a new program training opportunity. Per the BGCL 21<sup>st</sup> CCLC MOA, working with this team of professionals from BESSI Research Group, it was expected that the first program year will be dedicated to designing and developing the program cooperatively with BESSI Research Group and BGCL leadership staff. It is expected that measurable data toward the identified objective will be available beginning with next year's grant implementation.**

**Goal 2, Objective 5: Not Measured**

40% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Time Management Skills/Capacities by (1) or more subset skills by the end of each project year.

**This year has been dedicated to designing and developing control groups in partnership with the BESSI Research Group as a new program training opportunity. Per the BGCL 21<sup>st</sup> CCLC MOA, working with this team of professionals from BESSI Research Group, it was expected that the first program year will be dedicated to designing and developing the program cooperatively with BESSI Research Group and BGCL leadership staff. It is expected that measurable data toward the identified objective will be available beginning with next year's grant implementation.**

**Goal 2, Objective 6: Not Measured**

40% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their age/grade appropriate Compound Skills/Capacities by (1) or more subset skills by the end of each project year.

**This year has been dedicated to designing and developing control groups in partnership with the BESSI Research Group as a new program training opportunity. Per the BGCL 21<sup>st</sup> CCLC MOA, working with this team of professionals from BESSI Research Group, it was expected that the first program year will be dedicated to designing and developing the program cooperatively with BESSI Research Group and BGCL leadership staff. It is expected that measurable data toward the identified objective will be available beginning with next year's grant implementation.**

Goal 2, Objective 7: **Met**

65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or demonstrate improvement in class attendance and behavior by the end of each project year.

**83% (+18% of goal) of students maintained or improved their class attendance and behavior**

Goal 2, Objective 8: **Met**

65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or demonstrate improvement in health/wellness decisions and physical fitness participation by the end of each project year.

**100% (+35% of goal) of students maintained or improved their health/wellness decisions and physical fitness participation**

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

50% of the parents/guardians will participate in at least two-family literacy/education activities by the end of each project year.

**30% (-20% of goal) of parents/guardians participated in at least two family literacy and education activities.**

Goal 3, Objective 2: **Met**

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

**87% (+37% of goal) of parents/guardians demonstrated an increased involvement and communication with their child's teacher and/or staff by the end of the school year.**

Goal 3, Objective 3: **Not Measured**

100% of parents (attending parent events) will be informed/educated about the (5) core and (32) subset SED/SEB skills by the end of each project year.

**This year has been dedicated to designing and developing control groups in partnership with the BESSI Research Group as a new program training opportunity. Per the BGCL 21<sup>st</sup> CCLC MOA, working with this team of professionals from BESSI Research Group, it was expected that the first program year will be dedicated to designing and developing the program cooperatively with BESSI Research Group and BGCL leadership staff. It is expected that measurable data toward the identified objective will be available beginning with next year's grant implementation.**

**Goal 3, Objective 4: Not Measured**

100% of parents (attending parent events) will be encouraged and offered the opportunity to take social-emotional behavioral pre/post-tests at the beginning and end of each project year.

**This year has been dedicated to designing and developing control groups in partnership with the BESSI Research Group as a new program training opportunity. Per the BGCL 21<sup>st</sup> CCLC MOA, working with this team of professionals from BESSI Research Group, it was expected that the first program year will be dedicated to designing and developing the program cooperatively with BESSI Research Group and BGCL leadership staff. It is expected that measurable data toward the identified objective will be available beginning with next year's grant implementation.**

**Goal 4, Objective 1: Met**

100% of Club staff will be informed/educated in SED/SEB core domain and subset skills by the end of each project year.

**100% (fully met goal) of club staff were informed in SED/SEB core domain and subset skills this year.**

**Goal 4, Objective 2: Met**

75% of staff will maintain or demonstrate growth in SED/SEB core and subset skills by the end of each project year.

**100% (+25% of goal) of club staff showed maintenance or growth in SED/SEB core domain and subset skills this year.**

**Other Observations**

The Tadmore Success Academy at BGCL 21<sup>st</sup> 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 Culinary Arts, Sports Leagues, Social Skills, Steam, and holiday

celebrations all while developing friendships and relationships in a welcoming and nurturing environment. 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC grant, the program would be minimized in its service to students and the community.

### **Overall Recommendations**

The 2024-2025 implementation of the BGCL 21<sup>st</sup> 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, 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 Tadmore Success Academy 21<sup>st</sup> Century Community Learning Center. Students offered statements such as, "...because we are safe and my parents are working. We get

help with math” and “I get to play with my friends and get my work done.” These statements show the importance of the academic focus, safety, and relationships formed among students and program staff. These relationships built with caring adults contribute to student success, confidence, and safety both at the BGCL site and in the community.

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

- Staff may benefit from using an internal evaluation process of your objectives/outcomes that allows staff to self-monitor progress throughout the year and focus on your site objectives. Tools such as the Afterschool Youth Outcomes Inventory or similar tools could be used to accomplish this.
- When possible differentiate student activities for remediation or acceleration based on any available supporting student performance data.
- Make sure the Triple Play activities can be clearly linked to the program objectives and BGCA documented benefits such as: Soul (Have Fun, Strengthen Relationships, Increase Confidence) and specifically benefits related to: Adventure and Challenge, Health and Wellbeing, Growth and Development, Leadership and Teamwork, Improved Self-Image, Reduced Problems, and Stronger Families and Communities (reference: Triple Play Parents Guide, p. 24 at [https://www.bgca.org/wp-content/uploads/2024/02/Triple-Play-Parent-Guide\\_2017.pdf](https://www.bgca.org/wp-content/uploads/2024/02/Triple-Play-Parent-Guide_2017.pdf)).

The evaluator thanks Ms. Sara 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