

21st Century Community Learning Centers
Summative Evaluation Report
Boys & Girls Clubs of Greater Augusta
GREAT Futures E. W. Hagler Teen Center
Grant Year 3
2021-2022



BOYS & GIRLS CLUBS
OF THE CSRA

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

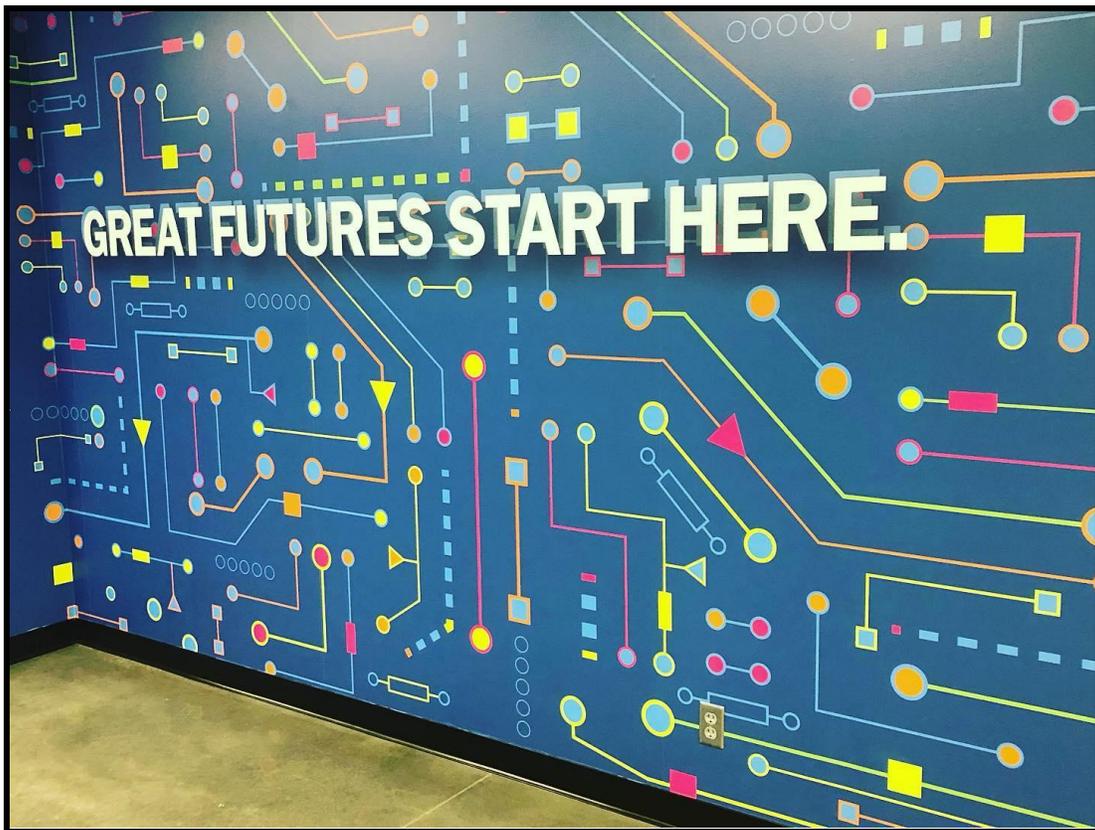


An Independent Evaluation

Prepared by Andra Syms

Submitted: June 22, 2022

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

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 (BGC) implemented the 21st Century Community Learning Centers (21st CCLC) grant program as designed. The program director and BGC 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 STEM activities, Legos, K-NEX, and Robotics to name a few. There is also a Book of the Month program. In addition, BGC administered pre and post assessments for objectives 1.5, 2.1, 2.2, 3.1, and 3.5 with fidelity increasing the number of students taking both pre and post assessments to 100%. This is an improvement from FY20 and FY21.

With the exception of the Georgia Milestones results which were not available at the time of this report, BGC successfully implemented two of the Goal 1 (academic achievement) Objectives. Objectives 1.1 and 1.3 could not be measured at the time of this report due to the fact that Georgia Milestones scores are still pending. This is the third year in a row that Objective 1.2 (maintain A or B or improve reading grade on report card) and Objective 1.3 (maintain A or B or improve math grade on report card) was met. Goal 2 (healthy lifestyles) Objectives were successfully implemented. All of the Goal 3 (Improve Social, Emotional, and Life Skills) Objectives were met. Finally, Both Goal 4 Objectives (parental involvement) were not met this year. This is the second year these objectives have not been met.

