



**Georgia Department of Education
21st Century Community Learning Centers Program
FY 24 Common Data Elements Form**



Subgrantee: Great Futures E.W. Hagler Teen Center					5/30/2024					
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: 60		Number: 101		Number: 47		Number: 12		Number: 13		
2. Objectives										
Total Objectives		Met		Not Met		Other				
Number: 12		Number: 9		Number: 1		Number: 2				
3. GTID										
Number of Student GTIDs Reported in Transact/Cayen				78						
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 1st 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	D or F	
45	15	17	16	8	49	11	19	15	7	
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 1st 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	D or F	
44	14	14	18	11	50	9	16	19	7	
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	
	%	0	%	8	%	8	%	67	%	17
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant	
	%	0	%	17	%	17	%	50	%	17
12	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant	
	%	8	%	8	%	0	%	75	%	8
6. Partners										
Number of Partners	Total Amount of Contributions									
15	58,490.00									

% Calculation Tool	Totals
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Attendance			
% of Regular Attendees Met			
47%			
Objectives %			
Met	75%	Not met	8%
GTID Collection %			
0			

Report Card Grades ELA				
	1st Semester Total Grades	56	2nd Semester Total Grades	52
	% A	% B	% C	% D or F
1st Semester	27%	30%	29%	14%
2nd Semester	21%	37%	29%	13%
Report Card Grades Math				
	1st Semester Total Grades	57	2nd Semester Total Grades	51
	% A	% B	% C	% D or F
1st Semester	25%	25%	32%	19%
2nd Semester	18%	31%	37%	14%

Survey Question 1	
% Total	100
Survey Question 2	
% Total	101
Survey Question 3	
% Total	99

21st Century Community Learning Centers
Summative Evaluation Report
Boys & Girls Clubs of Greater Augusta
GREAT Futures E. W. Hagler Teen Center
Grant Year 5
2023-2024



Boys & Girls Clubs of Greater Augusta
E.W. Hagler Teen Center
1903 Division St.
Augusta, GA 30904



An Independent Evaluation

Prepared by Andra Syms

Submitted: June 20, 2024

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 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

E.W. Hagler Teen Center



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 Academy of Richmond County, Lucy C. Laney High, Performance Learning Center, T.W. Josey High, and Westside High School and targets 60 at-risk students in 9th through 12th grade.

Overall Findings

Boys & Girls Clubs of Greater Augusta (BGCGA) implemented the 21st Century Community Learning Centers (21st CCLC) 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. The curriculum includes hands-on, relevant activities and programs. That includes a variety of College and Career focused events and activities, STEAM activities, and Robotics to name a few. There is also a Book of the Month program.

All five of the Goal 1 Objectives were met. This is the fourth time in five years that the reading and math objectives 1.2 and 1.4 have been met. In addition, the report card collection percentage was significantly higher than FY23 for both reading and math. Also, Objective 1.5 College and Career Readiness was met for the third time in three years with 100% (n=23) in FY24, 75% (n=12) in FY23, and 73% (n=30) in FY22. The Goal 2 (healthy lifestyles) Objectives were successfully implemented for the third year in a row. All of the Goal 3 (Improve Social, Emotional, and Life Skills) objectives were met for the third year in a row. Finally, one of the two Goal 4 Objectives (parental involvement) was met this year. This is the second time this Objective has been met. Goal 4 Objective 2 (family volunteer) was not met this year. Overall, eleven objectives were met and one was 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 the Club Director 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 Director 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.

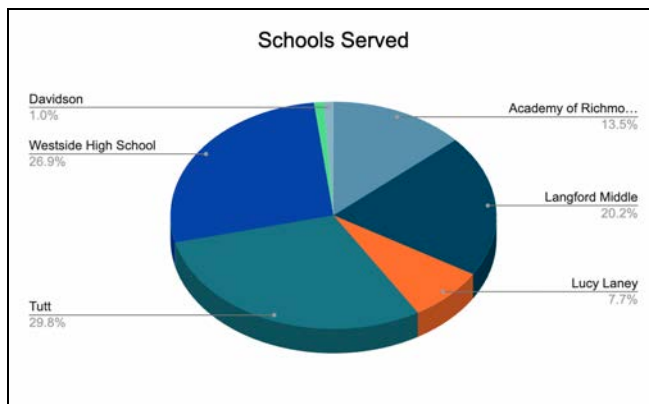
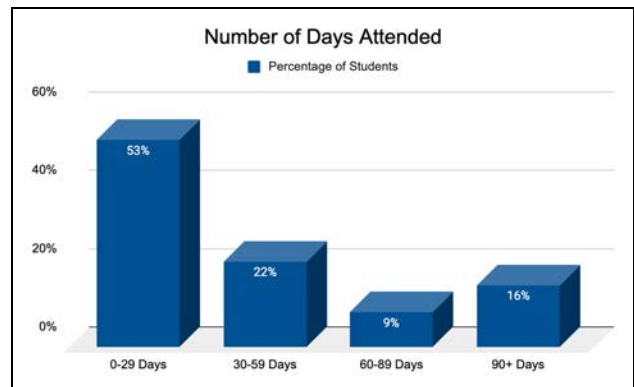


