



**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. - Walters Club Success Academy	<b>Date:</b> 6/19/24
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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: 122	Number: 115	Number: 15	Number: 705		

2. Objectives			
Total Objectives	Met	Not Met	Other
Number: 7	Number: 4	Number: 2	Number: 1

3. GTID	
Number of Student GTIDs Reported in Transact/Cayen	122

**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 2nd Semester ELA Grade				
	Number	A	B	C		D or F	Number	A	B	C
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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 2nd Semester Math Grade				
	Number	A	B	C		D or F	Number	A	B	C
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	
	%	2	%	12	%	36	%	27	%	23
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	4	%	15	%	13	%	38	%	30
Survey Question #3: Demonstrates a motivation to learn?										
Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
84	%	1	%	14	%	15	%	40	%	29

6. Partners	
Number of Partners	Total Amount of Contributions
2	\$ 2,629.00

**Walters Club 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**

**Table of Contents**

Overview and History ..... 2

Student Attendance and Enrollment ..... 2

    Table A. Student Attendance and Enrollment ..... 3

    Table B. Regularly Attending Student Demographics ..... **Error! Bookmark not defined.**

Program Operation..... 3

    Table C. Walters Club 21<sup>st</sup> Century Program Operation..... 3

Quality of Staffing ..... 3

    Table D. All Staff Professional Learning ..... **Error! Bookmark not defined.**

Objective Assessment ..... 4

    Objective Assessment Summary Table..... 4

    Table E. Regularly Attending Students – Objective Assessment..... 5-6

Other Observations ..... 7

Progress Toward Sustainability ..... 7

Overall Recommendations..... 7

## **Overview and History**

The Walters Club Success Academy of the Boys and Girls Clubs of Lanier (BCGL) 21<sup>st</sup> Century program is held in Gainesville, Georgia in a stand-alone site adjoining the Lyman Hall Elementary School campus. The current program began through a Georgia Department of Education grant awarded in 2019. It targets K-5 students at Lyman Hall 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, homework completion, student behavior, student attendance, family literacy, 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 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 STEM, soccer, photography, and hosting holiday celebrations at the club.

The program targets a predominately-Hispanic population with a large percentage of English language learners. Jacqueline Gonzalez serves as the program coordinator, Arizaid Guzman is the site coordinator, Neusa Wendt is the lead teacher, and Elana Martin is the data specialist. The program is also supported by K-5 grade level Georgia certified teachers, BCGL Youth Development Professionals (YDPs), and community volunteers.

## **Student Attendance and Enrollment**

The Walters Club Success Academy of the Boys and Girls Clubs of Lanier 21<sup>st</sup> Century Community Learning Center Program registered 146 students during 2023-2024. Of those 146 students, 117 were considered regular attendees as a result of attending 30 or more days. The average daily attendance on site was 98 students per day. The average daily attendance of all students enrolled was 80%. The average daily attendance of regular attendees was 84%. 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
146	117	98	80%	84%

\*Data collected from TransACT Dashboard

Table B describes the demographics of the registered students attending at least one day. These students were composed of 62 males, 60 females, 120 Hispanic students, 2 White Students, 4 English language learners, and 9 students with disabilities.

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

Participant Demographics					
Gender		Ethnicity	EL	SWD	Econ. Disadv.
Male	Female	Black/Hispanic/White/Other			
62	60	0/120/2/0	3	9	120

### Program Operation

The Walters Club Success Academy began the after-school program August 5, 2023 and ended it for the 2023-2024 school year on May 24, 2024. 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 an after school nutritional snack time, homework assistance, mathematics and reading extended learning, and enrichment activities including STEM, soccer, and photography. The 21<sup>st</sup> Century Program included the parent/guardian component that provided for parent literacy/education activities (68 participants, 51 households) and family involvement/enrichment activities (100 participants, 51 households). Table C describes the service time for the 2023-2024 program.

**Table C. Walters Club 21<sup>st</sup> Century Program Operation**

Student Participant Program Operation					
Days Per Week	Total Weeks	Total Days	Hours Per Day	Hours per Week	Total Hours
5	36	180	3	15	540

### Quality of Staffing

The Walters Club Success Academy employed 22 staff members that included 13 school-day teachers, 3 center administrators, 6 youth development professionals. Of the staff members,

the Georgia Professional Standards Commission certified all content instructional personnel. The student to staff (school-day teachers plus youth development professionals) ratio among regularly attending students was 5.09:1, satisfying the guideline requirements.

The Walters Club of BCGL 21<sup>st</sup> CCLC leadership staff includes Jacqueline Gonzalez, Program Director, Arizaid Guzman, Site Coordinator, Elana Martin, Data Specialist, and Neusa Wendt, Lead Teacher. Neusa Wendt 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. Walters BCGL 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 the professional learning provided for all staff.

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

<b>Training Name</b>	<b>Positions required</b>	<b>Training Hours</b>
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 3 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.

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.	Met
Goal 1, Objective 3: 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion.	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.	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.	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.

**55% (-5% of goal) of students demonstrated improvement in reading performance**

Goal 1, Objective 2: **Met**

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

**68% (+8% of goal) of students demonstrated improvement in mathematics performance**

Goal 1, Objective 3: **Met**

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

**86% (+21% of goal) of students demonstrated improvement in 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: **Met**

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

**81% (+16% of goal) of students demonstrated improvement in class attendance and participation.**

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

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

**33% (-17% of goal) of parents/guardians participated in two or more family literacy and education activities.**

Goal 3, Objective 2: **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.

**61% (+11% of goal) of parents/guardians demonstrated increased involvement and communication with their child's teacher and/or school staff by the end of the school year.**



### **Other Observations**

The Walters Club at BCGL 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 STEM, soccer, photography, and hosting holiday celebrations; 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 family literacy and family/school engagement activities.

The BCGL 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 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 BCGL 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). 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 Walters Club 21<sup>st</sup> Century Community Learning Center. Students offered statements such as, “I like coming to the Boys and Girls Club because my teacher (YDP) always smiles at me and says, ‘hello’” and, “We get to do fun things at the Club!” Students appeared to be excited and engaged in the various activities and programs during the monthly visits to the Walters Club site.

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

- Dual language signage could be beneficial at this site. Students and staff were observed communicating in both English and Spanish during the site visits.
- Specific support for identified special education students who are participating in the afterschool program may be helpful.
- If the opportunity exists, adding additional instructional technology devices for students to supplement their instructional support may be beneficial.

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  
Pioneer RESA