



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 – Teen Center 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:	183	Number:	127	Number:	16	Number:	236
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	17	Number:	12	Number:	5	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	52	Number:	35	Number:	13	Number:	1		
Regular Attendees without scores who took standardized test							Number:	26	
Regular Attendees who did not take standardized test							Number:	0	
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:	47	Number:	42	Number:	10	Number:	5		
Regular Attendees without scores who took standardized test							Number:	23	
Regular Attendees who did not take standardized test							Number:	0	
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”	
31	25	32	21	5	13	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
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”	
34	15	26	23	6	23	
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	
36	20	5	23	6	29	2
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	
22	20	2	17	4	21	1
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			
104	40	27	44	23		
6. Partners						
Number of Partners	Total Amount of Contributions					
7	\$34,392.50					

Teen Center 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 Teen Center Success Academy of the Boys and Girls Clubs of Lanier (BGCL) 21st Century program is held in Gainesville, Georgia adjoining the Fair Street Elementary School campus.

The current program began through a Georgia Department of Education grant awarded in 2014. It targets 6-12 grade 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 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 fine arts, physical education/recreation, and technology. The parent program was composed of a variety of opportunities including parenting, technology, Zumba fitness, curriculum night, and holiday celebrations.

The program targets a predominately African American population. SheTeriha Lewis serves as the program director, Antoine Nealey is the site coordinator, Shannon McGonigal is the lead teacher, and Kyna Love is the data specialist. The program is also supported by 6-12 grade level Georgia certified teachers, BGCL Youth Development Professionals (YDPs), and community volunteers.

Student Attendance and Enrollment

The Teen Center Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 183 students during 2018-2019. Of those 183 students, 127 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 71 students per day. The average daily attendance of all students enrolled was 39%. The average daily attendance of regular attendees was 56%. 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
183	127	71	39	56

**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 69 males, 58 females, 106 Black students, 11 Hispanic students, 0 English language learners, and 16 students with disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Black/Hispanic		
69	58	106/11	0	16

Program Operation

The Teen Center 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 4:00 p.m. and ended at 7:00 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 various enrichment activities and mentoring. The 21st Century Program included the parent/guardian component that provided family involvement/enrichment activities (236 participants). Table C describes the service time for the 2018-2019 program.

Table C. The Teen Center Success Academy 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	177	3	15	540

Quality of Staffing

The Teen Center Success Academy employed 34 staff members that included 17 school-day teachers, 4 center administrators, and 13 youth development professionals. Of the staff members,

content instructional personnel (17) 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 Teen Center 2 Success Academy of BGCL 21st CCLC leadership staff includes SheTeriha, Program Director, Antoine Nealey, Site Coordinator, Kyna Love, Data Specialist, and Shannon McGonagall, Lead Teacher. Shannon McGonigal is a Georgia teacher certified through the Professional Standards Commission (PSC). Shannon is the ELA lead for 6th grade at Gainesville Middle School. 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 for the same purpose. The Program Coordinator and Site Coordinator 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. Walter’s Club 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
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	All Staff	8.5

Training- Policies, Procedures, Practices		
Georgia ASYD Conference (Columbus, GA)	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. 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
Objective 1.1: 55% of students will score “proficient” or “developing” in language arts on annual state level assessments, grades 6-8	Not Met
Objective 1.2: 60% of students will maintain an A or B, or improve language arts grades.	Not Met
Objective 1.3: 60% of students will maintain an A or B, or improve science grades.	Not Met
Objective 1.4: 60% of students will be promoted on time.	Met
Objective 1.5: 60% of students will improve homework completion.	Met
Objective 1.6: 55% of students will score “proficient” or “developing” in math on annual state level assessments, grades 6-8	Met
Objective 1.7: 60% of students will maintain an A or B, or improve social studies grades.	Met
Objective 1.8: 60% of students will maintain an A or B, or improve math grades.	Not Met
Objective 2.1: 60% of students participating in the program will increase attendance.	Met
Objective 2.1: 60% of students participating in the program will improve their class participation.	Met
Objective 2.3: 60% of students participating in the program will have no behavior referrals.	Not Met
Objective 2.4: 60% of students participating in the program will not have an initial or repeat involvement with the Juvenile Justice System.	Met
Objective 3.1: 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.	Met