Program Impact

100% of the students who participated in the Career Launch Program recognized that starting early with a plan and hard work will lead to a fulfilling career.

Partners contributed \$58,490.00 to program sustainability!

*More Participation Equals
Greater Outcomes*
16% of Participants attended 90+
Days!



- ★ **59% of students live with a single mother.**
- ★ **3% of students live with a single father.**
- ★ **19% of students live with both parents.**
- ★ **5% of students live with grandparents, foster care, or guardian.**

What Students Are Saying!

“I get a lot of opportunities here. We do a lot of meaningful activities.”

“It's a fun place to come and spend time with friends. There is always something to look forward to.”

“I meet new people that I wouldn't get to meet because they go to a different school. It brings us together.”

“Three words that describe BGCGA are *caring, helpful, and community building*.”

“Getting to fly a plane at my age was amazing. I want to do that now.”

What Parents Are Saying!

“This place keeps them busy. If they are busy they are not on their phone all the time.”

“I like sending my daughter here because it gives her a social life.”

“There are a variety of kids here. They (staff) take their time with them.”

What BGCGA Staff are Saying!

“I like connecting with the students and knowing I am helping them with their future.”

“They get skills here that they can use right out of high school. Barbering is something they can learn and do and use. If they go to college they can still use that skill to make extra money.”

“Aviation Academy is great exposure to a career the students may not have even considered. Now some of them have flown a plane and they are still in high school.”

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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 eleven 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 \$1,684,624.00 in Federal 21st CCLC funding. This is the fifth year of the FY20 grant and the 13th year that BGCGA 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, App Lab, Image Makers, School Beats, 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, combines 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. BGCA 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

BGCA 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.

Grant Enrollment Goal: 60 Students

Total Number Enrolled: 101 Students

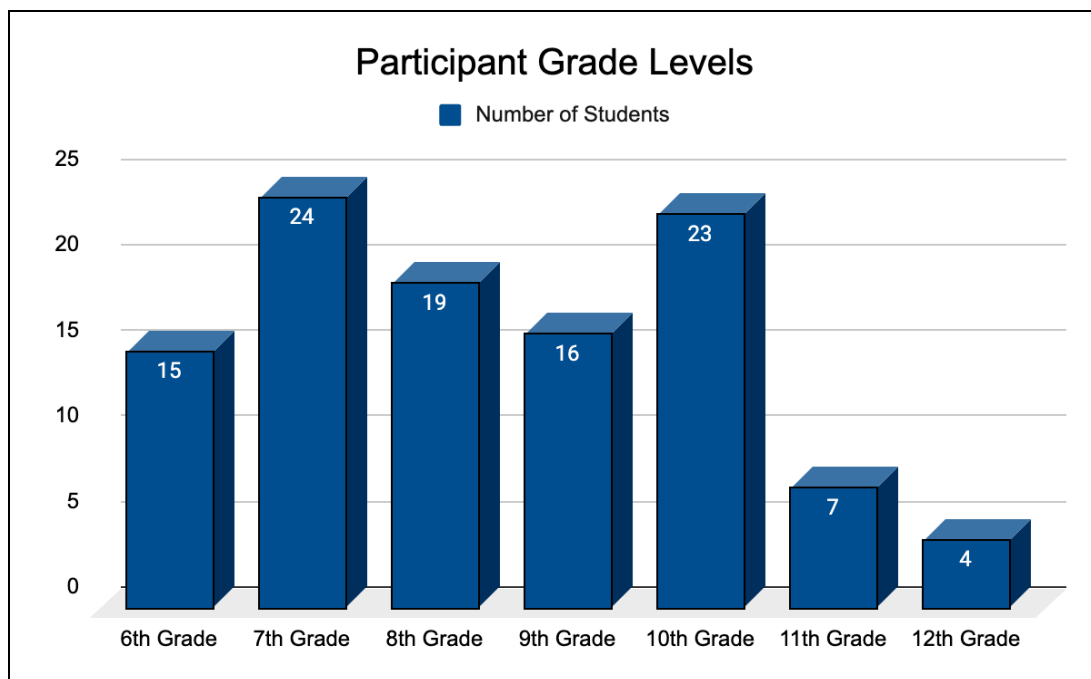
47% of students
attended 30+ Days

Participant Demographics

BGCGA Richmond County Great Futures E.W. Hagler Teen Annex is located in the downtown area of Augusta-Richmond County, Georgia.

