



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



Subgrantee: Tim Lee Success Academy					6/18/2025					
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:	80	Number:	128	Number:	105	Number:	8	Number:	89	
2. Objectives										
Total Objectives		Met		Not Met		Other				
Number:	9	Number:	9	Number:	0	Number:	0			
3. GTID										
Number of Student GTIDs Reported in Transact/Cayen				88						
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	
24	35	35	13	3	21	26	43	16	3	
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	
26	36	28	15	5	22	27	45	16	0	
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	
	%	3	%	5	%	28	%	39	%	26
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	3	%	10	%	28	%	32	%	27
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
119	%	3	%	11	%	26	%	32	%	29
6. Partners										
Number of Partners	Total Amount of Contributions									
1	10285									

Tim Lee Club 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, Evaluator
Pioneer Regional Educational Service Agency (RESA)**

Date Submitted: June 20, 2025

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Overview and History

The Tim Lee Center of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program is held in Mt. Airy, Georgia at the Tim Lee Center campus. The current grant is in Year 2 for the 2024-2025 school year. The Tim Lee Center targets K-8 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, Family Involvement, and College/Career Readiness 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 Keyboarding, Sports Leagues, STEAM, and holiday celebrations.

The program targets a diverse population of learners, primarily from the Habersham County School District. Ms. Sara Gonzalez serves as the program director, Andrekus Geter is the site coordinator, Gisela McGugan is the lead teacher, and the data specialist is Tiffany Trubery. The program is also supported by K-8 grade level Georgia certified teachers, BGCHC Youth Development Professionals (YDPs), and community volunteers.

Student Attendance and Enrollment

Tim Lee Club of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 126 students during 2024-2025. Of those 126 students, 105 were considered regular attendees because of attending 30 or more days. The average daily attendance on site was 70 students per day. The average daily attendance of all students enrolled was 56%. The average daily attendance of regular attendees was 67%. 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

126	105	70	56	67
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**Data collected from TransACT*

Table B describes the demographics of the enrolled students who attended at least one day. These students were composed of 47 males, 79 females, 9 Hispanic students, 15 Black students, 81 White students, 21 Other students, 0 English language learners, 5 students with disabilities and 89 economically disadvantaged students.

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

Participant Demographics					
Gender		Ethnicity	EL	SWD	Econ. Disadv.
Male	Female	White/Black/Hispanic/Other			
47	79	81/15/9/21	0	5	89

Program Operation

The Tim Lee Center began the after-school program on August 5, 2024 and ended it for the 2024-25 school year on May 21, 2025. The after-school program began at 3:00 p.m. and ended at 6:00 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 Keyboarding, Sports Leagues, STEAM, and hosting holiday celebrations. The 21st Century Program included the parent/guardian component that provided for parent literacy/education activities and family involvement/enrichment activities where 40 parents from 77 households attended the 3 literacy opportunities; and, 42 parents from 77 households attended the 5 family involvement/enrichment activity. Table C describes the service time for the 2024-2025 program.

Table C. Tim Lee 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 Tim Lee Center employed a total of 20 staff members that included 11 school-day teachers, 3 center administrators, and 6 youth development professionals. Of the staff members, the Georgia Professional Standards Commission certified all content instructional personnel. The

student to staff (school-day teachers, administrators, and youth development professionals) ratio among regularly attending students was 5.25:1, satisfying the guideline requirements.

The Tim Lee Center of BGCL 21st CCLC leadership staff includes Sara Gonzalez, Program Director; Andrekus Geter, Site Coordinator; Gisela McGugan, Lead Teacher; and the Data Specialist is currently vacant. Ms. McGugan 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 Tim Lee Center 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. In total, all staff participated in a total of 29 hours of professional learning for the 2024-25 school year. Table D describes professional learning provided for all staff.

Table D. Tim Lee - 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 throughout the three-year program. For the 2023-2024 school year, the objectives were organized around 4 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.

Goal 4: Success Academy students will improve their college and career readiness 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.

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 by the end of the academic year.	Met
Goal 1, Objective 2: 60% of regularly participating students (attending the program 30 days or more) will improve their mathematics performance by the end of the academic year.	Met
Goal 1, Objective 3: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion by the end of the academic year.	Met
Goal 2, Objective 1: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in behavior by the end of the academic year.	Met
Goal 2, Objective 2: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation. by the end of the academic year	Met
Goal 3, Objective 1: 50% of the parents/guardians will participate in two or more family literacy and education activities by the end of the academic year.	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 by the end of the academic year.	Met
Goal 4, Objective 1: 60% of regularly participating students (attending the program 30 days or more), grades 6-8, completing the Career Launch programs will demonstrate increased knowledge of essential college and	Met

career readiness skills, including time management, goal setting, career exploration, and study skills by the end of the academic year.	
Goal 4, Objective 2: 60% of regularly participating students (attending the program 30 days or more), grades 6-8, completing the Money Matters program will demonstrate increased knowledge of financial literacy by the end of the academic year.	Met

Goal 1, Objective 1: **Met**

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

65% (+5% of goal) of students demonstrated improvement in reading performance.

Goal 1, Objective 2: **Met**

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

67% (+7% of goal) of students demonstrated improvement in mathematics.

Goal 1, Objective 3: **Met**

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

93% (+28% of goal) of students demonstrated improvement in homework completion.

Goal 2, Objective 1: **Met**

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

89% (+16% of goal) of students demonstrated improvement in behavior.

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 by the end of the academic year.

87% (+22% of goal) of students demonstrated improvement in class attendance and participation.

Goal 3, Objective 1: **Met**

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

52% (+2% of goal) of parents/guardians participated in family literacy/education activities

Goal 3, Objective 2: **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 by the end of the academic year.

55% (+5% of goal) of parents/guardians demonstrated increased involvement and engagement

Goal 4, Objective 1: **Met**

60% of regularly participating students (attending the program 30 days or more), grades 6-8, completing the Career Launch programs will demonstrate increased knowledge of essential college and career readiness skills, including time management, goal setting, career exploration, and study skills by the end of the academic year.

62% (+6% of goal) of students demonstrated increased knowledge of essential college and career readiness skills

Goal 4, Objective 2: **Met**

60% of regularly participating students (attending the program 30 days or more), grades 6-8, completing the Money Matters program will demonstrate increased knowledge of financial literacy by the end of the academic year.

62% (+2% of goal) of students demonstrated increased knowledge of financial literacy

Other Observations

The Tim Lee Center at BGCL 21st Century site 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 Keyboarding, Sports Leagues, STEAM, holiday celebration; and, develop 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, 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 and Recommendations

The 2024-2025 implementation of the BGCL 21st CCLC program at the Tim Lee Center 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 Tim Lee Center 21st Century Community Learning Center. Students offered statements such as, “My parents work so I come here where I have friends and get my school work done” and “I like to see my friends at the club. We get help with math if we need it.” During the observation visits students appeared to be excited, appreciative, and engaged in the club activities.

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.

- 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).
- Develop a process that ensures YDP's and tutors have access to lesson plans/activity plans and materials for each day so that students are able to begin work as soon as they enter the classroom space.

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