



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



Georgia Department of Education 21st Century Community Learning Centers FY 19 Common Data Elements Form

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

Date: June 21, 2019

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:	154	Number:	110	Number:	38	Number:	347
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:	41	Number:	22	Number:	5	Number:	0		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	42		
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:	34	Number:	26	Number:	8	Number:	0		
Regular Attendees without scores who took standardized test						Number:	0		
Regular Attendees who did not take standardized test						Number:	42		
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 without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (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”	
24	17	13	36	17	3	
Identify if subgrantee utilized numeric (preferred) or letter grades			Standards Letter			
4B. Math – Regular Attendees						
Regular Attendees without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (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”	
46	16	19	21	8	0	
Identify if subgrantee utilized numeric (preferred) or letter grades			Standards Letter			
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	
42	31	5	27	8	33	5
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	
21	19	2	19	2	15	4
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			
50	20	16	35	8		
6. Partners						
Number of Partners	Total Amount of Contributions					
4	\$66,600.00					

Fair Street Success Academy

**Boys and Girls Clubs of Lanier 21st Century Community
Learning Center Evaluation**

2018-2019 (Year 5)

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

Date Submitted: June 20, 2019

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Overview and History

The Fair Street Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program is operated in Gainesville, Georgia at the Fair Street Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2014. It targets K-5 students at Fair Street Elementary School 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 and mathematics, STEM activities, enrichment, and family involvement. 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 creative implementation of instruction by Georgia certified teachers. Enrichment activities during the program included visual and performing arts activities and physical education/recreation activities, including choir, dance, keyboarding, cosmetology, and culinary arts. The family engagement program was composed of a variety of opportunities including English classes, Financial Peace University, CPR/first aid training, access to technology, health/wellness education, curriculum nights, and various holiday celebrations.

The program targets a largely Hispanic and African-American population, including English language learners of both parents and students. SheTeriha Lewis serves as the Program Director; Dominique Allen is the Site Coordinator; Charlene Williams is the Lead Teacher; and Kyna Love is the Data Specialist. The program is also supported by K-5 grade level Georgia certified teachers, BGCL Youth Development Professionals (YDPs), paraprofessionals, and community volunteers.

Student Attendance and Enrollment

The Fair Street Success Academy of the Boys and Girls Clubs of Lanier registered 154 students during 2018-2019. Of those 154 students, 110 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 84 students per day. The average daily attendance of all students enrolled was 55%. The average daily

attendance of regular attendees was 76%. 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
154	110	84	55%	76%

**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 55 males, 55 females, 87 Black students, 3 noted English language learners, and 12 students with disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Hispanic/Black		
55	55	27/87	3	12

Program Operation

The Fair Street Success Academy began the after-school program August 8, 2018 and ended it for the 2018-2019 school year on May 24, 2019. The after-school program began at 2:30 p.m. and ended at 5:30 p.m. Monday through Friday each week. The program was composed of a daily after school nutritional snack time, Power Hour (homework assistance), mathematics, science and reading extended learning, and enrichment activities including visual arts, dance, and cosmetology. The 21st Century Program included the family engagement component that provided for parent literacy/education activities and family involvement/enrichment activities (236 participants). Table C describes the service time for the 2018-2019 program.

Table C. BGCHC Lyman Hall 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 44 staff members that included 25 school-day teachers, 4 center administrators, and 15 youth development professionals. Of the staff members, content instructional personnel (25) 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 for enrichment activities, and 10:1 for academic activities, satisfying the guideline requirements.

The Fair Street of BGCL 21st CCLC leadership staff includes SheTeriha Lewis, Program Director, Dominique Allen, Site Coordinator, Kyna Love, 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 biannually for the same purpose. The Program Director and Data 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
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
Georgia ASYD Conference	YDPs, 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 five-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 1.1: 60% of students participating in the program will maintain an A or B, or improve their reading grades	Met
Objective 1.2: 60% of students participating in the program will maintain an A or B, or improve their math grades.	Met
Objective 1.3: 55% of participants will score “proficient” or “developing” in math on the required annual state level assessment.	Not Met
Objective 1.4: 55% of participants will score “proficient” or “developing” in reading/language arts on the required annual state level assessment.	Not Met
Objective 2.1: 60% of students participating in the program will demonstrate improvement in homework completion.	Met
Objective 2.2: 60% of students participating in the program will demonstrate improvement in behavior.	Met
Objective 2.3: 60% of students participating in the program will demonstrate improvement in class attendance and participation	Met
Objective 3.1: 35% of the parents/guardians will participate in family literacy/education activities.	Met
Objective 3.2: 35% of the parents/guardians will participate in activities that promote their child’s success in school	Met

Objective 1.1: 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 mathematics grades compared to Quarter 4 mathematics grades using the following scale:

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

Objective 1.2: Met

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

This objective was met because 61% of students in regular attendance math grades improved. Determination of success was based on Quarter 1 mathematics grades compared to Quarter 3 mathematics grades using the following scale:

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

Objective 1.3: Not Met

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

This objective was not met because only **50%** of regularly attending students scored proficient or developing in math on the Milestones state level assessment.

Objective 1.4: Not Met

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

This objective was not met because only **40%** of regularly attending students scored proficient or developing in reading/language arts on the Milestones state level assessment.

Objective 2.1: Met

75% of students participating in the program will demonstrate improvement in homework completion.

Two qualitative indicators day teacher surveys and participant surveys were evaluated in determining the success of the program related to Objective 6. The teachers reported **86%** perceived an improvement in behavior.

Objective 2.2: Met

75% of students participating in the program will demonstrate improvement in behavior.

This objective was met because improvement in homework completion was reported at **72%** for this group of respondents.

Objective 2.3: Met

75% 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. Survey responses indicated **81%** perceive improvement.

Objective 3.1: Met

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

51% of parents/guardians participated in family literacy/education activities.

Objective 3.2: 35% of the parents/guardians will participate in activities that promote their child's success in school.

89% 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 regular 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 various forms of arts education, physical fitness activities, and STEAM-based learning; and develop friendships and relationships with caring adults in a welcoming and nurturing environment. Parents were engaged in 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, technology use, etc.

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 21st CCLC program has established partnerships with **(4)** organizations, over the course of the 2018-2019 academic year. 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

Partner	Type	Financial Support
Latino Student Association	Service	\$ 200.00
St John Baptist Church	Goods	\$ 250.00
Gainesville City School	Goods	\$ 22,950.00
Fair Street	Service (Space)	\$ 43,200.00

As the 2018-2019 year is the fifth and final year in the current grant cycle, the Boys and Girls Clubs of Lanier has applied for a new 21st Century Community Learning Center funding cycle, to begin

in August 2019. BGCL will work to continue to expand existing partnerships with local organizations, collaborate with various other agencies, as well as, pursue new grants and local funding to maintain the program services for Club members and families. Project design has aided in the capacity of the Boys and Girls Clubs of Lanier to continue the project at reduced costs 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 service to students and the community.

Overall Recommendations

The 2018-2019 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, 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 an improved plan or a routine for securing data from the schools being served.
- Provide participating students with an increased variety in enrichment opportunities.
- Recruit, train, and retain staff to ensure ratio is met consistently.
- 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