



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Department of Education 21st Century Community Learning Centers FY 18 Common Data Elements Form

Subgrantee: Boys & Girls Clubs of Lanier - Fair Street Success Academy

Date: June 22, 2018

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	80	Number:	145	Number:	113	Number:	20	Number:	471
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	9	Number:	5	Number:	2	Number:	2		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	43	Number:	22	Number:	5	Number:	0		
Regular Attendees without scores who took standardized test						Number:	7		
Regular Attendees who did not take standardized test						Number:	36		
Retake Data (If applicable)						Number of Retakes:	0		
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	27	Number:	33	Number:	9	Number:	1		
Regular Attendees without scores who took standardized test						Number:	7		
Regular Attendees who did not take standardized test						Number:	36		
Retake Data (If applicable)						Number of Retakes:	0		
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		

4. Report Card Grades						
4A. English Language Arts – Regular Attendees						
Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
9	11	15	44	31	3	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
4B. Math – Regular Attendees						
Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
9	16	21	46	16	5	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
5. Surveys						
5A. Student Surveys						
Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
98	80	9	85	11	92	6
5B. Parent Surveys						
Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree	Strongly/ Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
94	91	3	86	7	86	8
5C. Regular School Day Teacher Surveys						
Number of Teacher Surveys Completed	Behavior		Homework Completion			
	Significant/ Moderate/Slight Improvement	No Need to Improve	Significant/ Moderate/Slight Improvement	No Need to Improve		
Number	Number		Number			
116	35	43	44	36		
6. Partners						
Number of Partners	Total Amount of Contributions					
9	\$13,699.00					

Fair Street Success Academy
Boys and Girls Clubs of Lanier
21st Century Community Learning Center Evaluation
2017-2018 (Year 4)

Dr. Michael Bush, Evaluator
Pioneer Regional Educational Service Agency (RESA)

Date Submitted: June 22, 2018

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Overview and History

The Fair Street Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program operates in Gainesville, Georgia, at the Fair Street Elementary School. The current program began through a Georgia Department of Education grant awarded in 2014. The program aims to serve K-5th grade students at Fair Street Elementary School, through an after-school program comprised of extended academic instruction and support, as well as original activities designed to enhance and enrich classroom participation and learning. Program goals and objectives focus on student achievement and improvement in the areas of English, Language Arts, Mathematics, STEAM activities, cultural and personal enrichment, and family involvement. Certified and/or trained personnel, work to complement traditional school-day activities while allowing for academic and personal growth realized through academic and enrichment instruction. Reading and Mathematics instruction occurs through creative implementation of instruction by Georgia certified teachers, supplemented with the instructional support of various online assessments and technology-based software. Enrichment activities during the program year included creative arts, physical fitness education/recreation, technology, Cosmetology, keyboarding, Jr. Chef, choir, photography, and dance. The parent program was composed of a variety of opportunities including English classes, healthy parenting forums, technology, Zumba fitness, literacy events, and of course, holiday showcases and celebrations.

The program targets a predominately Black and Hispanic population, including a large percentage of English language learners. SheTeriha Lewis serves as the new Program Director, with Timeka Brownlee serving as the Unit Director. Charlene Williams is the Lead Teacher, and Monica Tovar is the Data Specialist. The program is also supported by K-5th grade level Georgia certified teachers and day-school personnel, BGCL Youth Development Professionals (YDPs), and various other community volunteers.

Student Attendance and Enrollment

The Fair Street Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 145 students during 2017-2018. Of those 145 students, 113 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 92 students per day. The average daily attendance of all

students enrolled was 63%. The average daily attendance of regular attendees was 81%. 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
145	113	92	63	81

**Data collected from Cayen (Attendance-Totals/Attendance Summary/Youth Only/All Students)*

Table B describes the demographics of the regularly attending students. These students were composed of 57 males, 56 females, 108 Black or Hispanic students, 23 English language learners, and 5 students with disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Hispanic/Black		
57	56	108	23	5

Program Operation

The Fair Street Success Academy began the 2017-18 afterschool program year on August 2, 2017, and concluded on May 25, 2018. After-school program hours of operation are Monday through Friday, 2:30 p.m. until 5:30 p.m. Program time consists of a daily afterschool nutritional snack, homework assistance, mathematics and reading extended learning, and a variation of the enrichment activities mentioned previously. The program also includes the parent/guardian component that provided for parent literacy/education and family involvement/enrichment opportunities (471 participants). Table C describes the service time for the 2017-2018 program.