Overall, BGC successfully implemented three out of five academic achievement objectives (two are pending), both healthy lifestyles objectives, all of the social, emotional and life skills objectives and zero parental involvement objectives. Overall, eight objectives were met, two were unable to be measured due to pending test scores and three were not met.

Looking Forward

BGC is 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 provided opportunities to strengthen the program. The program director should continue to educate club directors and staff members on the specific curriculum that goes with each goal/objective. BGC staff should 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. 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, pre and post tests should be planned at the beginning of the year. These test dates should be shared with the club directors and the staff members administering the curriculums. BGC 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.



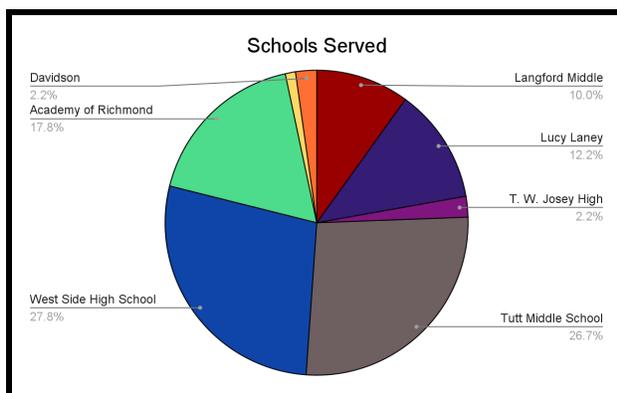
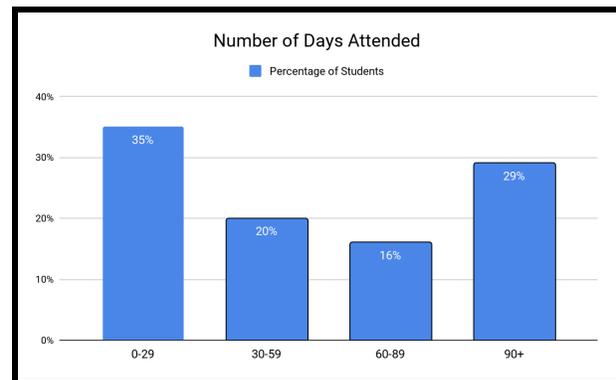
Program Impact

73% of students who participated in the Career Launch Program recognized that starting early with a plan and hard work will lead to a fulfilling career.

75% of regularly participating students improved or maintained an A or B in math.

Partners contributed \$32,300.00 to program sustainability!

*More Participation Equals
Greater Outcomes*
45% of Participants attended 90+
Days!



- ★ **57% of students live with a single mother.**
- ★ **2% of students live with a single father.**
- ★ **8% of students are in foster care.**
- ★ **5% of students live with grandparents**

What Students Are Saying!

“We do fun stuff and we learn but my favorite is when we play basketball” -5th grade male

“We learn to eat healthy food so we don’t get sick.” -1st grade female

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

“It keeps me focused. I like being with my friends. I would probably be on my phone too much if I was at home.” -7th grade female

“We get to dance here. They turn the lights off and we see rainbows” -Kindergarten female

“We do our homework here so our families can do what they need to do and we have more time with them when we go home.” -4th grade male

“We do fun stuff and we learn but my favorite is when we play basketball” -5th grade male

What Parents Are Saying!

“It helps me when they get help with their homework. Homework is different now, not like it was...especially math.” - Parent of 4th grade male

“They do their homework and eat dinner (a healthy one) so we can have less stress when we get home.” Parent of a 2nd grade female

“He likes coming here and he will do his homework for the teachers better than he will for me. The staff cares about them.” Parent of 2nd grade male

What BGC Staff are Saying!

“I like being able to help the kids. I’ve seen a lot of improvement in some of them. It’s nice!”

“I was like some of these kids. I like to see the opportunities they get to have so they can be successful.”

“Some students come here and they are a challenge. You get to know them and give them love and you see a change.”

“I love noticing the growth you didn’t expect to see. Some of the students gravitate towards me. It’s nice to be a part of that.”

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Introduction

Program History

Since 1951, Boys & Girls Clubs of Greater Augusta (BGC) has provided youth development programs. Over the last 71 years, the organization has grown from one site to eight sites. BGC 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 4,738 clubs that serve 4.6 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.