- 89% of regularly attending students are African-American, 2% are Hispanic, 4% are White, and 3% identify as 2 or more races.
- The program serves 44% males and 56% females.

Participant Grade Level



Student Recruitment Strategies

BGCGA 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 BGCGA held an information session at targeted schools for all eligible participants.
- The Club Director attended registration and or Open Houses at targeted schools.

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

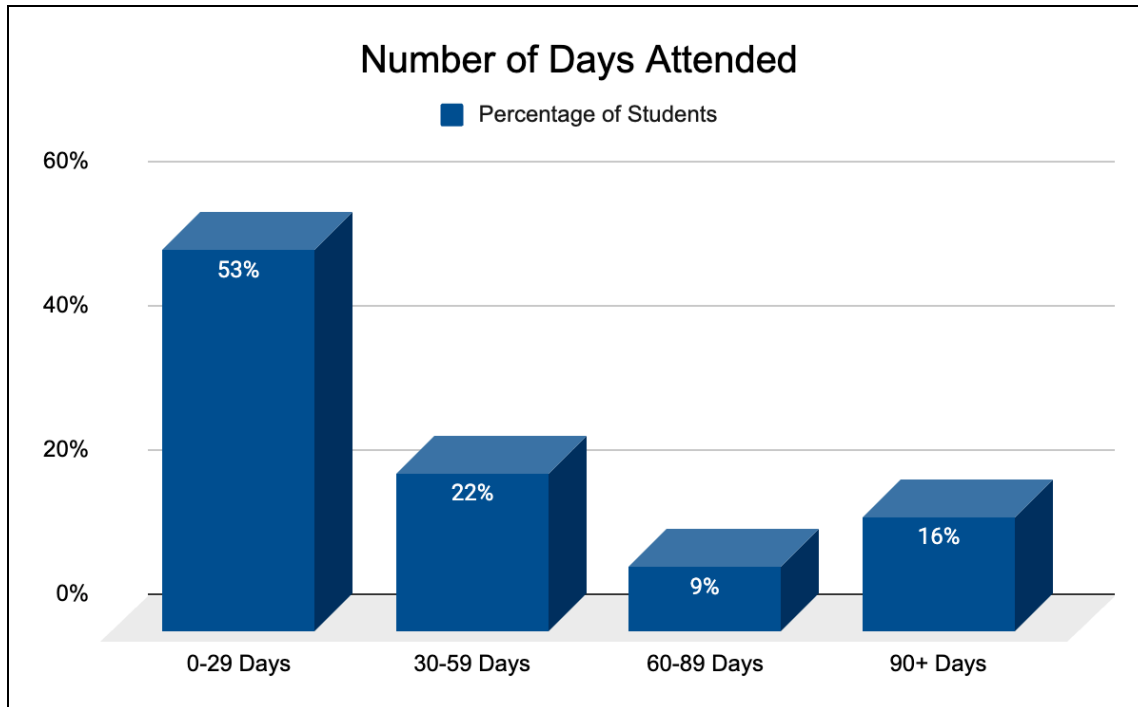
The greatest impact was noted for youth who attended the Club at least one time per week, and higher levels were evident among those who attended 104 or more times per year (twice per week). BGCGA experienced similar results with the Great Futures Program.



16% of Participants Attended
90+ Days

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 28, 2022

21st CCLC Total Enrollment: 101
21st CCLC Enrollment Goal: 60
21st CCLC Average Daily Attendance: 24

Summer Program Dates: June 3, 2023 - July 19, 2023

21st CCLC Total Enrollment: 37
21st CCLC Enrollment Goal: 50
21st CCLC Average Daily Attendance: 19

Recommendations for Maintaining High 21st CCLC ADA include:

- Continue to closely monitor attendance and ADA and follow up with individual students' families.
- Continue to 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. In addition, students whose families chose remote learning for their school day option had the opportunity to attend the Boys & Girls Clubs during the school day to get help with their school work. The 6-week summer program offers adapted program components using a weekly thematic approach.

