

21st Century Community Learning Centers
Summative Evaluation Report
Boys & Girls Clubs of Greater Augusta
GREAT Futures Washington County
Grant Year 4
2022-2023



BOYS & GIRLS CLUBS
OF GREATER AUGUSTA

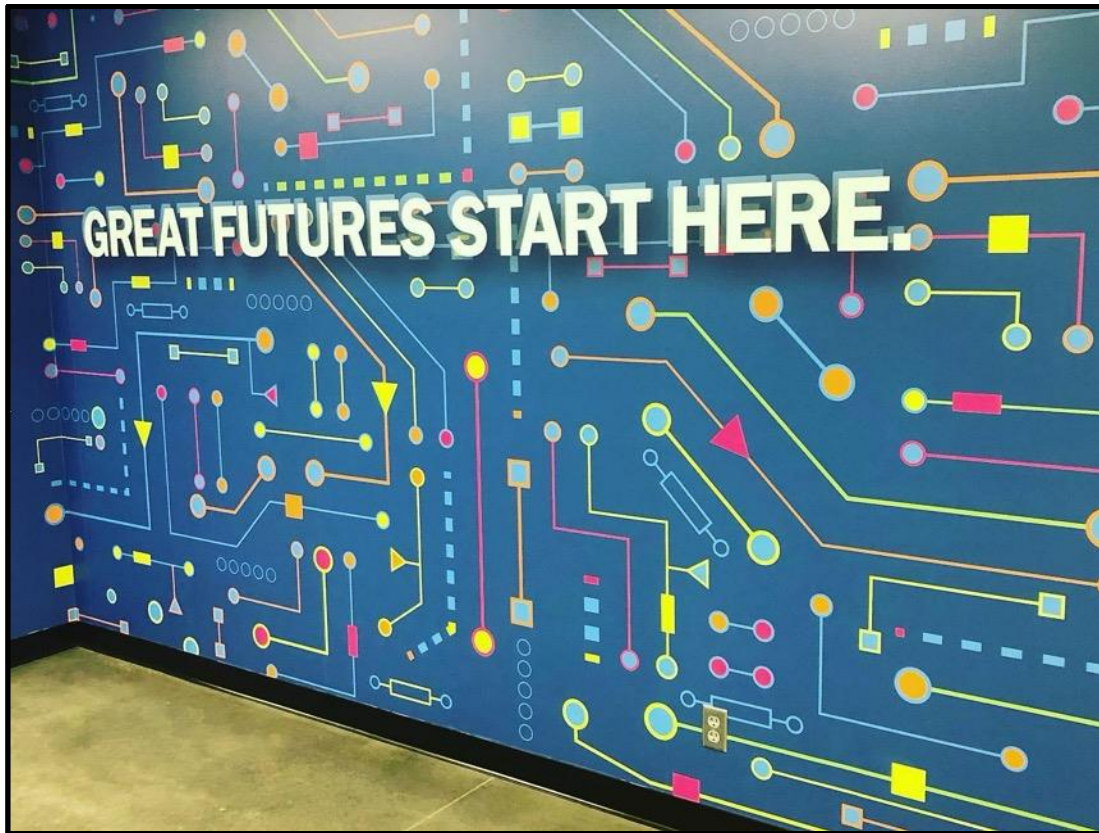
Boys & Girls Clubs of the Greater Augusta
Washington County
320 Riddleville Rd.
Sandersville, GA 31082



An Independent Evaluation

Prepared by Andra Syms
Submitted: June 20, 2023

Per US Department of Education Office of Elementary and Secondary Education's 21st Century Community Learning Centers Non-regulatory Guidance: Each grantee must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. This summative evaluation will be used to refine, improve, and strengthen the program and to refine the performance measures. This summative evaluation contains observational qualitative information, quantitative objective assessment, and recommendations for improvement.



21st Century Community Learning Centers Evaluation Report

Washington County



Executive Summary

Boys & Girls Clubs of Greater Augusta program provides a comprehensive youth development approach to improving academic achievement. Program components include daily homework help, individual and group tutoring, supplemental instruction, academic enrichment, career and entrepreneurial exploration, technology, economic literacy, youth leadership, character education, life skills, drug and alcohol prevention, pregnancy prevention, fitness and recreation, mentoring, the arts, and family involvement activities. The program partners with Ridge Road Primary, Ridge Road Elementary, TJ Elder Middle, and Washington County High School and targets 90 at-risk youth in grades Pre-K through 12th grade.

Overall Findings

Boys & Girls Clubs of Greater Augusta (BGCGA) implemented the 21st Community Learning Centers grant program as designed. The program director and BGCGA staff worked exceptionally well with principals and school day teachers at local schools to maintain a high quality program. This year the curriculum was updated to include more hands-on, relevant activities and programs. This includes a variety of hands-on STEM activities, Legos, K-NEX, and Robotics to name a few. There is also a Book of the Month program.

Overall, BGCGA successfully implemented two out of four academic achievement objectives, zero healthy lifestyles objectives, one out of three good character and citizenship objectives and zero of two parental involvement objectives. Overall, three objectives were met and eight objectives were not met.

Looking Forward

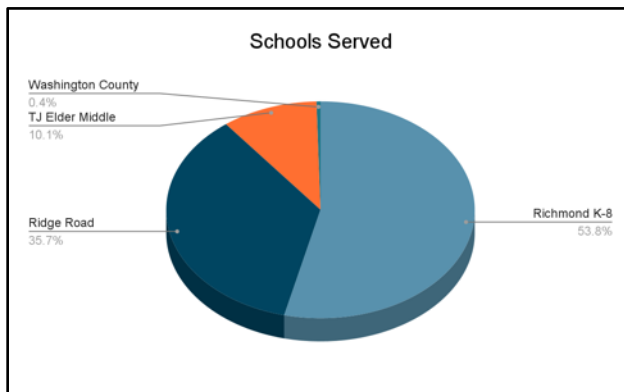
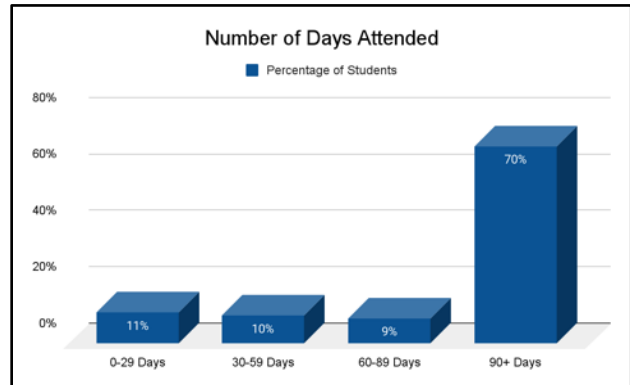
BGCGA is constantly working on a framework for the academic, healthy lifestyle, good character and citizenship, and parental involvement components. This framework is based on a continuous improvement model. Program delivery and staff training was continuously refined based on regular assessments that illuminated the needs of students and opportunities to strengthen the program. Moving forward the program director should continue to monitor and adjust the curriculum assigned to each goal/objective and communicate this to club directors and staff. BGCGA staff should continue to be trained on each curriculum and the correlation between the goal/objective and the curriculum should be clearly communicated. Programs that require a pre/post test should be closely monitored throughout the year. When a curriculum is completed, the staff teaching it should review the results of the pre and post test with the club director and the program director. It is important to pre-test new members as they enter the program as well as posttest the students (when applicable) who may leave throughout the year. In addition, the program director should continue to create a schedule of pre and post tests at the beginning of the year. These test dates should be shared with the club directors and the staff members administering the curriculums. BGCGA should also continuously monitor data, using the information to guide program needs. In addition, collaborating with parents and families encourages participation/volunteering and is necessary for the success of the students and should therefore be a priority.