BGC has successfully administered 21st Century Community Learning Centers funded programs since 2009. The organization currently manages 5 separate grants targeting 405 youth and totalling \$1,668,280.00 in Federal 21st CCLC funding. The Richmond County J. Hebbard Club was established in 2019. Previously the BGC South Augusta Club was located at the Henry Brigham Center. This is the third year of the FY22 grant and the 11th year that BGC 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, 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. BGC 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

BGC 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

BGC 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: 91 Students

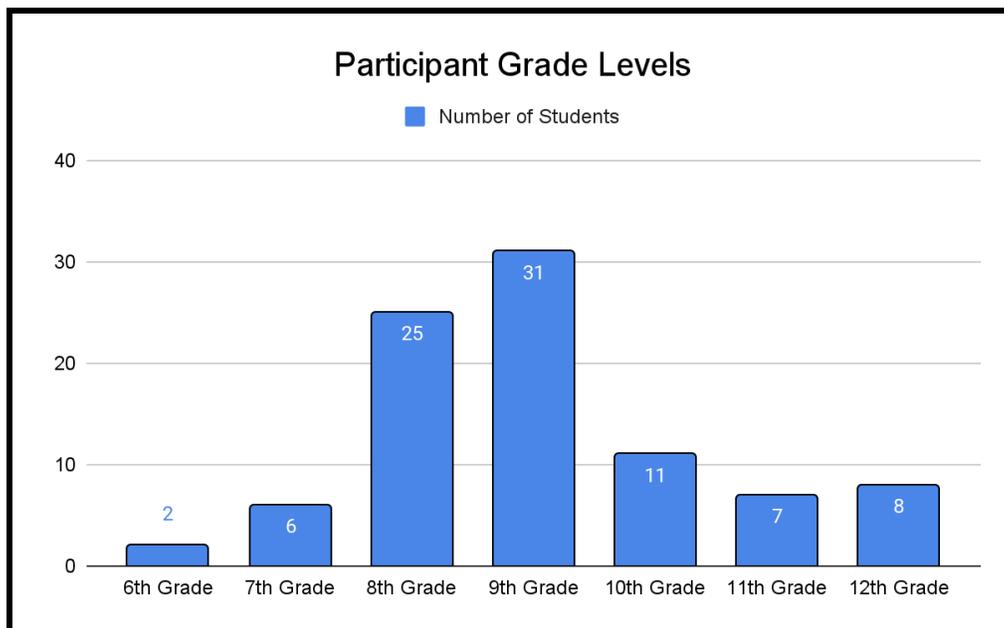
BGC Exceeded Student Enrollment Goal by 66%

Participant Demographics

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

- 82% of regularly attending students are African-American, 4% are Hispanic, 4% are White, 7% identify as 2 or more races, and 2% identify as Other.
- The program serves 52% males and 48% females.

Participant Grade Level



Student Recruitment Strategies

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



29% of
Participants
Attended
90+ Days

Student Recruitment

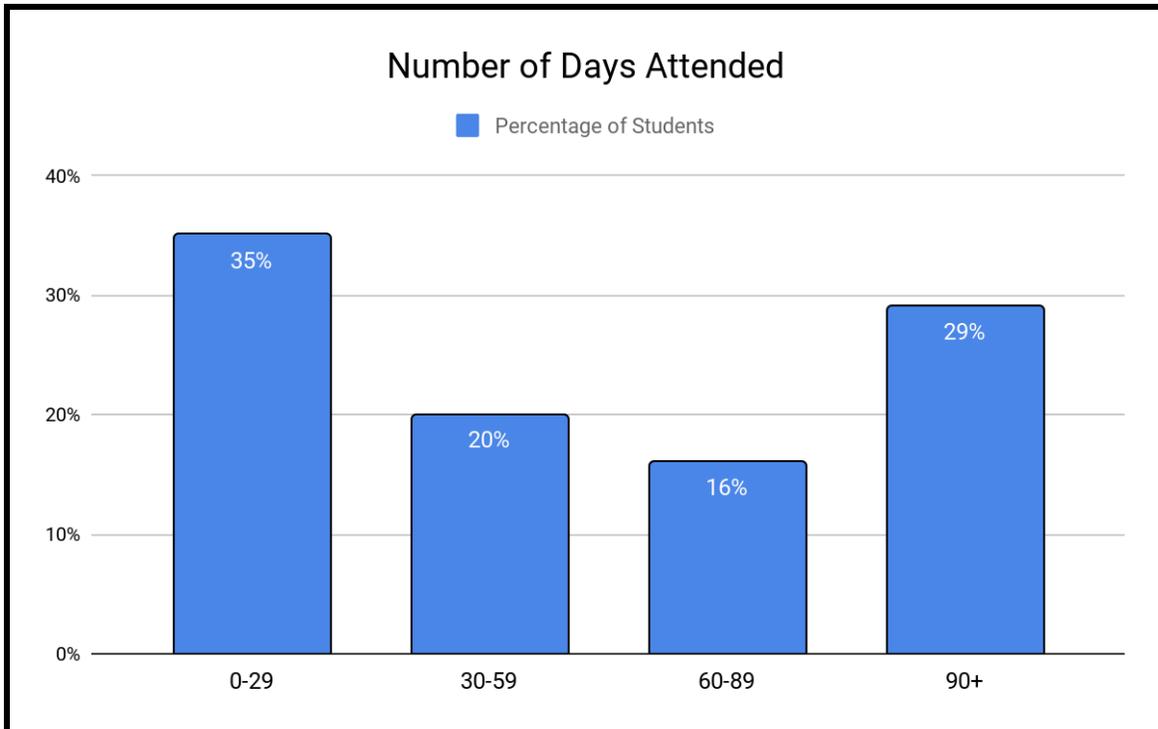
Research shows the amount of time youth spend at Clubs is a determining factor in the depth of impact the Club experience has on young lives. Specifically, a 2009 third-party study by Private/Public Ventures found that frequency of attendance is directly tied to the following positive changes for Club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