Objective 3.2: 60% of the students will develop knowledge/strategies for SAT/ACT testing, grades 9-12.	Met
Objective 3.3: 60% of students will develop key context skills and awareness of college/career readiness including college types, admissions, affordability – grades 9-12	Met
Objective 4.1: 35% of the parents/guardians will participate in family literacy/education activities.	Met
Objective 4.2: 35% of the parents/guardians will participate in activities that promote their child’s success in school	Met

Objective 1.1 – Not Met

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

This objective was not met because only **47%** of students regularly attending students scored proficient or developing on the Milestones Standardized test

Objective 1.2 – Not Met

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

This objective was met because **57%** of regularly attending students maintained an A or B, or improved their language arts grades.

Objective 1.3 – Not Met

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

This objective was not met because only **53%** of regularly attending students maintained an A or B, or improved their science grades.

Objective 1.4 – Met

60% of students will be promoted on time.

This objective was met because **98%** of students were promoted to the next grade on time.

Objective 1.5 – Met

60% of students will improve homework completion.

Assessment of Objective 5 was completed through survey analysis of day teachers (regular classroom teachers), parents, and participant’s responses to the indicator declaring that the program is helping with homework completion. Improvement in homework completion was reported at **64%** for this group of respondents. The program supported these students by

providing time and assistance for homework completion before returning them to their homes in the evening.

Objective 1.6- Met

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

This objective was met because **55%** of students regularly attending students scored proficient or developing on the Milestones Standardized test.

Objective 1.7 – Met

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

This objective was not met because only **65%** of regularly attending students maintained an A or B, or improved their social studies grades.

Objective 1.8 – Not Met

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

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

Objective 2.1 – Met

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

A review of teacher surveys demonstrated that **60%** of students participating in the program increased their attendance, as indicated by teacher surveys.

Objective 2.2 – Met

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

A review of the student and teacher surveys demonstrated that **62%** of students participating in the program improved their class participation.

Objective 2.3 – Not Met

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

A review of student data throughout the school year indicated that 46 regularly attending students received at least (1) behavioral referral. Fifteen of those students received only one referral. This means that only **47%** of regularly attending members had (0) behavioral referrals.

Objective 2.4 – Met

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

A review of the data throughout the school year indicated that only 1 student had repeat involvement with the Juvenile Justice System. This means that **99%** of regularly attending members had either no involvement, or no repeat involvement, with the Juvenile Justice System.

Objective 3.1 – 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.

66% of regularly attending members participated in regular Career Launch sessions to enhance their time management and study skills, goal-setting abilities, and begin career path exploration during the academic year.

Objective 3.2 – Met

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

Students grades 9 – 12 attended an 8 week career readiness session which highlighted SAT/ACT test taking skills. **69%** demonstrated increased knowledge of SAT/ACT preparation skills.

Objective 3.3 – Met

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

95% of regularly attending members, grades 9-12, increased their knowledge and awareness of college/career readiness. These students also visited various colleges and universities as a part of the program. Campus tours included: Spelman College, Brenau University, Morehouse College, Clark Atlanta University, University of North Georgia, and Columbus State University to name a few.

Objective 4.1 - Met

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

36% of parents/guardians participated in family literacy/education activities.

Objective 4.2 – Met

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

41% of parents/guardians participated in activities that promoted their child's success in school.

Other Observations

The Teen Center 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, mathematics, science, and social studies; and develop friendships and relationships with caring adults and mentors in a welcoming and nurturing environment. Parents were engaged in a multitude of opportunities as well, including health/wellness expositions, parenting to teens classes, opportunities for mentoring, literacy and curriculum nights, and various holiday celebrations.

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 academic, career readiness, and leadership 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 7 organizations over the course of the 2018-2019 school 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
District 2 Public Health	Service	\$ 217.50
Shaun Banks	Service	\$ 25.00
BB&T	Goods	\$ 1,000.00
Old Navy	Goods	\$ 1,000.00
Gainesville City Schools	Goods	\$ 17,550.00
Hi-Def Barbershop	Service	\$ 200.00
Gainesville MS	Service (Space)	\$ 14,400.00

As the 2018-2019 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 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 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, and student-staff ratio).

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

- Monitor classroom enrichment 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, especially for Gainesville High School.
- 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.
- Collaborate with Gainesville High School to recruit students and tutorial staff.

Respectfully submitted,
Michael Bush