



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



## Georgia Department of Education 21<sup>st</sup> Century Community Learning Centers FY 18 Common Data Elements Form

**Subgrantee:** Teen Center 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:	209	Number:	115	Number:	13	Number:	68
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	17	Number:	7	Number:	7	Number:	3		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	41	Number:	30	Number:	13	Number:	1		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	30		
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:	43	Number:	32	Number:	16	Number:	2		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	22		
Retake Data (If applicable)						Number of Retakes:	0		
Beginning		Developing		Proficient		Distinguished			
Number:	0	Number:	0	Number:	0	Number:	0		

<b>4. Report Card Grades</b>						
<b>4A. English Language Arts – Regular Attendees</b>						
Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
5	37	23	28	12	10	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
<b>4B. Math – Regular Attendees</b>						
Regular Attendees <u>without</u> Grades	Regular Attendees with grade <u>increase</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular Attendees with grade <u>decrease</u> (1 <sup>st</sup> to 2 <sup>nd</sup> Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
5	33	24	26	11	16	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
<b>5. Surveys</b>						
<b>5A. Student Surveys</b>						
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	
50	40	9	46	3	45	5
<b>5B. Parent Surveys</b>						
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
<b>5C. Regular School Day Teacher Surveys</b>						
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			
94	51	23	48	14		
<b>6. Partners</b>						
Number of Partners	Total Amount of Contributions					
5	\$2,100.00					

**Teen Center Success Academy**  
**Boys and Girls Clubs of Lanier**  
**21<sup>st</sup> 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 Teen Center Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21<sup>st</sup> Century program operates in Gainesville, Georgia, adjacent to the Fair Street Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2014. The program aims to serve 6-12<sup>th</sup> grade students

students enrolled was 30%. The average daily attendance of regular attendees was 55%. 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>
209	115	63	30	55

*\*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 59 males, 56 females, 108 Black and Hispanic students, 3 English language learners, and 6 students with disabilities.

**Table B. Regularly Attending Student Demographics**

<b>Participant Demographics</b>				
<b>Gender</b>		<b>Ethnicity</b>	<b>EL</b>	<b>SWD</b>
<b>Male</b>	<b>Female</b>	<b>Black/Hispanic</b>		
59	56	87/20	3	6

**Program Operation**

The Teen Center 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, 3:30 p.m. until 7:30 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 (68 participants). Table C describes the service time for the 2017-2018 program.

<b>Student Participant Program Operation</b>					
<b>Days Per Week</b>	<b>Total Weeks</b>	<b>Total Days</b>	<b>Hours Per Day</b>	<b>Hours per Week</b>	<b>Total Hours</b>
5	36	177	4	20	720

**Quality of Staffing**

The Teen Center Success Academy employed 25 staff members that included 16 school-day teachers, 1 center administrator, 8 youth development professionals, and 0 other community members. Of the staff members, all content instructional personnel (16) 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. All staff was composed of 20 females and 6 males.

The Teen Center Success Academy of BGCL 21<sup>st</sup> CCLC leadership staff includes SheTeriha Lewis, Program Coordinator, Kiara Mosely, Site Coordinator, Amanda Irwin, Data Specialist, and Shannon McGonigal, Lead Teacher. Shannon McGonigal is a Georgia teacher certified through the Professional Standards Commission (PSC), and Gainesville Middle School teacher. 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. The Program Coordinator, Site Coordinator and/or Outcomes Specialist attended the 21<sup>st</sup> 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. Teen Center Club 21<sup>st</sup> Century Staff Professional Learning**

<b>Training Name</b>	<b>Positions required</b>	<b>Training Hours</b>
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
E-highpoints	YDP’s & Unit Directors	1.5
Teen Programming	YDPs	4
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 <sup>st</sup> Century Program Director/Curriculum Specialists and Unit Directors	3 days (8 hours each day)
Club Directors Academy	Unit Directors	3 days (8 hours each day)

### Objective Assessment

Objective assessment occurred through a variety of analyses as defined by the 21<sup>st</sup> Century grant application. A summary table, E, provides a quick review of annual progress on the defined objectives of the program. A descriptive analysis is provided for the objectives where data was provided.

### Objective Assessment Summary Table

**Table E. Regularly Attending Students – Objective Assessment**

Objective Assessment	
Objective	Status
<b>Objective 1:</b> 55% of students will score “proficient” or “developing” in language arts on annual state level assessments, grades 6-8	<b>Not Met</b>
<b>Objective 2:</b> 60% of students will maintain an A or B, or improve language arts grades.	<b>Not Met</b>
<b>Objective 3:</b> 60% of students will maintain an A or B, or improve science grades.	<b>Not Met</b>
<b>Objective 4:</b> 60% of students will be promoted on time.	<b>Met</b>
<b>Objective 5:</b> 60% of students will improve homework completion.	<b>Met</b>
<b>Objective 6:</b> 55% of students will score “proficient” or “developing” in math on annual state level assessments, grades 6-8	<b>Not Met</b>
<b>Objective 7:</b> 60% of students will maintain an A or B, or improve social studies grades.	<b>Not Met</b>
<b>Objective 8:</b> 60% of students will maintain an A or B, or improve math grades.	<b>Not Met</b>
<b>Objective 9:</b> 60% of students participating in the program will increase attendance.	<b>Not Met</b>



