



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

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



Subgrantee: Boys & Girls Clubs of Lanier -Tadmire Success Academy	Date: 6/17/2021
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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: 55	Number: 77	Number: 64	Number: 2	Number: 14

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 10	Number: 5	Number: 4	Number: 1

3. Standardized Testing

3A. English Language Arts – Regular Attendees Achievement Levels

Beginning	Developing	Proficient	Distinguished
Number: 0	Number: 0	Number: 0	Number: 0
Regular Attendees without scores who took standardized test			Number: 64
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: 0	Number: 0	Number: 0	Number: 0
Regular Attendees without scores who took standardized test			Number: 64
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 <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"
3	17	12	17	14	1
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric/Standards		

4B. Math – Regular Attendees

Regular Attendees without 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"
4	10	10	20	18	2
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric/Standards		

5. Surveys

5A. Student Surveys

Behavior	Homework Completion	Satisfaction
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Number of Student Surveys Completed	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	
56	37	13	42	7	46	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	
56	56	0	55	1	56	0

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	
65	16	25	28	24

6. Partners

Number of Partners	Total Amount of Contributions
0	\$ -

Tadmore Success Academy

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

2020-2021 (Year 4)

SheTeriha Lewis-Hartley, Program Director

Michael Bush, Evaluator

Pioneer Regional Educational Service Agency (RESA)

Date Submitted: June 21, 2021

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Overview and History

The Tadmore Success Academy of the Boys & Girls Clubs of Lanier (BGCL) operates in Gainesville, Georgia at Tadmore Elementary School. The Boys & Girls Clubs of Lanier is a subgrantee of the Nita M. Lowey 21st Century Community Learning Centers grant, and is a member of the FY18 cohort. The program serves K-5 students of the Hall County School District through both a summer and 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, STEAM activities, various enrichments, and family engagement. Throughout the course of the program year, academic and enrichment instruction were delivered, by certified and/or trained personnel, which complemented the traditional school activities and allowed for both academic and personal growth. Reading and mathematics instruction occurs through creative implementation of instruction by Georgia certified teachers supplemented with the instructional support of various other qualified school personnel. The parent program was composed of a variety of opportunities including mental health awareness issues, literacy-based curriculum nights, and a variety of milestone celebrations.

The program targets a population that includes a large minority base. Many of the members also come from households that are considered to be economically disadvantaged. The program is a partnership between Hall County School District and Tadmore Elementary School. The program is supported by Georgia certified teachers, BGCL Youth Development Professionals (YDPs), and community volunteers.

Student Attendance and Enrollment

The Tadmore Success Academy of the Boys and Girls Clubs of Lanier 21st Century Community Learning Center Program registered 111 students during the 2020-2021 program year. Of those 77 students, 64 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 48 students per day. The average daily attendance of all students enrolled was 62%. The average daily attendance of regular attendees was 75%. 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
77	64	48	62	75

**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 51 males, 26 females, 61 Hispanic students, 8 White students, 3 English language learners, and 9 students with noted disabilities.

Table B. Regularly Attending Student Demographics

Participant Demographics				
Gender		Ethnicity	EL	SWD
Male	Female	Hispanic/White		
51	26	61/8	3	9

Program Operation

The Tadmore Success Academy began the after-school program year on August 24, 2020 and operated through May 21, 2021. The typical after-school program day began at 2:30 p.m. and ended at 6:00 p.m. Mondays through Fridays each week. The program was composed of an after school nutritional snack time, homework assistance, mathematics and reading extended learning, and various enrichment activities. The Tadmore Success Academy included the parent/guardian component that provided for parent literacy/education activities and family involvement/enrichment activities throughout the year (14 participants). Table C describes the service time for the 2020-2021 program.

Table C. Tadmore - Program Operation

Student Participant Program Operation					
Days Per Week	Total Weeks	Total Days	Hours Per Day	Hours per Week	Total Hours
5	36	164	3.5	17.5	574

Quality of Staffing

The Tadmore Success Academy employed 15 staff members that included seven school-day teachers, three center administrators, and five youth development professionals. Of the staff members, many content instructional personnel 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 typically 9:1 for academic programs and 13:1 for enrichment activities, satisfying the guideline requirements.

The Tadmore Success Academy of BGCL leadership team included SheTeriha Lewis-Hartley, Program Director, Lori Dague, Site Coordinator, Sonia Cardoso, Data Specialist, and Judith Mancuso, Lead Teacher. Judith Mancuso is the current Assistant Principal at Tadmore Elementary School, who is 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. The Tadmore 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. Table D describes professional learning provided for all staff.