After School Program

Hours of Operation

Monday - Friday 2:00 - 7:00 pm

Summer Program

Hours of Operation

Monday - Friday 12:00 - 7:00 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.

Observations

The evaluation visits to the club site included interviews with Club Director, 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: 6
Club Director: 1

Certified Lead
Teachers: 1

Teen Specialist: 4

Staff/Student Ratio
Enrichment: 1:15

Staff/Student Ratio
Academic: 1:10

During club observations the grant evaluator consistently found:

- Students across all grade levels were participating in a variety of hands-on relevant activities.
- Students had access to a variety of supplies for each activity.
- An academic component was included in many of the activities, linking it to the school day.
- The students appeared to be enjoying the activities as well as getting along with each other.
- The staff members were positive, respectful and fun-loving toward the students.
- The staff members used verbal and non-verbal classroom management techniques to quiet the students and get their attention.

BGCGA staff consistently reported to the grant evaluator:

- The 21st CCLC Great Futures Program was explained through a variety of training opportunities, giving staff members a clear understanding of the program.
- Because BGCGA encourages the staff to be creative when planning their lessons, the work environment is fun and satisfying.
- Staff members feel like they are making a difference in the lives of the young people at BGCGA.
- Staff members enjoy building relationships with students and their families as a key part of their job. It creates a family atmosphere both inside and outside of the club.



Professional Development

Each year BGCGA 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. BGCGA 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)
- BGCA Southeastern Leadership Training (BGCGA)
- BGCA National Conference (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)
- BGCA National Conference (BGCA)
- Classroom Management (BGCGA)
- Trauma Informed Practices (BGCGA)
- De-escalating Concerning Behaviors (BGCGA)
- Field Trip 101 (BGCGA)

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	TransACT Data Management Systems
Member Demographics	Annually	Membership Application

Response Rate

A total of 101 students were enrolled in the program and 47 of those were regular attenders (30+ days). 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, first and fourth 9-weeks report cards). “N” denotes the number of regularly participating students who had complete data sets for which objective measures were calculated.

The collection rate for report card grades for regularly participating students significantly increased this year at 77% (n=78) in reading and 76% (n=77) in math compared to FY23 at 40% (n=22) in reading and 38% (n=21) in math. Although FY22 showed 84% (n=42) in reading and 84% (n=42) in math the FY24 data is based on a much higher number of registered students. Report cards were collected from participants as well as requested from schools. Report card grades from the spring and fall semesters were compared.

BGCGA administered the required 21st CCLC teacher, parent and students surveys. The response rate from the teacher surveys for FY24 was 10% (n=12) which is significantly lower than FY23 at 42% (n=39). The FY24 response rate is similar to FY22 at 10% (n=5) and FY21 at 14% (n=9). The response rate for the FY24 parent surveys was 34% (n=10) which is significantly lower than FY23 at 98% (n=39) and FY22 at 61% (n=45). The response rate for the student surveys was 23% (n=11) which is lower than FY23 at 65% (n=36) than FY22 at 68% (n=50).

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 (2023) and again in the spring (2024).

Recommendations for Increasing Response Rates Include:

- Continue working with school day teachers by reaching out to let them know about the end of the year survey and the program. Provide a list of students and a copy of the survey so that they know what to focus on.
- Check in with the teachers periodically to keep them familiar with the program, the students in the program and the importance of the survey.
- Begin collecting parent and student surveys at parent events starting in March. Have a laptop available for those who may not have access to the internet at home.
- 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 Met at 100%.
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 78%.
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 Met at 100%
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 77%
Objective 1.5: 65% of regularly participating students (attending the program 30 days or more) will improve knowledge and skills necessary towards achieving College and Career Readiness.	This Objective was Met at 100%.

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 Met at 100%
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 Met at 100%.

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

Objective 3.1: 65% of regularly participating students (attending the program 30 days or more) will increase their knowledge of conflict resolution techniques.	This Objective was Met at 100%.
Objective 3.2: 75% of regularly participating students (attending the program 30 days or more) will increase civic engagement.	This Objective was Met at 100%.
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.	This Objective was Met at 100%.

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

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.	This Objective was Met at 93%.
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.	This Objective was Not Met at 31%.

