



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:** Boys & Girls Clubs of Lanier - Positive Place 1 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:	202	Number:	138	Number:	11	Number:	486
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	9	Number:	7	Number:	2	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	40	Number:	19	Number:	22	Number:	3		
Regular Attendees without scores who took standardized test						Number:	5		
Regular Attendees who did not take standardized test						Number:	49		
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:	40	Number:	19	Number:	22	Number:	3		
Regular Attendees without scores who took standardized test						Number:	5		
Regular Attendees who did not take standardized test						Number:	49		
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”	
4	22	14	63	35	0	
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”	
4	18	13	71	32	0	
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	
116	99	11	87	11	104	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	
93	81	12	85	5	89	2
<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			
110	33	47	39	50		
<b>6. Partners</b>						
Number of Partners	Total Amount of Contributions					
5	\$2,157.00					

**Positive Place 1 Success Academy  
(Enota/New Holland)  
Boys and Girls Clubs of Lanier  
21<sup>st</sup> Century Community Learning Center Evaluation  
2017-2018 (Year 3)**

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

**Date Submitted: June 22, 2018**

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## **Overview and History**

The Positive Place Success Academy 1 (Enota) of the Boys and Girls Clubs of Lanier (BGCL) 21<sup>st</sup> Century program is held in Gainesville, Georgia at the New Holland Core Knowledge Academy campus. The current program began through a Georgia Department of Education grant awarded in 2014. The program aims to serve K-5<sup>th</sup> grade students at Enota Multiple Intelligences Academy and New Holland Core Knowledge Academy 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, Kung Fu, keyboarding, chess, tennis, photography, and ballet. 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-Hispanic population, including a large percentage of English language learners. SheTeriha Lewis serves as the new Program Director, with Qymanne Brawner serving as the Unit Director. Amy Buffington is the Lead Teacher, and Latysa Gaither is the Data Specialist. The program is also supported by K-5<sup>th</sup> grade level Georgia certified teachers and day-school personnel, BGCL Youth Development Professionals (YDPs), and various other community volunteers.

## **Student Attendance and Enrollment**

The Positive Place Club 1 Success Academy of the Boys and Girls Clubs of Lanier Century Community Learning Center Program registered 202 students during 2017-2018. Of those 202 students, 138 were considered regular attendees because of attending 30 or more days. The

average daily attendance on site was 115 students per day. The average daily attendance of all students enrolled was 57%. The average daily attendance of regular attendees was 83%. 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>
202	138	115	57	83

*\*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 66 males, 72 females, 84 Black or Hispanic students, 4 English language learners, and 0 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>		
66	72	84	4	0

### **Program Operation**

The Positive Place Club 1 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 (486 participants). Table C describes the service time for the 2017-2018 program.

**Table C. Positive Place 21<sup>st</sup> Century Program Operation**

<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	174	3	15	540

**Quality of Staffing**

The Positive Place Club 1 Success Academy employed a total of 35 staff members that included 22 school-day teachers, 1 center administrator, 9 youth development professionals, and 3 other community members. Of the staff members, the Georgia Professional Standards Commission certified all content instructional personnel (22). 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 Positive Place Club 1 Success Academy of BGCL 21<sup>st</sup> CCLC leadership staff includes SheTeriha Lewis, Program Director, Qymane Brawner, Site Coordinator, Latysa Gaither, Data Specialist, and Amy Buffington, Lead Teacher. Amy Buffington is a Georgia teacher certified through the Professional Standards Commission (PSC), and Instructional Coach with Gainesville City Schools. 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 Positive Place Success Academy at BGCHC 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 Parent Coordinator 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. Positive Place One - 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
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	YDPs 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)

**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. 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**

<b>Objective Assessment</b>	
<b>Objective</b>	<b>Status</b>
<b>Objective 1:</b> 60% of students participating in the program will maintain an A or B, or improve their reading grades	<b>Met</b>
<b>Objective 2:</b> 60% of students participating in the program will maintain an A or B, or improve their math grades.	<b>Met</b>
<b>Objective 3:</b> 55% of participants will score “proficient” or “developing” in math on the required annual state level assessment.	<b>Not Met</b>
<b>Objective 4:</b> 55% of participants will score “proficient” or “developing” in reading/language arts on the required annual state level assessment.	<b>Not Met</b>
<b>Objective 5:</b> 60% of students participating in the program will demonstrate improvement in behavior.	<b>Met</b>
<b>Objective 6:</b> 60% of students participating in the program will demonstrate improvement in homework completion.	<b>Met</b>



<b>Objective 7:</b> 60% of students participating in the program will demonstrate improvement in class attendance and participation	<b>Met</b>
<b>Objective 8:</b> 35% of the parents/guardians will participate in family literacy/education activities.	<b>Met</b>
<b>Objective 9:</b> 35% of the parents/guardians will participate in activities that promote their child’s success in school	<b>Met</b>

**Objective 1: Met**

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

This objective was met because **62%** 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: Met**

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

This objective was met because **64%** 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)

**Objective 3: Not Met**

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

49% 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.

49% 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 **74%**, as indicated by day school teacher responses.

**Objective 6: Met**

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

This objective was met because **81%** of regularly attending students demonstrated improvement in homework completion. Assessment of Objective 6 was completed through survey analysis of day teachers (regular classroom teachers). The program supported these students by providing time and assistance for homework completion before returning them to their homes in the evening.

**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 indicated that **83%** of regularly attending members demonstrative improvement in class attendance and participation. Teachers have a unique perspective on student understanding based on a variety of observational and performance cues. Additionally, these very young students have a sense of doing better in school as a result of their involvement with the daily routine – listening, responding, completing tasks, etc. Student survey responses indicated **80%** perceive improvement.

**Objective 8: Met**

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

A review of the data indicated that **72%** of the parents of regularly attending students participated in literacy/education activities.

## **Objective 9: Met**

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

A review of the data indicated that **46%** of parents/guardians participated in activities that promoted their child's success in school.

## **Other Observations**

The Positive Place 1 (Enota) 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, Kung Fu, 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 (116):

- 89% “Strongly Agree” or “Somewhat Agree” they like the program.
- 93% “Strongly Agree” or “Somewhat Agree” they have made new friends through the 21<sup>st</sup> Century Program.
- 79% “Strongly Agree” or “Somewhat Agree” they feel better about themselves as a result of their participation in the 21<sup>st</sup> 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 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 G. Partnerships Supporting Sustainability**

Partnerships Supporting Sustainability			
Partner	Type	Financial Support	In-Kind Support
Gainesville Ballet Company	Programming/Activity Related Services	\$960	N/A
Home Depot	Goods and Materials	\$81	N/A
Little Caesar's Pizza	Goods and Materials	\$50	N/A
Red Lobster	Goods and Materials	\$106	N/A
Waffle House	Goods and Materials	\$960	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 significantly minimized in its scope of services 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 plan for entering data (other than attendance into Cayen on a timely basis.
- Provide participating students with more variety in enrichment opportunities.

## **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