Program Impact

78% of regularly attending participants maintained an A or B or improved their math grade.

85% of regularly attending participants maintained an A or B or improved their reading grade.

*More Participation
Equals
Greater Outcomes*
70% of Participants
attended 90+ Days!



*77% of students live with a single mother.
6% of students live with grandparent/guardian.
4% students live with a single father.
13% students live with both parents.*

What Students Are Saying!

“My favorite part is doing models and the robotics.” -5th grade male

“I come here to be with my friends and talk to people. I would be bored at home.” -3rd grade male

“This place makes a better experience in my life.” -11th grade male

“We’re learning to eat well, so we grow strong and we’ll have big muscles. I like learning about that so I can be healthy.” -3rd grade female

“I come here to be with my friends and talk to people. I would be bored at home.”-3rd grade male

“It’s so much fun. We play with Legos and get to read books.” -Kindergarten female

“We get to play outside and we play together. I like Tag.” -Kindergarten male

“I love the activities like making slime and cosmetology. We get to do hair and make-up and it’s really fun.” -5th grade female

What Parents Are Saying!

“The best part is they are learning to associate and get along with other children of all ages. They make friends and learn to act right.”- Parent of 4th grade male

“Oh, the homework help! I’m so thankful! Parent of a 4th grade female

“I like that she is still learning and doesn’t know it.”- Parent of 2nd grade female

What BGCGA Staff are Saying!

“My heart is here. It’s like a magnet! I just love being here around the little people.”

“We are like a family here. We care about each other and we care about the kids.”

“I love being a part of the great opportunities that the students get to experience.”

“It’s a good way to give back to the community. I grew up around here. It’s hard to make the right choices. I remember.”

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Introduction

Program History

Since 1951, Boys & Girls Clubs of Greater Augusta (BGCGA) has provided youth development programs. Over the last 71 years, the organization has grown from one site to ten sites. BGCGA is an autonomous organization governed by a local Board of Directors and affiliated with the Boys & Girls Clubs of America (BGCA), a national organization with almost 5,000 clubs that serve 3.6 million members across the United States, Puerto Rico, and military bases around the world.

In 2019, Consumer Reports named Boys & Girls Clubs of America one of the “Best Charities for Your Donations.” Charity Navigator has given BGCA a 4-star rating in each of the last five years.

The clubs provide a safe place for youth to learn, grow, and have fun. Club programs offer young people opportunities to build new skills and knowledge that raise each child’s belief that he or she can succeed. The programs constitute a clearly planned, systematic curriculum promoting development towards a successful, productive future. Ongoing relationships with caring adults and connections to new friends in a positive environment provide a sense of belonging, civility, and responsibility.



BGCGA has successfully administered 21st Century Community Learning Centers funded programs since 2009. The organization currently manages 6 separate grants targeting 570 youth and totalling \$1,851,451.00 in Federal 21st CCLC funding. This is the fourth year of the FY23 grant and the 8th year that BGCGA Washington County has received 21st CCLC program funding.

Program Overview

The purpose of Georgia's Title IV, Part B, 21st Century Community Learning Centers Program is to provide federal funds to establish or expand community learning centers that operate during out-of-school hours and have three specific purposes:

- To provide opportunities for academic enrichment and tutorial services
- To offer students a broad array of additional services, programs, and activities to reinforce and complement the regular academic program; and
- To offer families of 21st CCLC students opportunities for literacy and related educational development.

The Boys & Girls Clubs Great Futures program is a comprehensive after school and summer youth development program that is focused on improving academic achievement. The Great Futures program is designed as a comprehensive youth development program utilizing Boys & Girls Clubs programs with the addition of intensive academic support. Program components include daily homework help, individual and group tutoring, supplemental instruction, academic enrichment, career and entrepreneurial exploration, technology, economic literacy, youth leadership, character education, life skills, drug and alcohol prevention, pregnancy prevention, fitness and recreation, mentoring, the arts, and family involvement activities.

The Great Futures program also provides family involvement activities. Fun, educational field trips that are coordinated with academic topics are also a component of both the afterschool and summer programs. All activities are aligned to the Georgia Standards of Excellence, have evaluations demonstrating improved student achievement, and utilize evidence based practices.

The Great Futures Program meets the educational needs of at-risk students by assessing each student's academic strengths and weaknesses and developing a plan for improvement by collaborating with parents, regular school day teachers, and academic after school professionals. Certified teachers are responsible for implementing the instructional academic activities. The program addresses the core academic areas of Reading, Math, and Science using the following curricula: DIY Stem, Image Makers, Money Matters, SMART programming, and Triple Play. Multiple resources are utilized to ensure students' individual needs are met, to offer a variety of fun, experiential approaches, and to address the individual needs of the students. Multiple resources also allow integrated learning throughout the program areas.

Program Model

The challenges faced by children living in low-income neighborhoods are greater than ever. Persistent poverty and crime rates in these areas, combined with factors such as poorly-performing public schools, cuts in education funding, the increasing presence of gangs and their recruitment of younger and younger members create critical barriers to success and quality of life. BGCGA clubs are strategically positioned in the most at-risk neighborhoods affected by these factors. Significant evidence suggests that quality afterschool programming leads to positive outcomes such as higher academic achievement, increased graduation rates, and a lower occurrence of juvenile crimes.

BOYS & GIRLS CLUB VISION STATEMENT:

BGC believes that success is within reach of every child who walks through our doors. We believe that through providing a world-class club experience, we can ensure that all members will be on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.



Formula for Impact

BGCCA has adopted the Formula for Impact, a research based theory of change that describes how individual Clubs and the Movement as a whole can increase the impact exponentially of the young people of America.



Program Implementation

Student Attendance and Enrollment

BGCGA staff established attendance targets based on club size, days and hours of operation and historical attendance trends.