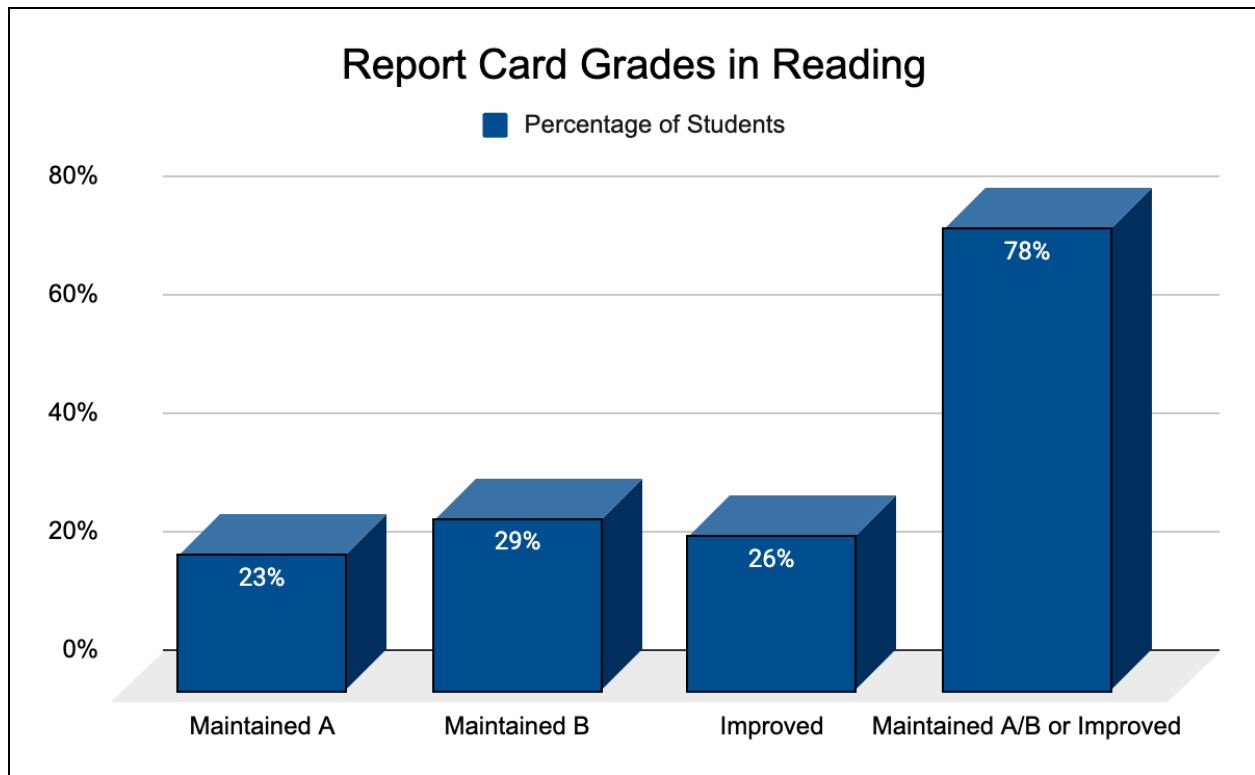
Goal 1: Improve Academic Achievement

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 100% of regularly participating students that took the Georgia Milestones assessment scored as Developing, Proficient, or Distinguished Learners in Reading on the Georgia Milestones assessment, $n=2$. This objective was 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 report card.