Table D. Tadmore Success Academy - Professional Learning

Training Name	Positions required	Training Hours
New Hire Onboarding	All New Hires	4
CPR/First Aid	All Positions	4
Mandated Reporting	All Positions	2
Positive Behavior Guidance	All Positions	2
Classroom Management	All Positions	3
Working With Students With Special Needs	All Positions	2
Afterschool/Summer Orientations: Goals and Objectives	All Positions	3
BGCA Curriculum - Programs Training	Youth Development Professionals, Site Coordinators, Parent Coordinators	16
Outcome Measurement: Data Reporting	Data Specialists	4
COVID – 19 Operations, Safety Training, Crisis Management	All Positions	8

Objective Assessment

Objective assessment occurred through a variety of analyses as defined by the 21st Century grant application and amendments for the duration of the 5-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: 55% of students participating in the program will improve their reading performance, as indicated by appropriate universal screeners.	Met
Objective 1.2: 55% of students participating in the program will improve their mathematics performance, as indicated by appropriate universal screeners.	Met
Objective 1.3: 55% of students participating in the program improve their knowledge and understanding of mathematical and scientific concepts and their applications.	Not Assessed
Objective 2.1: 55% of participants will demonstrate improvement in homework completion.	Met
Objective 2.2: 55% of students participating in the program will demonstrate improvement in classroom behavior.	Met
Objective 2.3: 55% of students participating in the program will demonstrate improvement in class attendance and participation.	Met
Objective 3.1: 35% of parents/guardians will participate in family literacy and education activities.	Not Met
Objective 3.2: 35% of parents/guardians will participate in activities that promote their child's success in school.	Not Met
Objective 3.3: 35% of parents will develop a basic family budget.	Not Met
Objective 3.4: 35% of the parents/guardians will develop plans which demonstrate the use of everyday items to teach reading/math to their children.	Not Met

Objective 1.1: **Met**

55% of students participating in the program will improve their reading performance, as indicated by appropriate universal screeners.

97% of students improved their reading performance.

Objective 1.2: **Met**

55% of students participating in the program will improve their mathematics performance, as indicated by appropriate universal screeners.

86% of students improved their mathematics performance.

Objective 1.3: **Not Assessed**

55% of students participating in the program improve their knowledge and understanding of mathematical and scientific concepts and their applications.

Members' knowledge of mathematical and scientific concepts were not adequately assessed during the program year.

Objective 2.1: **Met**

55% of participants will demonstrate improvement in homework completion.

80% of students demonstrated improved in homework completion.

Objective 2.2: **Met**

55% of students participating in the program will demonstrate improvement in classroom behavior.

63% of students improved class attendance and participation.

Objective 2.3: **Met**

55% of students participating in the program will demonstrate improvement in class attendance and participation.

78% of students improved class attendance and participation.

Objective 3.1: **Not Met**

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

0% of parents participated in family literacy and education activities.

Objective 3.2: **Not Met**

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

33% of parents demonstrated increased involvement.

Objective 3.3: **Not Met**

35% of parents will develop a basic family budget.

0% of parents participated in family literacy and education activities.

Objective 3.4: **Not Met**

35% of the parents/guardians will develop plans which demonstrate the use of everyday items to teach reading/math to their children.

0% of parents demonstrated increased involvement.

Other Observations

The Tadmore 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 various arts activities, and develop friendships and relationships in a welcoming and nurturing environment.

Student Responses (56):

- 82% “Strongly Agree” or “Somewhat Agree” they like the program.
- 82% “Strongly Agree” or “Somewhat Agree” they have made new friends through the 21st Century Program.
- 71% “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, trained college students and community members, who make each members 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 did not establish partnerships with various entities during year four of this grant cycle. This is mainly due to various COVID-19 restrictions of the school campus where the program is hosted. The Tadmore Success Academy will look to re-establish partnerships in the upcoming program year. When funding is no longer available, the Boys and

Girls Clubs of Lanier will continue to collaborate 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 Nita M. Lowey 21st CCLC grant, the program would be minimized in its service to students and the community.

Overall Recommendations

The 2020-2021 implementation of the BGCL Tadmore Success Academy 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.
- Provide participating students with more variety in enrichment opportunities.
- Finalize a plan for hybrid program operation to ensure a seamless transition when necessary, to avoid any delay in services.
- Offer additional, more frequent opportunities for educational parent engagement activities.
- Seek out innovative opportunities for partnership with various community agencies in order to provide additional program services for Club youth and their families.

Respectfully submitted,
Michael Bush