BGC Exceeded Student Enrollment Goal by 164%

Grant Enrollment Goal: 90 Students

Total Number Enrolled: 238 Students

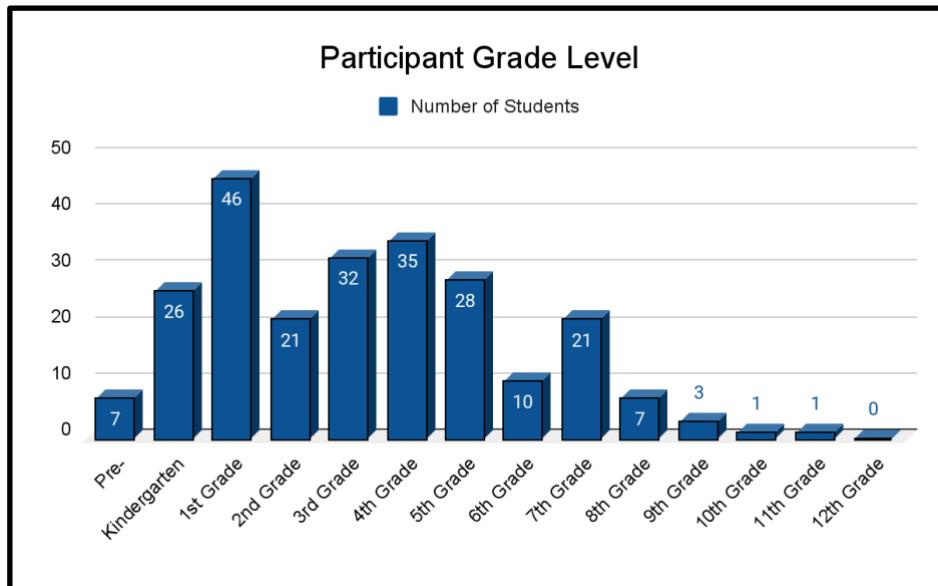
Participant Demographics

BGCGA Great Futures Washington County is located in Sandersville, Georgia.

- 92% of regularly attending students are African-American, 2% are White, and less than 1% identify as two or more races or other.
- The program serves 57% males and 43% females.



Participant Grade Level



Student Recruitment Strategies

BGCCA implemented a multi-tiered strategy for recruitment including outreach through communication with the schools, referral from school teachers, direct community outreach, and advertising.

- The club director met with the principals at the beginning of the year.
- The Executive Director and Program Director built a strong relationship with the Superintendent.
- The BGCCA held an information session at targeted schools for all eligible participants.
- The Club Director attended registration and or Open Houses at targeted schools.



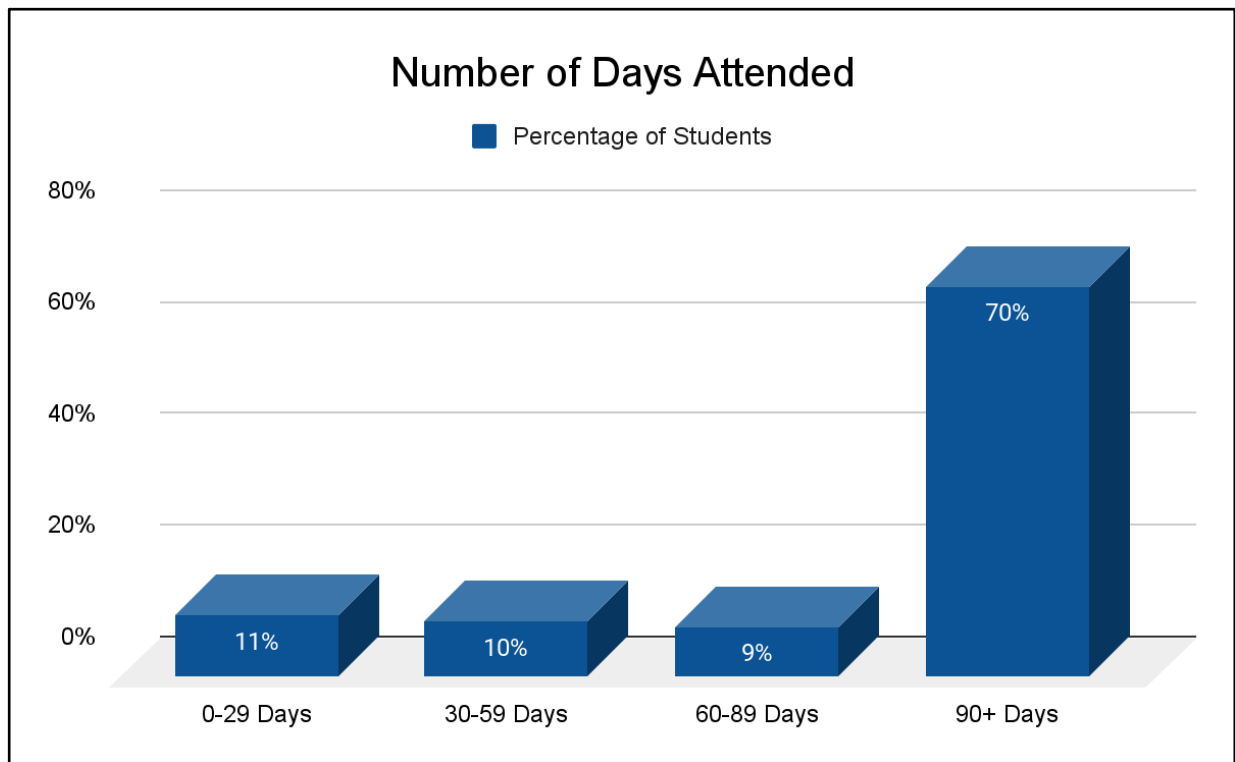
53% of
Participants
Attended
90+ Days

Student Recruitment

Research shows the amount of time youth spend at Clubs is a determining factor in the depth of impact the Club experience has on young lives. Specifically, a 2009 third-party study by Private/Public Ventures found that frequency of attendance is directly tied to the following positive changes for Club participants:

- Higher levels of community service involvement
- Decreased levels of aggression
- Increased school effort
- Increased academic confidence
- Lower likelihood of starting to carry a weapon, smoke marijuana, and have sexual intercourse

The greatest impact was noted for youth who attended the Club at least one time per week, and higher levels were evident among those who attended 104 or more times per year (twice per week). BGC GA experienced similar results with the Great Futures Program.



Retention Strategies

BGCGA believes the most effective retention strategy is to provide quality, interesting and fun programs by creating leadership opportunities for youth within the program, gathering and responding to youth interests, and employing adults who genuinely care and understand youth. BGCGA uses the five key components of youth development (a safe, positive environment, supportive relationships with caring adults, fun opportunities and expectations, and recognition), closely monitors attendance, and provides follow-up to also promote regular attendance.