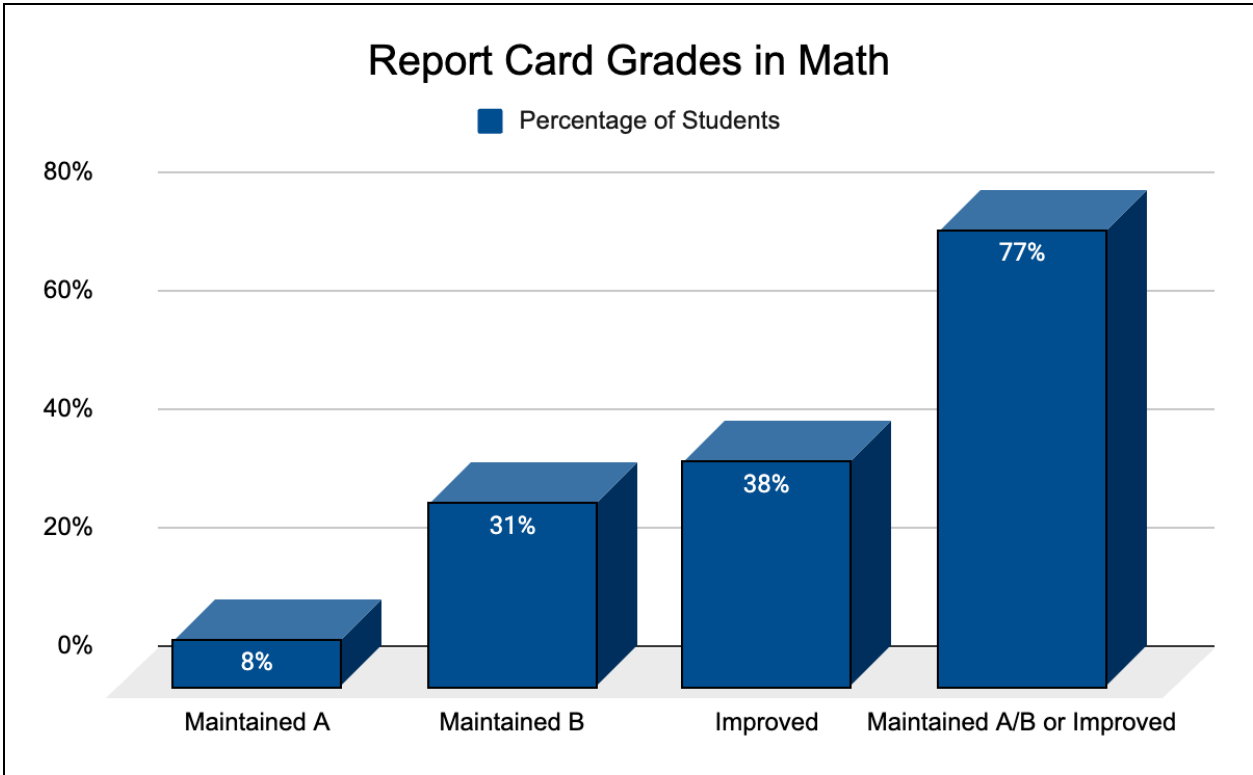
The data shows that 53% ($n=41$) of regularly attending students maintained an “A” or “B” grade in reading on their report card and 26% ($n = 20$) improved their grade for a total of 78% maintaining an “A” or “B” or improving their grade in reading. This is a significant improvement from FY23 at 45% ($n=10$) 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 100% of regularly participating students that took the Georgia Milestones assessment scored as Developing, Proficient, or Distinguished Learners in Math on the Georgia Milestones assessment, $n=2$. This objective was 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 report card.

The data shows that 39% ($n=30$) of regularly attending students maintained an “A” or “B” grade in math on their report card, and 38% ($n=29$) improved their grade for a total of 77% maintaining an “A” or “B” or improving their grade in math. This is a significant improvement from FY23 at 48% ($n=10$) maintaining an “A” or “B” or improving their grade in reading. This objective was met.



Objective 1.5: 65% of regularly participating students (attending the program 30 days or more) will improve knowledge and skills necessary towards achieving College and Career Readiness.

A pretest was administered to all students at the beginning of the school year (Fall 2023) in order to determine prior college and career readiness. Students participated in weekly education classes in an effort to improve their knowledge. A post test was given in the Spring (2024). There were 28 students that participated in the program. However, five made 100% on both the pre and post test so they were removed from the data leaving a total of 23. The results show that 100% (n=23) of the students increased their knowledge and skills. This is an increase from FY23 at 75% (n=12). This objective was met.

Goal 1 Findings and Recommendations

All five of the Goal 1 Objectives were met. This is the fourth time in five years that the reading and math objectives 1.2 and 1.4 have been met. In addition, the report card collection percentage was significantly higher than FY23 for both reading and math. Also, Objective 1.5 College and Career Readiness was met for the third time in three years with 100% (n=23) in FY24, 75% (n=12) in FY23, and 73% (n=30) in FY22.

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 for the year. 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. In order to address the reading objective, BGCGA should meet with principals and school day teachers to develop a plan to help struggling students. For the Career Readiness objective, it is recommended that BGCGA continue to cultivate relationships with businesses in the community so that students can expand their career planning resources. 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 fitness 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 65 regularly attending students that completed both the pre and post PACER test. This is a much higher number of participants than FY23 at 14. The results show that 63% (n=41) increased their cardiovascular fitness. This is a significant increase from FY23 at 14% but about the same as FY22 at 62%.

A Healthy Habits pre-test was administered to all students at the beginning of the school year (Fall 2023) 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 (2024). The total number of regularly attending students that participated in the program was 25. The data shows that 100% (n=25) increased their knowledge. Although this is the same as FY23 at 100 (n=18), there were more participants this year. This objective was 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 2023) 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 (2024) to measure knowledge growth. There were 30 students that participated in the program. However, two made 100% on both the pre and post test so they were removed from the data leaving a total of 28. The results show that 100% (n=28) of the students increased their knowledge of avoidance of risk-taking behaviors. This is an increase from FY23 at 89% (n=16). This objective was 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, BGC 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 2023) and again at the end of the school year (Spring 2024).



