



Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Ensuring Georgia's Future"

Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers Program  
FY 24 Common Data Elements Form



<b>Subgrantee:</b> Boys of Girls Clubs of Lanier Inc. - Teen Center Success Academy	<b>Date:</b> 6/19/2024
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1. Attendance									
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour		# of Students Attending ≥ 30 days or 90 hours)		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending	
Number:	85	Number:	166	Number:	128	Number:	2	Number:	74

2. Objectives							
Total Objectives		Met		Not Met		Other	
Number:	10	Number:	1	Number:	7	Number:	2

3. GTID	
Number of Student GTIDs Reported in Transact/Cayen	34

**4. Report Card Grades**

4A. English Language Arts									
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester ELA Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2 <sup>nd</sup> Semester ELA Grade			
	Number	A	B	C		D or F	Number	A	B
53	3	27	11	11	52	10	18	16	10
Identify the preferred if it is not letter grades									

4B. Math									
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester Math Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2 <sup>nd</sup> Semester Math Grade			
	Number	A	B	C		D or F	Number	A	B
45	7	16	16	12	43	8	23	14	8
Identify the preferred if it is not letter grades									

**5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5**

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	Not Measured	%	Not Measured	%	Not Measured	%	Not Measured	%	Not Measured
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	Not Measured	%	Not Measured	%	Not Measured	%	Not Measured	%	Not Measured
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	Not Measured	%	Not Measured	%	Not Measured	%	Not Measured	%	Not Measured
	0									

6. Partners	
Number of Partners	Total Amount of Contributions
0	0

**Teen Center Success Academy**  
**Boys and Girls Clubs of Lanier 21<sup>st</sup> Century Community**  
**Learning Center Evaluation**

**2023-2024 School Year**

**Jacqueline Gonzalez, Program Director**

**Dr. Jason Kaup, External Evaluator**  
**Pioneer Regional Educational Service Agency (RESA)**

**Date Submitted: June 21, 2024**

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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 is held in Gainesville, Georgia at the BGCL site adjoining the Fair Street Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2019. It targets 6-12 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, Mathematics, Homework Completion, Student Behavior, Student Attendance, College and Career Readiness, Financial Literacy, and Family involvement in program activities. 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 the creative implementation of instruction by Georgia-certified teachers supplemented with the instructional support of resources such as technology-based software. Enrichment activities during the program included graphic design, dance, jewelry making, and cosmetology.

The program targets a predominately African American population. Jacqueline Gonzalez serves as the program director, Derrick Caldwell is the site coordinator, Iris Butts is the lead teacher, and Ashley Smith 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 21<sup>st</sup> Century Community Learning Center Program registered 200 students during 2023-2024. Of those 200 students, 128 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 81 students per day. The average daily attendance of all students enrolled was 64%. The average daily attendance of regular attendees was 63%. 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>
200	128	81	64	63

*\*Data collected from TransACT reports*

Table B describes the demographics of the registered students attending at least one day. These students were comprised of 65 males, 101 females, 106 Black students, 31 Hispanic students, 8 White students, 21 Other students, 0 English language learners, and 30 students with disabilities.

**Table B. Registered Student Demographics (attending at least one day)**

<b>Participant Demographics</b>					
<b>Gender</b>		<b>Ethnicity</b>	<b>EL</b>	<b>SWD</b>	<b>Econ. Disadv.</b>
<b>Male</b>	<b>Female</b>	<b>Black/Hispanic/White/Other</b>			
65	101	106/31/8/21	0	30	152

**Program Operation**

The Teen Center Success Academy began the after-school program on August 8, 2023 and ended it for the 2023-2024 school year on May 22, 2024. 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, reading extended learning, and enrichment activities including graphic design, dance, jewelry making, and cosmetology. The 21<sup>st</sup> Century Program included the parent/guardian component that provided for family involvement/enrichment activities (61 participants) for 102 households. Table C describes the service time for the 2023-2024 program.

**Table C. The Teen Center Success Academy 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	178	3	15	534

### Quality of Staffing

The Teen Center Success Academy employed 19 staff members that included 10 school-day teachers, 3 center administrators, and 6 youth development professionals. Of the staff members, all 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 6.74:1, satisfying the guideline requirements.

The Teen Center 2 Success Academy of BGCL 21<sup>st</sup> CCLC leadership staff includes Jacqueline Gonzalez, Program Director; Derrick Caldwell, Site Coordinator; Ashley Smith, Data Specialist; and Iris Butts, Lead Teacher. Iris Butts is a Georgia teacher 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 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. Table D describes professional learning provided for all staff.

**Table D. Teen Center - 21<sup>st</sup> Century Staff Professional Learning**

Training Name	Positions required	Training Hours
New Hire Onboarding	All New Hires	5
CPR/First Aid	All Positions	2
Mandated Reporting	All Positions	1
Positive Behavior Guidance	All Positions	2
Classroom Management	All Positions	2
Working with Students with Special Needs	All Positions	
Afterschool/Summer Orientations: Goals and Objectives	All Positions	2
BGCA Curriculum - Programs Training	Youth Development Professionals, Site Coordinators, Parent Coordinators	10
Outcome Measurement: Data Reporting	Data Specialists	4
COVID – 19 Operations, Safety Training, Crisis Management	All Positions	3.83

## 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. For the 2023-2024 school year, the objectives were organized around 4 program goals:

Goal 1: Success Academy students will improve their academic performances.

Goal 2: Success Academy students will improve their classroom behavior.