Average Daily Attendance

Average daily attendance represents the average number of participants on a given day attending the program.

After School Program Dates: August 15, 2022 - May 24, 2023

21st CCLC Total Enrollment: 238
21st CCLC Enrollment Goal: 90
21st CCLC Average Daily Attendance: 119

Summer Program Dates: June 5, 2023 - 21, 2023

21st CCLC Total Enrollment: ***
21st CCLC Enrollment Goal: 90
21st CCLC Average Daily Attendance: **



Recommendations for Maintaining High 21st CCLC ADA include:

- Closely monitor attendance and ADA and follow up with individual students' families.
- Closely monitor attendance and waiting list to quickly move students from the waiting list into the program when spots become available.
- Enroll all target grade level students into the Great Futures program and fully execute the retention plan.

Program Operations

Hours of Operation

21st CCLC requires a minimum of 12 hours of operation weekly. The Great Futures Program operates a minimum of 15 hours per week for 38 weeks during the school year. A full day program is offered on most school holidays, intersession, and summer. The 7-week summer program offers adapted program components using a weekly thematic approach.

After School Program Hours of Operation

Monday - Friday 3:15 - 6:15 pm

Summer Program Hours of Operation

Monday - Friday 7:30 am - 5:30 pm

Quality of Staffing

The staff at BGCGA is composed of high quality individuals who strive to improve the education and lives of the students attending the Clubs. Certified teachers are used for the academic components of the program and the Family Liaison helps to address the parent participation goal.

Observations

The evaluation visits to the club site included interviews with club directors, staff, students, and parents as well as classroom/activity observations using a standard assessment form to assess program delivery and student engagement. The evaluator used the goals and objectives to guide observations and report strengths and weaknesses in the program. The observations were discussed with the club director and the program director.

Staff Demographics

Total # of Club Staff: 12

Club Director: 1

Certified Lead Teachers: 2

Family Liaison: 1

Enrichment Staff: 8

**Staff/Student Ratio
Enrichment: 1:15**

**Staff/Student Ratio
Academic: 1:10**

During club observations the grant evaluator consistently found:

- Activities that were hands-on and supported STEAM (science, technology, engineering, art and math).
- Adequate supplies were available to students to be able to participate in activities to the fullest.
- The activities were linked to the school day.
- The students were smiling and enjoying the activities and each other.
- Staff members were positive, respectful and nurturing toward the students.
- Kid friendly attention getting classroom management techniques were used (rhythmic clapping, call and repeat, hand up, etc.).

BGCGA staff consistently reported to the grant evaluator:

- The 21st CCLC Great Futures Program Grant was clearly explained and they understood their responsibilities.
- Working for BGCGA allowed them to be creative in their lessons which made the work environment fun and satisfying.
- Being a part of BGCGA allows them to make a difference in the lives of young people.
- Building relationships with students and their families is a key part of their job and it creates a family type of environment in the clubs.



Professional Development

Each year BGC GA offers a variety of professional development opportunities for their staff members. These trainings are offered throughout the year and training topics are determined by the varying needs of the staff. BGC GA demonstrated a strong commitment to professional development for each staff member outlined in the original grant application professional development plan.

*Great Futures 21st CCLC staff members receive **eight hours** of professional development prior to providing services to youth.*



Professional Development and Training Topics

Training was provided in the following areas. The facilitating entity for each training is listed in parenthesis.

- New and Continuing Sug-Grantee Training (21st CCLC)
- County Staff Training Georgia Alliance (BGCGA)
- Mandated Reporter Training (BGCGA)
- Lead Teacher Training (BGCGA)
- Driver Training (BGCGA)
- Membership Clerk Training (BGCGA)
- Family Liaison Training (BGCGA)
- SMART Moves Curriculum Training (BGCGA)
- BGC Southeastern Leadership Training (BGCGA)
- BGC National Conference - Virtual (BGC of America)
- Summer Camp Training (BGCGA)
- Building Community Training (BGCGA)
- Active Learning Training (BGCGA)
- Cooperative Learning Training (BGCGA)
- Child Safety Training (BGCGA)
- Infectious Disease Training (BGCGA)
- Structure and Clear Limits Training (BGCGA)
- Re-framing Conflict Training (BGCGA)
- Program Basics Training (BGCGA)
- Beyond School Hours (21st CCLC)
- Club Directors Academy Training (BGC of America)

Objective Assessments

Evaluation Design

The evaluation plan is based on a continuous improvement model that includes defining goals, ongoing monitoring, and timely adjustments. The evaluation design contains both formative (ongoing to monitor progress toward objectives) and summative (annually to assess impact) components. Quantitative data includes student demographics, program participation, curricula pre and post tests, report card grades, and Georgia Milestones test results. Qualitative data is also collected to monitor progress and guide program adjustment. Qualitative data includes program staff site visit checklists, evaluator observations, Boys & Girls Clubs of America Youth Outcomes survey, and 21st CCLC parent, student, and teacher satisfaction surveys.



Data Collected

<i>Indicator</i>	<i>Frequency</i>	<i>Source</i>
Report Cards	Twice a Year	Collected from students/Requested from School District
Georgia Milestones Test Scores	Annually	Requested from School District
Pacer Test	Beginning and End of Program	BGCGA Administered
Nutrition Survey	Beginning and End of Program	BGCGA Administered
SMART Moves Assessment	Beginning and End of Program	BGCGA Administered
Parent Involvement	Monthly	BGCGA Sign-In Sheets
Parent Volunteers	Daily	BGCGA Sign-In Sheets

Teacher Survey	Annually	School Day Teachers
Student Survey	Annually	Students
Parent Survey	Annually	Parents
Program Attendance	Daily	Kid Trax/A+(Cayen) Data Management Systems
Member Demographics	Annually	Membership Application

Response Rate

A total of 238 students were enrolled in the program and 187 of those students attended the program for at least 30 days making them regular attendees. Of the 187 regularly attending students, 132 of those attended 90 days or more. For each objective, data sets were analyzed using the total number of regularly attending students with complete data for the set (i.e. pre and post tests, 1st and 3rd nine weeks report cards). “N” denotes the number of regularly attending students who had complete data sets for which objective measures were calculated. For the first time in years, BGCGA has surpassed response rate numbers across all programs, surveys and report cards.

The collection rate for report card grades for regularly participating students (30+ days) has increased each year since the beginning of the grant. This year the collection rate was 56% (n=104) in reading and 59% (n=110) in math. Report cards were collected from participants as well as requested from schools. Report card grades from the fall and spring semesters were compared.

BGCGA administered the required 21st CCLC teacher, parent and student surveys with a much higher response rate for FY23. The response rate from the teacher surveys was 57% (n=158) which was an increase from FY20 (14%), FY21 (14%), FY22 (44%). The response rate from the parent surveys was 59% (n=52) which is an increase from FY22 at 28% (n=41). And finally, the response rate from the student surveys was 31% (n=58) which is a slight increase from FY23 (24%).

