



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



Subgrantee: Teen Center Success Academy	6/18/2025
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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: 95	Number: 209	Number: 115	Number: 11	Number: 75

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 17	Number: 8	Number: 1	Number: 8

3. GTID

Number of Student GTIDs Reported in Transact/Cayen	141
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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
40	18	32	27	26	38	21	28	36	9
Identify the preferred if it is not letter grades						Percentage			

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
42	16	29	23	34	38	18	31	33	22
Identify the preferred if it is not letter grades						Percentage			

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	
	%		%		%		%		%	
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%		%		%		%		%	
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%		%		%		%		%	

6. Partners

Number of Partners	Total Amount of Contributions
4	5,280

Teen Center Success Academy
Boys and Girls Clubs of Lanier 21st 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 Teen Center Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program is held in Gainesville, Georgia at the BGCL site adjoining the Fair Street Elementary School campus and next door to the Downy Club facility. The current program began through a Georgia Department of Education grant awarded in FY25. It targets 6-12 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, Mathematics, Homework Completion, Student Behavior, Student Attendance, College and Career Readiness, Social Emotional Behavioral skills, and Family involvement in program activities. 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 Dance, Art, STEAM, Sports Leagues, and holiday celebrations.

The program targets a predominately African American population. Sara Gonzalez serves as the program director, Derrick Caldwell is the site coordinator, Jamisha Willock is the lead teacher, and Aria Brown is the data specialist. The program is also supported by 6-12 grade level Georgia-certified teachers, BGCL Youth Development Professionals (YDPs), and community volunteers.

Student Attendance and Enrollment

The Teen Center Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 172 students during 2024-2025. Of those 172 students, 10 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 69 students per day. The average daily attendance of all students enrolled was 40%. The average daily attendance of regular attendees was 690%. 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
172	10	69	40	690

*Data collected from TransACT reports

Table B describes the demographics of the registered students attending at least one day. These students were comprised of 73 males, 99 females, 114 Black students, 27 Hispanic students, 10 White students, 21 Other students, 3 English language learners, and 20 students with disabilities.

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

Participant Demographics					
Gender		Ethnicity	EL	SWD	Econ. Disadv.
Male	Female	Black/Hispanic/White/Other			
73	99	114/27/10/21	3	20	165

Program Operation

The Teen Center Success Academy began the after-school program on August 8, 2024 and ended it for the 2024-2025 school year on May 22, 2025. The after-school program began at 4:00 p.m. and ended at 7:00 p.m. Monday through Friday each week. The program was composed of an after school nutritional snack time, homework assistance, mathematics, reading extended learning, and enrichment activities Dance, Art, STEAM, Sports Leagues, and holiday celebrations. The 21st Century Program included the parent/guardian component that provided for family involvement/enrichment activities 10 participants from 9 households. Table C describes the service time for the 2024-2025 program.

Table C. The Teen Center Success Academy 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	180	3	15	540

Quality of Staffing

The Teen Center Success Academy employed 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 5.68:1, satisfying the guideline requirements.

The Teen Center 2 Success Academy of BGCL 21st CCLC leadership staff includes Sara Gonzalez, Program Director; Derrick Caldwell, Site Coordinator; Aria Brown, Data Specialist; and Jamisha Willock, Lead Teacher. Ms. Willock 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 Teen Center 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 - 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	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 21st Century grant application and amendments (if necessary). For the 2024-2025 school year, the objectives were organized around 5 program goals:

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

Goal 2: TCSA 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: Goal # 3: College/Career Readiness: TCSA students will develop, improve, and expand their grade appropriate college and career readiness skills by the end of each project year.

Goal 4: Family Engagement: TCSA 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 5: 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.	Not 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	Not Measured

improve their age/grade appropriate Social Engagement Skills/Capacities by (1) or more subset skills by the end of each project year.	
Goal 2, Objective 3: 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.	Not Measured
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.	Not Measured
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.	Not Measured
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.	Not Measured
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.	Met
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.	Met
Goal 3, Objective 1: 60% of regularly participating students (attending a minimum of 3 days weekly during the project year) participating in Career Launch and Money Matters will demonstrate increased knowledge of essential college and career readiness skills by the end of each project year.	Met
Goal 3, Objective 2: 50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will develop key context skills and awareness of college/career readiness by the end of each project year.	Met
Goal 4, Objective 1: 50% of the parents/guardians will participate in at least two-family literacy/education activities by the end of each project year.	Met
Goal 4, 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.	Met
Goal 4, 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.	Not Measured
Goal 4, 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.	Not Measured
Goal 5, 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.	Met

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.	Met
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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.

70% (+10% of goal) of student improved their reading performance.

Goal 1, Objective 2: **Not 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.

10% (-50% of goal) of students improved their mathematics grades.

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 a minimum of 90 minutes of support per week for successful 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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.

80% (+15% 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: **Met**

60% of regularly participating students (attending a minimum of 3 days weekly during the project year) participating in Career Launch and Money Matters will demonstrate increased knowledge of essential college and career readiness skills by the end of each project year.

63% (+3% of goal) of students participated in Career Launch and Money Matters and demonstrated increased knowledge of college and career readiness skills.

Goal 3, Objective 2: **Met**

50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will develop key context skills and awareness of college/career readiness by the end of each project year.

63% (+13% of goal) of students developed key context skills and awareness of college and career readiness.

Goal 4, Objective 1: **Met**

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

56% (+6% of goal) of parents participated in at least two family literacy/education activities this school year.

Goal 4, 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.

56% (+6% of goal) of parents maintained or increased involvement and communication with their child's after-school staff this school year.

Goal 4, 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 21st 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 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 21st 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 5, 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% (goal fully met) of club staff were informed/educated about SED/SEB domains and subset skills this school year.

Goal 5, 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% (goal fully met) of club staff maintained or grew in SED/SEB domains and subset skills this school year.

Other Observations

The Teen Center 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 Dance, Art, STEAM, Sports Leagues, and holiday celebrations; and, develop friendships and relationships in a welcoming, safe, and nurturing environment. Parents were offered opportunities to participate, as well.

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, and complete enrichment 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 2024-2025 implementation of the BGCL 21st CCLC program has been beneficial to many students and parents. Program staff worked diligently to ensure student safety and 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 Teen Center Success Academy 21st Century Community Learning Center. Students offered statements such as, "Mr. Derrick and Mr. Juice are helping me out to go to college" and "They will help you, Ms. Janiah will help you" The relationships built with caring adults contribute to student success, confidence, and safety both at the Teen Center 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.
- Begin to dialog/brainstorm ideas about how Teen Center staff can leverage the relationships built with students to influence academic achievement (i.e. Individualized goal setting and monitoring specific to academic outcomes, a modified check and connect type strategy specific to academic outcomes and program objectives).

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