<b>Objective 10:</b> 60% of students participating in the program will improve their class participation.	<b>Met</b>
<b>Objective 11:</b> 60% of students participating in the program will have no behavior referrals.	<b>Met</b>
<b>Objective 12:</b> 60% of students participating in the program will not have an initial or repeat involvement with the Juvenile Justice System.	<b>Met</b>
<b>Objective 13:</b> 60% of students participating in Career Launch and/or Diplomas to degree will learn to develop career choice behaviors including self-management skills, time management, study skills, goal setting, and career choice exploration.	<b>Met</b>
<b>Objective 14:</b> 60% of the students will develop knowledge/strategies for SAT/ACT testing, grades 9-12.	<b>No Data</b>
<b>Objective 15:</b> 60% of students will develop key context skills and awareness of college/career readiness including college types, admissions, affordability – grades 9-12	<b>Met</b>
<b>Objective 16:</b> 35% of the parents/guardians will participate in family literacy/education activities.	<b>Not Met</b>
<b>Objective 17:</b> 35% of the parents/guardians will participate in activities that promote their child’s success in school	<b>Not Met</b>

**Objective 1 – Not Met**

55% of students will score “proficient” or “developing” in language arts on annual state level assessments, grades 6-8.

38% of students who took the GA Milestones assessment scored "developing" or higher in reading/language arts.

**Objective 2 – Not Met**

60% of students will maintain an A or B, or improve language arts grades.

This objective was not met because only **57%** of regularly attending students maintained an A or B, or improved their language arts grades.

**Objective 3 – Not Met**

60% of students will maintain an A or B, or improve science grades.

This objective was not met because only **51%** of regularly attending students maintained an A or B, or improved their science grades.

**Objective 4 – Met**

60% of students will be promoted on time.

**100%** of student were promoted to the next grade, on time.

**Objective 5 – Met**

60% of students will improve homework completion.

Assessment of Objective 5 was completed through survey analysis of day teachers (regular classroom teachers), indicating that **68%** of regularly attending members showed improvement

in homework completion. The program supported these students by providing time and assistance for homework completion before returning them to their homes in the evening.

**Objective 6- Not Met**

55% of students will score “proficient” or “developing” in math on annual state level assessments, grades 6-8.

43% of students who took the GA Milestones assessment scored "developing" or higher in math.

**Objective 7 – Not Met**

60% of students will maintain an A or B, or improve social studies grades.

This objective was not met because only **57%** of regularly attending students maintained an A or B, or improved their social studies grades.

**Objective 8 – Not Met**

60% of students will maintain an A or B, or improve math grades.

This objective was not met because only **51%** of regularly attending students maintained an A or B, or improved their math grades. Notably, this is a significant increase from last year, when

**Objective 9 – Not Met**

60% of students participating in the program will increase attendance.

A review of teacher surveys demonstrated that only **57%** of students participating in the program improved their attendance.

**Objective 10 – Met**

60% of students participating in the program will improve their class participation.

A review of the student and teacher surveys demonstrated that **70%** of students participating in the program improved their class participation.

**Objective 11 – Met**

60% of students participating in the program will have no behavior referrals.

A review of student data throughout the school year indicated that only 5 students received behavioral referrals. This means that **96%** of regularly attending members did not have any behavioral referrals.

**Objective 12 – Met**

60% of students participating in the program will not have an initial or repeat involvement with the Juvenile Justice System.

A review of student data throughout the school year indicated that only 3 students had initial or repeat involvement with the Juvenile Justice System. This means that **97%** of regularly attending members had no involvement with the Juvenile Justice System.

**Objective 13 – Met**

60% of students participating in Career Launch and/or Diplomas to degree will learn to develop career choice behaviors including self-management skills, time management, study skills, goal setting, and career choice exploration.

**85%** of regularly attending members participating in Career Launch and Money Matters indicated that they agree it's important to attend college, or to receive a higher education.

**67%** of regularly attending members participated in more than one Career Launch/Money Matters session during the year.

**Objective 14 – No Data Available**

60% of the students will develop knowledge/strategies for SAT/ACT testing, grades 9-12.

**Objective 15 – Met**

60% of students will develop key context skills and awareness of college/career readiness including college types, admissions, affordability – grades 9-12.

**74%** of regularly attending members identified several alternative methods to pay for college and/or higher education expenses.

Teen Center members, grades 9-12, participated in several College Tours to campuses including Spelman College, Atlanta Metropolitan Community College, Valdosta State University, Clemson University, and Johnson C Smith University, to name a few.

**Objective 16 - Not Met**

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

**Objective 17 – Not Met**

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

**Other Observations**

The Teen Center 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 art, fashion design, and cosmetology; and develop friendships and

relationships in a welcoming and nurturing environment. Parents were offered a multitude of 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 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 BGCL 21<sup>st</sup> CCLC program has established partnerships with **5** 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**

<b>Partnerships Supporting Sustainability</b>			
<b>Partner</b>	<b>Type</b>	<b>Financial Support</b>	<b>In-Kind Support</b>
Buffalo Wild Wings	Goods/Materials	\$500	N/A
King’s Hawaiian	Goods/Materials	\$500	N/A
Long Horn’s	Good/Materials	\$300	N/A
Lowes	Good/Materials	\$600	N/A
Old Navy	Good/Materials	\$200	N/A

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 2017-2018 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, 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 databased 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 better plan for entering data (other than attendance) into Cayen on a timely basis.
- Provide participating students with more variety in enrichment opportunities.
- Objectives of similar subjects should be combined into one.

Respectfully submitted,  
Michael Bush