A pre/post test assessment method was utilized to track participant progress toward meeting the objectives under the Healthy Lifestyles Goal. For the increased knowledge of risk taking behaviors and increased knowledge of healthy eating habits students took a pre-assessment (knowledge checklist) at the beginning of the course and a post assessment (knowledge checklist) after completion of the course. The PACER test, used to measure physical fitness levels, was administered in the fall (2022) and again in the spring (2023).

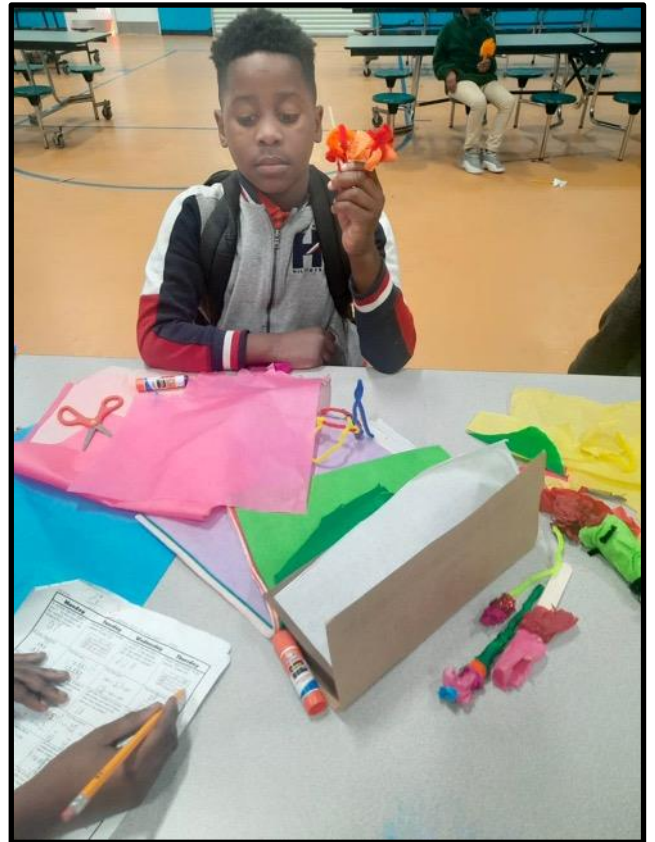
Recommendations for Increasing Response Rates Include:

- Continue to contact school day teachers at the beginning of the school year . Let them know the students that are in the program and that there will be a survey for them to fill out at the end of the school year. Provide a copy of the survey so they know what to focus on.
- Continue to build a relationship with the school day teachers so that they are familiar with the program, the students in the program, and the importance of the survey.
- Start collecting parent and student surveys at parent events starting in March.
- Have a prize drawing to encourage participation. When parents, students and teachers complete their survey by a specified date, enter their name into a drawing for a prize (gift card, Ipad, gift basket, etc.). Promote this with student created posters and cards.



Limitation of Data

Data collected for this review has a few limitations. Academic data for students' performance as demonstrated on report cards is limited in its validity and reliability due to a lack of inter-rater reliability and subjectivity issues with multiple teachers reporting across multiple grade levels and school sites. Survey data is similarly limited due to possible respondent bias/prejudice.



Program Impact

Goals and Objectives Overview

Goal 1: Improve Academic Achievement

Objective 1.1: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in reading.	This Objective was Not Met at 48%.
Objective 1.2: 50% of regularly participating students (attending the program 30 days or more) will improve grade or maintain an “A” or “B” in reading on report card.	This Objective was MET at 85%.
Objective 1.3: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in math.	This Objective was Not Met at 36%.
Objective 1.4: 50% of regularly participating students (attending the program 30 days or more) will improve grade or maintain an “A” or “B” in math on report card.	This Objective was MET at 78%.

Goal 2: Increase Knowledge of Healthy Lifestyle Choices

Objective 2.1: 65% of regularly participating students (attending the program 30 days or more) will increase their knowledge of healthy eating habits and cardiovascular fitness.	This objective was NOT MET at 39%
Objective 2.2: 65% of regularly participating students (attending the program 30 days or more) will increase their knowledge of avoidance of risk-taking behaviors.	This objective was NOT MET at 59%.

Goal 3: Improve Social, Emotional, and Life Skills for Positive Youth Development.

<p>Objective 3.1: 65% of regularly participating students (attending the program 30 days or more) will increase their knowledge of conflict resolution techniques.</p>	<p>This objective was NOT MET at 59%.</p>
<p>Objective 3.2: 75% of regularly participating students (attending the program 30 days or more) will increase civic engagement.</p>	<p>This objective was NOT MET at 72%.</p>
<p>Objective 3.3: 65% of regularly participating students (attending the program 30 days or more) will increase their knowledge and ability to exercise self and social management.</p>	<p>This objective was MET at 91%.</p>

Goal 4: Increase Parental Engagement/Involvement in Students’ Educational Process.

<p>Objective 4.1: 65% of regularly participating students (attending the program 30 days or more) families participate in at least one parental involvement activity offered monthly.</p>	<p>This Objective was NOT MET at 38%.</p>
<p>Objective 4.2: 50% of regularly participating students (attending the program 30 days or more) families will volunteer at the program at least one time annually.</p>	<p>This Objective was NOT MET at 38%.</p>