Goal 3: Success Academy parents/guardians will increase involvement in literacy improvement services and participation in students' educational process.

Goal 4: Success Academy students will improve their college and career readiness skills.

A summary table, E, provides a quick review of annual progress on the program's defined goals and associated objectives with a descriptive analysis following.

## Objective Assessment Summary Table

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

Objective Assessment	
Objective	Status
Goal 1, Objective 1: 60% of regularly participating students (attending the program 30 days or more) will improve their ELA/reading performance.	Not Met
Goal 1, Objective 2: 60% of regularly participating students (attending the program 30 days or more) will improve their mathematics performance.	Not Met
Goal 1, Objective 3: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion.	Not Met
Goal 2, Objective 1: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in behavior.	Not Measured
Goal 2, Objective 2: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation.	Not Measured
Goal 2, Objective 3: 60% of regularly participating students (attending the program 30 days or more) will not have an initial or repeat involvement with the Juvenile Justice System.	Met
Goal 3, Objective 1: 50% of the parents/guardians will participate in two or more family literacy and education activities.	Not Met

Goal 3, Objective 2: 50% of parents/guardians will demonstrate increased involvement and communication with their child's teacher and/or school staff by the end of the school year.	Not Met
Goal 4, Objective 1: 70% of students participating in Career Launch and Money Matters will demonstrate increased knowledge of essential college and career readiness skills, including time management, goal setting, career exploration, financial literacy, and study skills.	Not Met
Goal 4, Objective 2: 70% of regularly participating students (attending the program 30 days or more) will develop key context skills and awareness of college/career readiness including participation in college tours, and demonstrate increased knowledge of college types, admissions requirements, and financial aid/affordability – grades 9-12.	Not Met

Goal 1, Objective 1: **Not Met**

60% of regularly participating students (attending the program 30 days or more) will improve their ELA/reading performance.

**43% (-17% of goal) of student improved their reading performance.**

Goal 1, Objective 2: **Not Met**

60% of regularly participating students (attending the program 30 days or more) will improve their mathematics performance.

**52% (-8% of goal) of students improved their mathematics grades.**

Goal 1, Objective 3: **Not Met**

65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion.

**58% (-7% of goal) of students improved their homework completion.**

Goal 2, Objective 1: **Not Measured**

65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in behavior.

**Member progress in classroom behavior was not included in the teacher survey for the 2023-2024 school year, and therefore was not measured.**



Goal 2, Objective 2: **Not Measured**

65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation.

**Data was unavailable to measure this objective**

Goal 2, Objective 3: **Met**

60% of regularly participating students (attending the program 30 days or more) will not have an initial or repeat involvement with the Juvenile Justice System.

**100% (+40% of goal) of students had no initial or repeat involvement with the Juvenile Justice System.**

Goal 3, Objective 1: **Not Met**

50% of the parents/guardians will participate in two or more family literacy and education activities.

**29% (-21% of goal) of parents/guardians participated in family literacy and education activities.**

Goal 3, Objective 2: **Not Met**

50% of parents/guardians will demonstrate increased involvement and communication with their child's teacher and/or school staff by the end of the school year.

**30% (-20% of goal) of parents/guardians demonstrated an increased involvement and communication with their child's teacher and/or staff by the end of the school year.**

Goal 4, Objective 1: **Not Met**

70% of students participating in Career Launch and Money Matters will demonstrate increased knowledge of essential college and career readiness skills, including time management, goal setting, career exploration, financial literacy, and study skills.

**32% (-28% of goal) demonstrated increased knowledge of essential college/career readiness skills.**

Goal 4 Objective 2: **Not Met**

70% of regularly participating students (attending the program 30 days or more) will develop key context skills and awareness of college/career readiness including participation in college tours, and demonstrate increased knowledge of college types, admissions requirements, and financial aid/affordability – grades 9-12.

**30% (-30% of goal) of students participated in college tours and demonstrated increased knowledge of college types, admission requirements, and financial aid/affordability.**

### **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 graphic design, dance, jewelry making, cosmetology; and develop friendships and relationships in a welcoming, safe, and nurturing environment. Parents were offered 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 enrichment 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 BCGL 21<sup>st</sup> CCLC program continues to work on establishing community partnerships that will produce contributions to the program. 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 2023-2024 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 safety and success. Progress has been made by meeting the grant requirements (participation, hours per week and weeks per year, quality staff, and student-staff ratio). During the monthly visits and in conversation with students the External Evaluator was able to hear students comment on the benefits of their participation in the Teen Center Success Academy 21<sup>st</sup> Century Community Learning Center. Students offered statements such as, “We have an opportunity to be a good example for the kids (Fair Street participants) and the Boys and Girls Club” and “We learn things that help us get jobs (student was practicing cosmetology).” The relationships built with caring adults contribute to student success, confidence, and safety both at the Teen Center and in the community.

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

- Offer specific support to identified Special Education students who are participating at the site.
- Continue to refine the transition processes for efficiency through the use of prevention practices and proactive instructions to students about what to do as they begin their next segment of the daily schedule.
- Communicate the program objective to YDPs, tutors, and students and create opportunities for students to self-monitor progress toward the program/site objectives.

The evaluator thanks Ms. Jacqueline Gonzalez, program director, and her staff for allowing unfettered access to the BGCL sites and program activities allowing for a comprehensive view of the program for the evaluation process.

Respectfully submitted,

Jason D. Kaup, PhD  
External Evaluator  
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