Table C. BGCL Fair Street 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	175	3	15	540

Quality of Staffing

The Fair Street Success Academy employed a total of 42 staff members that included 27 school-day teachers, 1 center administrator, 8 youth development professionals, and 6 other community members. Of the staff members, all content instructional personnel (30) 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 15:1, satisfying the guideline requirements.

The Fair Street of BGCL 21st CCLC leadership staff includes SheTeriha Lewis, Program Director, Timeka Shields Brownlee, Site Coordinator, Monica Tovar, Data Specialist, and Charlene Williams, Lead Teacher. Charlene Williams is a retired Georgia Principal 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. Fair Street 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. The Program Director, Site Coordinator and/or Outcomes Specialist attended the 21st CCLC Regional Brown Bag sessions with select professional development topics presented by DOE staff and/or contractors. Table D describes professional learning provided for all staff.

Table D. Fair Street 21st Century Staff Professional Learning

Training Name	Positions required	Training Hours
Safety – First Aid/CPR/Active Shooter	YDP, Unit Directors, Program Director, Outcomes Measurement	11.5
Classroom Management	YDP's, Unit Directors, Tutors	6
Program Facilitation – Triple Play, Passport to Manhood, Power Hour, SMART Programs, etc.	YDPs, Unit Directors	6
iRead	Lead Teacher, Tutors, YDPs	2
E-highpoints	YDP's & Unit Directors	1.5
Positive Discipline	YDP's & Unit Directors	4.5
Data Collection and Management	YDP's & Unit Directors	4

Director Training – NYOI, Management, Quality Programming, etc.	Unit Directors	9
New Hire Orientation	All New Staff	2
BGC Lanier – General Training- Policies, Procedures, Practices	All Staff	8.5
North GA All Staff	YPDs and Unit Directors	2 days (6 hours each day)
Beyond School Hours Conference (Orlando, FL)	YDPs, Tutors, 21 st Century Program Director/Curriculum Specialists and Unit Directors	3 days (8 hours each day)

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

Objective Assessment Summary Table

Table E. Regularly Attending Students – Objective Assessment

Objective Assessment	
Objective	Status
Objective 1: 60% of students participating in the program will maintain an A or B, or improve their reading grades	Not Met
Objective 2: 60% of students participating in the program will maintain an A or B, or improve their math grades.	Not Met
Objective 3: 55% of participants will score “proficient” or “developing” in math on the required annual state level assessment.	Met
Objective 4: 55% of participants will score “proficient” or “developing” in reading/language arts on the required annual state level assessment.	Not Met
Objective 5: 60% of students participating in the program will demonstrate improvement in behavior.	Met
Objective 6: 60% of students participating in the program will demonstrate improvement in homework completion.	Met
Objective 7: 60% of students participating in the program will demonstrate improvement in class attendance and participation	Met
Objective 8: 35% of the parents/guardians will participate in family literacy/education activities.	Met
Objective 9: 35% of the parents/guardians will participate in activities that promote their child’s success in school	Met

Objective 1: Not Met

60% of students participating in the program will maintain an A or B, or improve their reading grades

This objective was not met because only **49%** of students in regular attendance reading grades maintained an A or B, or improved their reading grades. Determination of success was based on Quarter 2 reading grades compared to Quarter 3 reading grades using the following scale:

- 1 – Not Evident/Assessed (Comparable to D/F Grade)
- 2 – Progressing (Comparable to C Grade)
- 3 – Meets (Comparable to B Grade)
- 4 – Exceeds (Comparable to A Grade)

Objective 2: Not Met

60% of students participating in the program will maintain an A or B, or improve their math grades.

This objective was not met because **55%** of students in regular attendance math grades improved. Determination of success was based on Quarter 2 mathematics grades compared to Quarter 3 mathematics grades using the following scale:

- 1 – Not Evident/Assessed (Comparable to D/F Grade)
- 2 – Progressing (Comparable to C Grade)
- 3 – Meets (Comparable to B Grade)
- 4 – Exceeds (Comparable to A Grade)

Individual analysis of 113 regularly attending students (30 or more days) indicated 16 students, 14%, improved their performance from Quarter 2 to Quarter 3 by at least one Likert scale increase

Objective 3: Met

55% of participants will score “proficient” or “developing” in math on the required annual state level assessment.