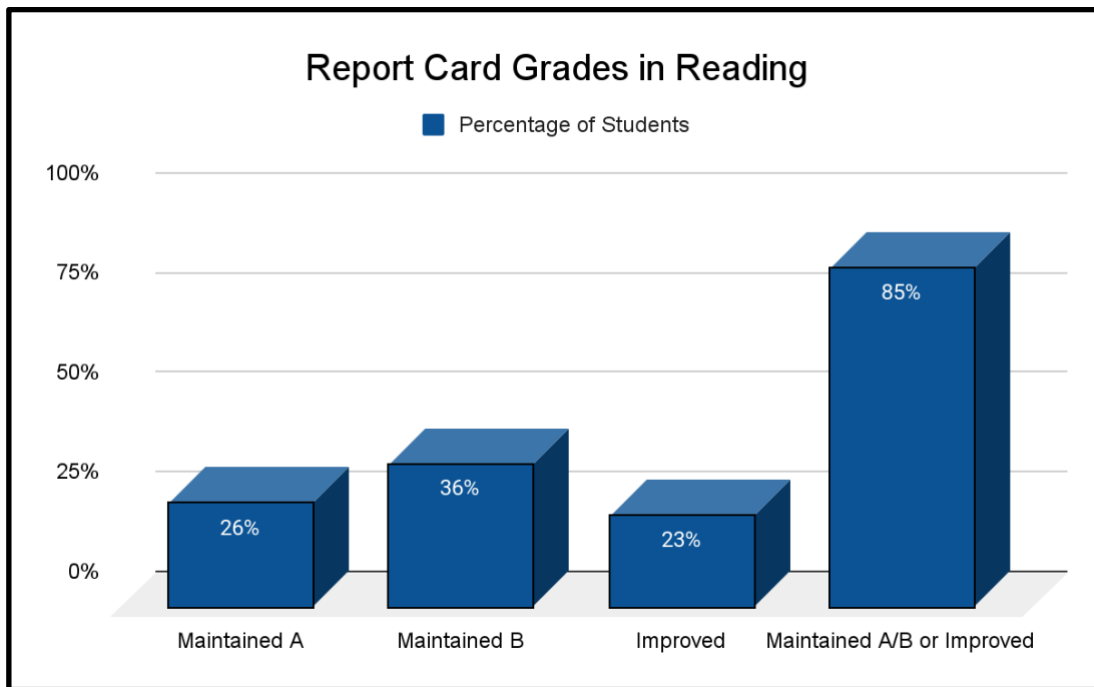


Goal 1: Improve Academic Achievement

Objective 1.1: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in reading. The data shows that 48% (n=12) of regularly participating students that completed the Georgia Milestones test scored as Developing, Proficient, or Distinguished Learners in Reading. This objective was not met.

Objective 1.2: 50% of regularly participating students (attending the program 30 days or more) will improve grade or maintain and “A” or “B” in reading on their report card.

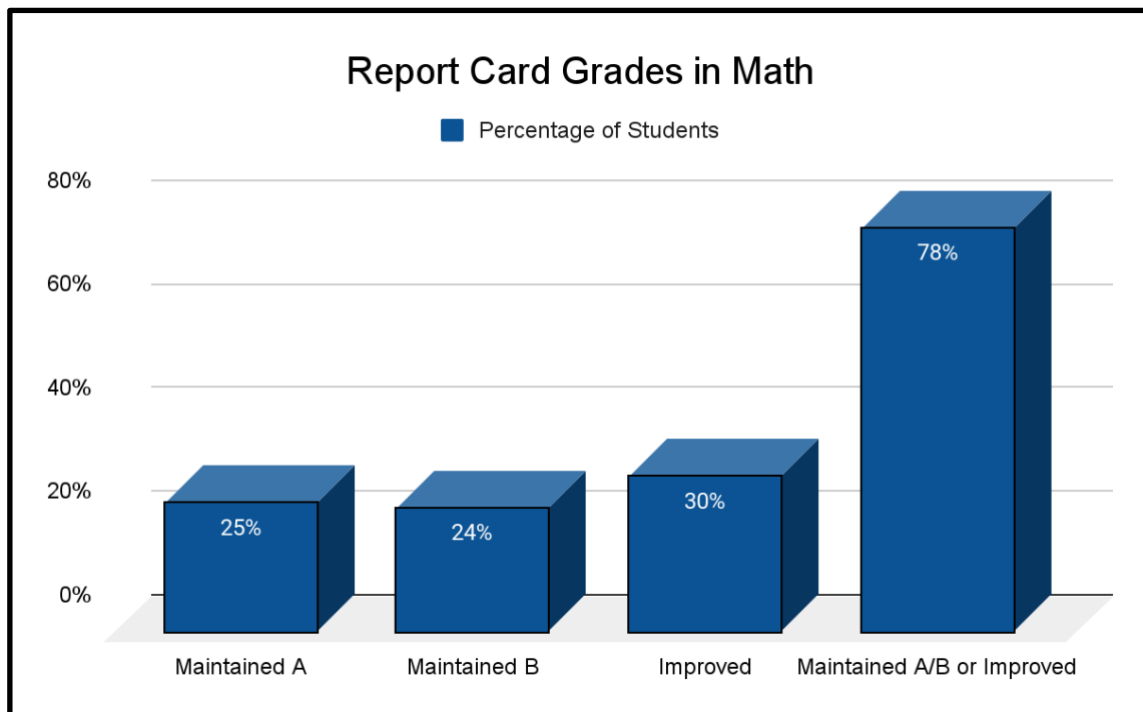
The data shows that 62% (n=64) of regularly attending students maintained an “A” or “B” grade in reading on their report card, and 23% (n=24) improved their grade for a total of 88% maintaining an “A” or “B” or improving their grade in reading. This objective was MET.



Objective 1.3: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in math. The data shows that 36% (n=9) of regularly participating students that completed the Georgia Milestones test scored as Developing, Proficient, or Distinguished Learners in Math. This objective was not met.

Objective 1.4: 50% of regularly participating students (attending the program 30 days or more) will improve grade or maintain and “A” or “B” in math on their report card.

The data shows that 48% (n = 53) of regularly attending students maintained an “A” or “B” grade in math on their report card, and 30% (n = 33) improved their grade for a total of 78% maintaining an “A” or “B” or improving their grade in math. This objective was MET.



Goal 1 Findings and Recommendations

The data collected shows that two of the four Goal 1 objectives were met. This is the 4th year in a row that both report card objectives were met. In addition, the report card collection percentage is slightly higher this year for both ELA and Math. It is recommended that the BGCGA Great Futures Program include students in the report card collection process by teaching them how to graph and monitor their report card results. They should use those results to set personal academic goals each grading period. Students who meet their goals should be recognized. In addition, the BGCGA Great Futures Program should continue to cultivate the relationship with the school day teachers and continue to strengthen the partnerships with school level and district level administration. It is suggested that the program continue to use the district level pacing guides and teacher communications to guide the afterschool curriculum. Finally, the BGCGA Great Futures Program should continue to assess staff needs to provide quality, relevant professional development.



Goal 2: Increase Knowledge of Healthy Lifestyle Choices

Objective 2.1: 65% of regularly participating students will increase their knowledge of healthy eating habits and cardiovascular fitness.

The PACER pre-test was administered to all students at the beginning of the school year (fall 2022) in order to determine prior cardiovascular fitness levels. The PACER (Progressive Aerobic Cardiovascular Endurance Run) is a multistage fit-ness test adapted from the 20-meter shuttle run test published by Leger and Lambert (1982) and revised in 1988 (Leger et al.). The PACER post test was given in the spring (2023). There were 80 students that completed both the pre and post test. The results show that 53% increased their cardiovascular fitness (N=42).

A Healthy Habits pre-test was administered to all students at the beginning of the school year (fall 2022) in order to determine prior nutritional knowledge. Students participated in weekly nutrition education classes in an effort to improve student's knowledge of healthy eating habits. A posttest was given in the Spring (2023). There were 71 students that participated in the program and they all took the pre and post test. The results show that 39% increased their knowledge of healthy eating habits (n=28). This objective was not met.

Objective 2.2: 65% of regularly participating students will increase their knowledge of avoidance of risk-taking behaviors.