It is recommended that the BGCGA continue to include staff 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. It is also recommended that staff members leading the programs be made aware of the importance of encouraging each student to set a personal fitness goal. Personal goals should be revisited periodically and adjusted accordingly. In addition, staff should be made aware of the correlation between the 21st CCLC Goals and Objectives and the curriculum that aligns with them. 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. 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. It is also recommended that BGCGA continue to create a calendar that includes pre and post test dates for all programs and share this calendar with staff. BGCGA should continue to include Pre testing packets from all programs with new 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.

BGC uses the B. A. Star program for conflict resolution. This in-depth program is full of engaging videos and activities for the students. There were 26 students that participated in the program. However, four made 100% on both the pre and post test so they were removed from the data leaving a total of 22. The results show that 100% (n=22) of the students increased their knowledge of conflict resolution techniques. Although this is the same outcome as FY23 at 100% (n=19), more students participated in the program this year. This objective was met.

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

A variety of community service projects were offered throughout the 23-24 school year. Each of the students contributed a minimum of 1 hour of volunteering. The data shows that 100% (n=77) of regularly participating students increased their civic engagement. This is an increase from FY23 at 98% (n = 54). This objective was 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 (2024) with 15 males participating in the Passport to Manhood program and 18 females participating in the SMART Girls program for a total of 33. There were 15 students who scored a 100% on both the pre and post assessment so their scores were not included in the results. The data shows that 100% (n=18) of the students increased their knowledge (Passport to Manhood n=7 and SMART Girls n=11). This is about the same as FY23 at 100% (n=14). The number of students participating in both Passport to Manhood and Smart Girls has continued to decrease from FY22. There were 47 regular attenders that participated in the programs and 75% (n=33) of those 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 programs such as the SMART Programs and B.A. Star Bullying Program 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. Empowering students to take control of their emotions and actions can have a long term positive impact on their future. 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.

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 continue to 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 29 families of regularly attending students and 93% (n=27) of the student's families participated in an activity. This is a significant increase from FY23 at 55% (n = 22). This objective was 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 39 families of regularly attending students and 31% (n=9) of the families volunteered at the program during the 2023-2024 school year. This is lower than FY23 at 55% (n=22). 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. This is the first time that Objective 4.1 parent participation was met. Although Objective 4.1 was not met in FY20, FY21, FY22, and FY23, each year the number of families continued to increase. The data shows that the only time Objective 4.2 was met was in FY23 (22 families at 55%). Although it was not met this year there were more families volunteering this year (9 families at 31%) than FY22 (6 families at 18%).

It is recommended that the BGCGA continue to offer monthly opportunities for parental engagement and volunteering activities. The Club Director may want to survey parents to find out their interests and skills allowing them an opportunity to come to the club and teach a lesson or talk about a career path. 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 the Club Director, 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:

- The students were actively participating in the lessons and appeared to be having a good time learning.
- Lessons that covered academic, social and physical education requirements.
- 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 organized.
- Systems for moving between classes were established and students seamlessly moved to their next activity.
- Classroom management techniques were appropriate for each grade level and students clearly understood what was expected of them.
- A healthy snack and dinner were provided.



Success Story

Member: Derek

School: Richmond Academy

Grade: 10th grade

Derek's Story

Over the past few months, Derek has embarked on an extraordinary journey, leaving a significant imprint not only within our immediate community but also on a broader scale. Transforming from the reserved individual at social gatherings to the newly elected Keystone President, Derek's evolution has been nothing short of remarkable.

His recent selection to feature in a mental health PSA, slated for airing on prominent platforms like YouTube, Hulu, and other major outlets, underscores his growing influence and commitment to meaningful causes. Derek has emerged as a beacon of inspiration within the club, consistently offering his assistance in various capacities.

We extend our heartfelt gratitude to Derek for his unwavering dedication and remarkable personal growth. His contributions continue to shape our community for the better, setting an example for us all to follow.

Derek came to the club fresh from Florida and did not know anyone. He forged through making new friends and creating new memories with confidence and a great attitude.

Progress Toward Sustainability

The Boys & Girls Clubs of Greater Augusta Great Futures Program has made progress towards sustainability over the 2023-2024 school year. The program has created fifteen partnerships with a variety of agencies such as Amerigroup, Augusta National Golf Club, Chick-Fil-A, Future Successors, Augusta Recreation and Parks Department, Augusta State University, Paine College, Richmond County School System, Project Impact, Arts and Crafts (Dandy), Cooking Matters, DRJ Ministries, Fleming Mock Tennis, Food Program/CFCAP, and Simply Juanita. These partners have contributed \$58,490.00 cash and in-kind donations to support ongoing work of the club.