56% of students who took the GA Milestones assessment scored "developing" or higher in math.

Objective 4: Not Met

55% of participants will score “proficient” or “developing” in reading/language arts on the required annual state level assessment.

35% of students who took the GA Milestones assessment scored "developing" or higher in reading/language arts..

Objective 5: Met

60% of students participating in the program will demonstrate improvement in behavior.

This objective was met because improvement in behavior was reported at **68%**, indicated by school day teacher responses. Notably, **97%** of parents perceived an improvement in behavior.

Objective 6: Met

60% of students participating in the program will demonstrate improvement in homework completion.

This objective was met because improvement in homework completion was reported at **69%**, indicated by school day teacher responses. Notably, **93%** of parents perceived an improvement in homework completion.

Objective 7: Met

60% of students participating in the program will demonstrate improvement in class attendance and participation

Determination of success of Objective 7 was based on day teacher surveys. Teachers have a unique perspective on student understanding based on a variety of observational and performance cues, and perceived an improvement among **76%** of regularly attending members. Additionally, these very young students have a sense of doing better in school because of their involvement with the daily routine – listening, responding, completing tasks, etc. Survey responses indicated **83%** perceive improvement.

Objective 8: Met

35% of the parents/guardians will participate in family literacy/education activities.

58% of parents/guardians participated in family literacy/education activities.

Objective 9: 35% of the parents/guardians will participate in activities that promote their child's success in school.

100% of parents/guardians participated in activities that promoted their child's success in school.

Other Observations

The Fair Street 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, cosmetology, and dance; 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 English language acquisition, how to support their child's learning at home, parenting, technology use, etc.

Student Responses (98):

- 93% “Strongly Agree” or “Somewhat Agree” they like the program.
- 74% “Strongly Agree” or “Somewhat Agree” they have made new friends through the 21st Century Program.
- 86% “Strongly Agree” or “Somewhat Agree” they feel better about themselves as a result of their participation in the 21st Century Program.

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 towards Sustainability

The BGCL 21st CCLC program has established partnerships with **(9)** organizations. These partnerships have resulted in enrichment activities and programs, as well as financial support. Partner type and program contributions, both financially and in-kind are represented in Table F.

Table F. Partnerships Supporting Sustainability

Partnerships Supporting Sustainability			
Partner	Type	Financial Support	In-Kind Support
Catherine Wilmont	Goods and Materials	\$100	N/A
Chic Fil A	Goods and Materials	\$120	N/A
Custom Creations	Goods and Materials	\$195	N/A
GA Mountain Food Bank	Goods and Materials	\$3,500	N/A
Gainesville City School System	Programs	\$8,500	Activity Related Services
Lux Family Fun Center	Good and Materials	\$54	N/A
McDonalds	Goods and Materials	\$200	N/A
Quincy Brownlee	Goods and Materials	\$260	In Kind Donations
St John Baptist Church	Goods and Materials	\$770.00	In Kind Donations

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 significantly minimized in its scope of services to students and the community.

Overall Recommendations

The 2017-2018 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).

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

- Monitor classroom implementation with rubric-based instruments and provide quarterly feedback for more focused and data-based recommendations.
- Develop a plan or a routine for securing data from the schools being served.
- Schools that are served by the program should appoint a 21st Century liaison to be responsible for securing and providing school base data (i.e. report card grades, midterm assessments, IEPs, teacher surveys, teacher communication forms) that will guide and inform the academic enrichment programs.
- Develop a plan for entering data (other than attendance) into Cayen on a timely basis.
- Provide participating students with more variety in enrichment opportunities.
- Objective percentages of attainment are lofty in most of the objectives. Objectives should be reviewed and changed to reasonable percentages (i.e. change 60% to 50%).

References

Developmental Reading Assessment, <http://www.scholastic.com/parents/resources/article/book-selection-tips/assess-dra-reading-levels>, June 22, 2014.

Respectfully submitted,
Michael Bush