A SMART Moves pre-test was administered to all students at the beginning of the school year (fall 2022) in order to determine prior knowledge of avoidance of risk-taking behaviors. Clubs worked with students to increase their knowledge of risk-taking behaviors through the implementation of SMART programs, Triple Play Mind, Body and Soul activities, and group discussions. A post test was administered in the Spring (2023) to measure knowledge growth. There were 79 students that completed both the pre and post test. The results show that 59% (n=46) increased their knowledge of risk-taking behaviors. This objective was not met.

Goal 2 Findings and Recommendations

Many students in the state of Georgia lack sufficient nutrition which often leads to diseases related to obesity and malnutrition. Through its programming, BGCGA addresses this issue in order to empower youth to make healthy choices. Pre and post tests are used to determine which students will participate in the programs that address healthy eating habits and knowledge of risk taking behaviors. Students that score low on the pre tests participate in the SMART Moves and Healthy Habits, Too programs. This process allows the students that need more guidance in these areas to get the information they need. Since fitness levels are constantly changing and must be practiced on a regular basis to be beneficial, all students participate in the cardiovascular fitness level activities. Both the PACER test and BMI measurements are used to determine whether students are in a healthy fitness zone (HFZ). The PACER test and BMI measurements were taken at the beginning of the school year (fall 2022) and again at the end of the school year (spring 2023).

The data shows that the Goal 2 objectives were not met. FY22 was the only time Objective 2.1 and Objective 2.2 were met. It is recommended that the BGCGA continue to include training in the area of fitness, healthy eating habits, and healthy lifestyles each year to keep staff updated on changes in curriculum and updated on new findings. When providing training, it is recommended that staff are given the pre and post tests to make sure they understand the information they are teaching. With so many students showing no gains from the Healthy Habits curriculum, this may be an indication that the staff was unclear on how to present the material in an effective way. Pre/post data should be reviewed by the staff teaching the curriculum, the data clerk and the program director at the end of each program to make sure there has been a significant increase in knowledge. If not, a plan should be put into place to meet the needs of the students who did not benefit from the first presentation of the curriculum. In addition, pre-testing packets that include all pre tests from all programs should be created and included with the membership paperwork so that all students are included in the data.

Goal 3: Improve Social, Emotional, and Life Skills for Positive Youth Development

Objective 3.1: 65% of regularly participating students will increase knowledge of conflict resolution techniques.

This year BGCGA switched to the B. A. Star program for conflict resolution because it was more in depth and was full of engaging videos and activities for the students. Out of the 116 students that participated in the B. A. Star Bullying program, 91 were regularly attending. The data shows that 59% (n=54) of the regularly attending students showed an increase on their post test. This objective was not met.

Objective 3.2: 75% of regularly participating students will increase civic engagement.

Each of the students contributed a minimum of 1 hour of volunteering. Ten hours of volunteer opportunities were offered. The data shows that 72% (n = 134) of regularly attending students increased their civic engagement. This is an increase from last year but this objective was not met.

Objective 3.3: 65% of regularly participating students will increase their knowledge and ability to exercise self and social management.

The Passport to Manhood and SMART Girls Curriculum was offered to students in the spring (2023) with 20 males participating in the Passport to Manhood program and 21 females participating in the SMART Girls program. Seven students scored a 100 on both the pre and post test so they were not included in the results. The SMART Girls program showed a 100% increase in knowledge (n=15). The Passport to Manhood program showed an 83% increase in knowledge (n=15). The combined programs showed that 91% (n=30) of students increased their knowledge. This objective was met.

Goal 3 Findings and Recommendations

Empowering students to take control of their emotions and actions can have a long term impact on their future. BGCGA uses the research based Boys & Girls Clubs of America SMART Programs to introduce topics such as assertiveness, resilience and refusal skills, strengthening decision making skills, and analyzing media and peer influence through role-playing and discussion. Assessing everyone at the beginning of the school year helps BGCGA staff to determine the students that will benefit from the program. This allows for small groups to participate in hands-on lessons that encourage positive decision making in tough situations. The awareness and development of social-emotional skills is an important building block for success. Learning self-awareness, self-control, and interpersonal skills gives students strategies to be successful in school, work, and life. In addition, students who volunteer and give back to the community learn that they can make a difference in their community which leads to an increase in self-confidence, pride, and social awareness. It allows students to experience the world through hands-on activities that help others. It is also linked to academic gains.

Only one of the three Goal 3 Objectives was met. Goal 3 Objective 3.1 was met in FY22 but was not met this year. Objective 3.2 Increase Civic Engagement proved to be a challenge again this year; the objective was not met for the third year in a row. This is the second year in a row Objective 3.3 was met. It is recommended that the program director and club director continue to be intentional with the pre and post assessments and the administration of each required curriculum. Pre/post data should be reviewed by the staff teaching the curriculum, the data clerk and the program director at the end of each program to make sure there has been a significant increase in knowledge. If not, a plan should be put into place to meet the needs of the students who did not benefit from the first presentation of the curriculum. Pre and post test dates were determined during the beginning of the year planning session. A color coded calendar showing the pre/post test dates was given to each staff member and displayed in the club. In addition, pre surveys should be included for all programs in the application packet for members that start the program later in the year.

Goal 4: Increase Parental Engagement/Involvement in Students' Educational Process

Objective 4.1: 65% of regularly participating students' families participate in at least one parental involvement activity offered monthly.

In an effort to increase parental involvement, a variety of family activities were offered each month. Times and topics were varied in an attempt to accommodate a variety of interests and schedules. The data shows that there were 88 families of regularly attending students and 38% (n = 33) of the students' families participated in an activity. This objective was not met.

Objective 4.2: 50% of regularly participating students' families will volunteer at the program at least one time annually.

Data from the Great Futures program indicates that there are 88 families of regularly attending students and 39% (n = 33) of the families volunteered at the program during the 2022-2023 school year. This objective was not met.



Goal 4 Findings and Recommendations

Research shows that when parents are involved in their children's education, the children perform better in school and in life. The BGCGA works to increase parental engagement on several levels including:

- Parental involvement in their child's education.
- Participation in club and school activities.
- Advocacy for child and education issues.

The program offered monthly parental engagement activities and actively sought parents to volunteer at the club. In addition, BGCGA hired a part-time family liaison; a designated staff member who communicates directly with caregivers and family members to invite their involvement and participation in the Great Futures program.

The data shows that although the parent participation objectives were not met, there was an increase in the number of families of regularly participating students. The number of families increased from 57 to 88. Therefore, the number of families that participated and volunteered increased. Objective 4.1 was met in FY20 but has struggled for the past three years. In addition, this is the fourth year Objective 4.2 has not been met.