Partners

Augusta National Golf Club
Fleming Mock Tennis
Chick-Fil-A
Future Successors
Food Program/CFCAP
Amerigroup
Augusta Recreation and Parks Department
Augusta State University
Arts and Crafts (Dandy)
Paine College
Cooking Matters
DRJ Ministries
Simply Juanita
Richmond County School System
Project Impact

Surveys

Teacher Survey Results

- 83% (n=10) reported that they saw an improvement in homework completion efforts.
- 67% (n=8) of teachers surveyed reported an improvement in class participation and attentiveness.
- 83% (n=10) of teachers surveyed reported an improvement in the motivation to learn.

Parent Survey Results

- 90% (n=9) of parents surveyed reported that the program helped their child's behavior improve.
- 90% (n=9) of parents surveyed reported that the program helped their child complete and turn in their homework on time.
- 80% (n=8) of parents surveyed are satisfied with the Boys & Girls Club 21st Century Community Learning Centers Program.
- 100% (n=10) of parents surveyed reported that the program helped their child's reading skills improve.
- 100% (n=10) of parents surveyed reported that the program helped their child's math skills improve.

Student Survey Results

- 82% (n=9) of students surveyed like the Boys & Girls Club 21st Century Community Learning Centers Program.
- 91% (n=10) of students surveyed reported that their overall behavior has improved because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 64% (n=7) of the students surveyed reported that the program helped them complete and turn-in their homework on time.
- 82% (n=9) of students surveyed reported that they are doing better in school since they started attending Boys & Girls Club 21st Century Community Learning Centers Program.
- 73% (n=8) of students surveyed reported that they feel better about themselves because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 100% (n=11) 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 all five of the Goal 1 Objectives. This is the fourth time in five years that the reading and math objectives 1.2 and 1.4 have been met. In addition, the report card collection percentage was significantly higher than FY23 for both reading and math. Also, Objective 1.5 College and Career Readiness was met for the third time in three years with 100% (n=23) in FY24, 75% (n=12) in FY23, and 73% (n=30) in FY22.



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

- Continue to review data every 9 weeks, after report cards are released, with the data team. The data team should include the 21st CCLC Program Director, Club Director and Data Clerk.
- Continue to collaborate with superintendent, principals, and school day teachers to identify current trends in academics and any specific student behaviors 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.

BGCGA successfully administered all program pre and post assessments for the Goal 2 Objectives. This is the third year both objectives were met for this goal.

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

- Continue to monitor data results with the data team adapting the program plans according to changing needs. Consider offering programs a second time to those students who may have entered BGCGA midyear or who may have scored poorly the first time around.
- Help students get excited about Fitnessgram by teaching them how to set personal goals and how to meet those goals using lead measures. Allow students to create and fill in a personal goal chart that can be displayed. Have a quarterly celebration for those students as they reach their goals.
- Continue to involve parents by including healthy lifestyles information in newsletters and family activities.

BGCGA successfully administered all program pre and post assessments for the Goal 3 Objectives and all three objectives were met. This is the third year Objective 3.1 (FY22, FY23, and FY24) and 3.2 (FY22, FY23, and FY24) were met and the fourth year Objective 3.3 (FY21, FY22, FY23, and FY24) was met.

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

- Continue to involve students in the planning of the service projects for the year. Allow them to create a list of ideas and vote on their favorites.
- Get students of all ages involved in leadership opportunities around the club facility. Jobs such as greeter (welcome parents during parent events), photographer (take photos during events), clean-up crew (inspect rooms daily and help pick up trash), event planner (help adults plan events), art leader (make posters for events), etc. give students a sense of pride in their club and also give them experience with responsibility.
- Have older grades adopt a younger grade and plan monthly activities that allow the students to get together. They could read to each other, plan a holiday party, make encouraging cards for each other, etc. These events could be considered service projects within the building and they involve even the youngest members.

BGCGA effectively implemented one of the Goal 4 Objectives. This is the second time Objective 4.1 was met in five years (FY20 and FY24). Objective 4.2 was not met this year but it has also been met twice in five years (FY20 and FY23).

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.
- Invite parents to share a skill or talent during a parent event or with a class.
- Display student's work around the club and invite parents to do a Gallery Walk at an Open House or Holiday event.