It is recommended that the program director work with the club director and family liaison to develop a parental outreach plan that motivates parents to participate in club events. The BGCGA should continue to offer monthly opportunities for parental engagement and volunteering activities. Lower-income families face greater challenges to participation than their middle-income counterparts and have significantly lower rates of participation. It should be noted that BGCGA serves a high concentration of low-income, minority students. In an effort to accommodate the needs of the families, BGCGA should continue to monitor the needs and schedules of the families. In addition, continuing to seek out partnerships with targeted schools to offer family activities or volunteering opportunities will help parents become more familiar with their child's school and strengthen the relationship between school and community.

All of the parents interviewed during the evaluation visits were very pleased with the program. It is suggested that the clubs continue to incorporate programs that are relevant and make the parents feel comfortable, welcome, and informed. By administering a survey that inquires about interests and time choices, the clubs can use the survey results to drive parental involvement programs and volunteer opportunities.

Observations

The evaluation visits included interviews with club directors, staff, students, and parents/caregivers as well as classroom/activity observations. The evaluator used the 21st CCLC grant goals and objectives to guide observations.

Club site observations included:

- Students were engaged and appeared to be having fun.
- A variety of activities were going on and addressed physical, social and academic needs.
- Lesson plans were posted outside of each classroom and the lessons were in line with the 21st CCLC Great Futures Goals and Objectives.
- The clubs were clean and supplies were well organized.
- Classroom management techniques were appropriate and students clearly understood what was expected of them.
- A healthy snack and dinner were provided.



Success Story

Member: Tahj

School: T.J. Elder Middle School

Grade: 6th Grade

Tahj is a 6th grade student at T.J. Elder Middle School where he plays on the school basketball team. He has been a member of the Washington County Boys & Girls Club for 2 years and is one of the regular attenders. He lives with his mother and younger brother.

When Tahj first became a member at the Washington County Boys & Girls club, he was very shy and stayed to himself. His shyness made it difficult for him to make new friends. Through staff encouragement and inclusion, Tahj was able to find the courage to make new friends and help out in the club. Now he is one of the first to arrive and can be seen assisting at all levels. He is great to his younger brother and is very good with the younger club members as well. He will do anything his teachers ask him to do. He doesn't mind cleaning up around the club. He is a joy to have at the club.

Progress Toward Sustainability

The Boys & Girls Clubs of Greater Augusta Great Futures Program has made progress towards sustainability over the 2022-2023 school year. The program has created thirteen partnerships with a variety of agencies such as Amerigroup, Augusta National Golf Club, First Tee, Washington County Recreation Department, Washington County Board of Education, Chick-Fil-A, Dollar Tree, Walmart, Wellcare, Bank of America, Nike, EA Sports and Fort Gordon Alliance. These partners have contributed \$30,300.00 cash and in-kind donations to support ongoing work of the club.

Partners

Amerigroup

Augusta National Golf Club

First Tee

Chick-Fil-A

Dollar Tree

Walmart

Washington County Recreation Department

Washington County Board of Education

Wellcare

Bank of America

Nike

EA Sports

Fort Gordon Alliance

Surveys

Teacher Survey Results

- 67% (n=107) of teachers surveyed reported that the students improved their efforts in completing homework.
- 68% (n=108) of teachers surveyed reported an improvement in class participation and attentiveness.
- 76% (n=120) of teachers surveyed reported an improvement in student's motivation to learn.

Parent Survey Results

- 81% (n=42) of parents surveyed reported that the program helped their child's behavior improve.
- 81% (n=42) of parents surveyed reported that the program helped their child complete and turn in their homework on time.
- 67% (n=35) of parents surveyed are satisfied with the Boys & Girls Club 21st Century Community Learning Centers Program.
- 83% (n=43) of parents surveyed reported that the program helped their child's reading skills improve.
- 73% (n=38) of parents surveyed reported that the program helped their child's math skills improve.

Student Survey Results

- 95% (n=55) of students surveyed like the Boys & Girls Club 21st Century Community Learning Centers Program.
- 86% (n=50) of students surveyed reported that their overall behavior has improved because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 100% (n=58) of the students surveyed reported that the program helped them complete and turn-in their homework on time.
- 98% (n=57) of students surveyed reported that they are doing better in school since they started attending Boys & Girls Club 21st Century Community Learning Centers Program.
- 97% (n=56) of students surveyed reported that they feel better about themselves because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 100% (n=58) of the students surveyed reported that they have made new friends because of the Boys & Girls Club 21st Century Community Learning Centers Program.

Final Recommendations

There is a growing need for quality afterschool programs. The Boys & Girls Clubs of Greater Augusta have had a positive impact on the youth it serves by focusing on the academic, social, and behavioral needs of the students. BGCGA has implemented quality programming by aligning the afterschool program with the school day and mindfully incorporating healthy lifestyle education. Overall the 21st CCLC grant was implemented as planned. Both parents and students reported that they were satisfied with the program.

BGCGA effectively implemented two out of four Goal 1 Objectives.

In an effort to continue providing a quality program, the following is recommended.

- Continue working with a data team that reviews all required 21st CCLC data every nine weeks. Data team should include the data clerk, club director and program director.
- Continue to collaborate with superintendent, principals, and school day teachers to identify current trends in academics and behavior that need to be addressed.
- Continue to offer programming that is exciting and fun to the students while at the same time addresses 21st Century skills and trends.

The Goal 2 objectives were not met. FY22 was the only time Objective 2.1 and Objective 2.2 were met.

In an effort to continue implementing a successful program, the following is recommended.

- Continue to review data with the data team to monitor and plan accordingly. Consider offering the program a second time if necessary.
- Help students set individual goals for Fitnessgram. Post the goals where students can see them so they are reminded of the importance of a healthy body. The pre and post activities could be presented in a field day format to make participation more appealing.
- Continue to involve parents by incorporating healthy lifestyles information in newsletters and family activities in order to educate parents/families on the importance of incorporating healthy behaviors in everyday life.

Only one of the three Goal 3 Objectives was met. Goal 3 Objective 3.1 was met in FY22 but was not met this year. Objective 3.2 Increase Civic Engagement proved to be a challenge again this year; the objective was not met for the third year in a row. This is the second year Objective 3.3 was met.

In an effort to continue implementing a successful program, the following is recommended.

- Continue to give students a voice and a choice by allowing them to decide on the service projects for the year.
- Create a list of leadership opportunities for students to sign-up for to get them involved in each service project.

BGCGA did not meet the Goal 4 objectives again this year. Objective 4.1 was met in FY20 and Objective 4.2 was met in FY21.

In an effort to continue implementing a successful program, the following is recommended.

- Continue to survey families at the beginning of the year to find out interests and needs. Use the results to plan activities and volunteer opportunities.
- At the beginning of the year, encourage parents to schedule a time to share a skill or talent. They could present to a class, large group or at a parent event.
- Plan a quarterly Open House and display student work and accomplishments.