Retention Strategies

BGC 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. BGC 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:
September 8, 2021 - May 24, 2022**

21st CCLC Total Enrollment: 91
21st CCLC Enrollment Goal: 60
21st CCLC Average Daily Attendance: 32

**Summer Program Dates:
Virtual Camp June 6 - July 29, 2022**

21st CCLC Total Enrollment: *
21st CCLC Enrollment Goal: 50
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. 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 7-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
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Quality of Staffing

The staff at BGC 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 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: 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:

- Staff members were energetic, positive, and were willing to discuss the activities and share information about the 21st CCLC Great Futures Program. Students were having a good time and were engaged in the activities.
- Activities were fun and engaging and were in line with the lesson plan posted outside of each area.
- Students were happy and the classes were full.

BGC staff consistently reported to the grant evaluator:

- Working for BGC was satisfying and fun.
- Knowing students have the opportunity to change their future is uplifting.
- Watching students grow and learn is rewarding.
- Making a difference in the lives of young people was important.



Professional Development

Each year BGC 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 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.*

*On average, Great Futures 21st CCLC staff members receive **forty hours** of professional development throughout the year.*



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 (BGC)
- Mandated Reporter Training (BGC)
- Lead Teacher Training (BGC)
- Driver Training (BGC)
- Membership Clerk Training (BGC)
- Family Liaison Training (BGC)
- SMART Moves Curriculum Training (BGC)
- BGC Southeastern Leadership Training (BGC)
- BGC National Conference - Virtual (BGC of America)
- Summer Camp Training (BGC)
- Building Community Training (BGC)
- Active Learning Training (BGC)
- Cooperative Learning Training (BGC)
- Child Safety Training (BGC)
- Infectious Disease Training (BGC)
- Structure and Clear Limits Training (BGC)
- Re-framing Conflict Training (BGC)
- Program Basics Training (BGC)
- 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	Every 9 weeks	Collected from students/Requested from School District
Georgia Milestones Test Scores	Annually	Requested from School District
Pacer Test	Beginning and End of Program	BGC Administered
Nutrition Survey	Beginning and End of Program	BGC Administered
SMART Moves Assessment	Beginning and End of Program	BGC Administered
Parent Involvement	Monthly	BGC Sign-In Sheets
Parent Volunteers	Daily	BGC 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 91 students were enrolled in the program. Fifty students were regularly attending for 30+ days. For each objective, data sets were analyzed using the total number of regularly participating students with complete data for the set (i.e. pre and post tests, first and third 9-weeks report cards). “N” denotes the number of regularly participating students who had complete data sets for which objective measures were calculated. For the first time in years, BGC has surpassed response rate numbers across all programs, surveys and report cards.

The collection rate for report card grades for regularly participating students (30+) was 84% (n=42) in reading and 84% (n=42) in math. Report cards were collected from participants as well as requested from schools. Report card grades from the first and third 9-weeks were compared.

BGC administered the required 21st CCLC teacher surveys. The response rate from the surveys was 10% (n=5). This is lower than last two year’s results which were 14% (n=9) in FY21 and 31% (FY20). However, the response rate for the parent and student surveys was much higher this year (FY22). The response rate from the parent surveys was 61% (n=45) and 68% (n=50) from the student surveys. This is an improvement from FY20 and FY21.

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 (2021) and again in the spring (2022).

Recommendations for Increasing Response Rates Include:

- Continue to contact school day teachers at the beginning of the school year and 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.

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.	Unable to measure Objective at this time.
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 52%.
Objective 1.3: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in math.	Unable to measure Objective at this time.
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 57%.
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 73%

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 92%
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 89%.

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 86%.
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 75%.

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

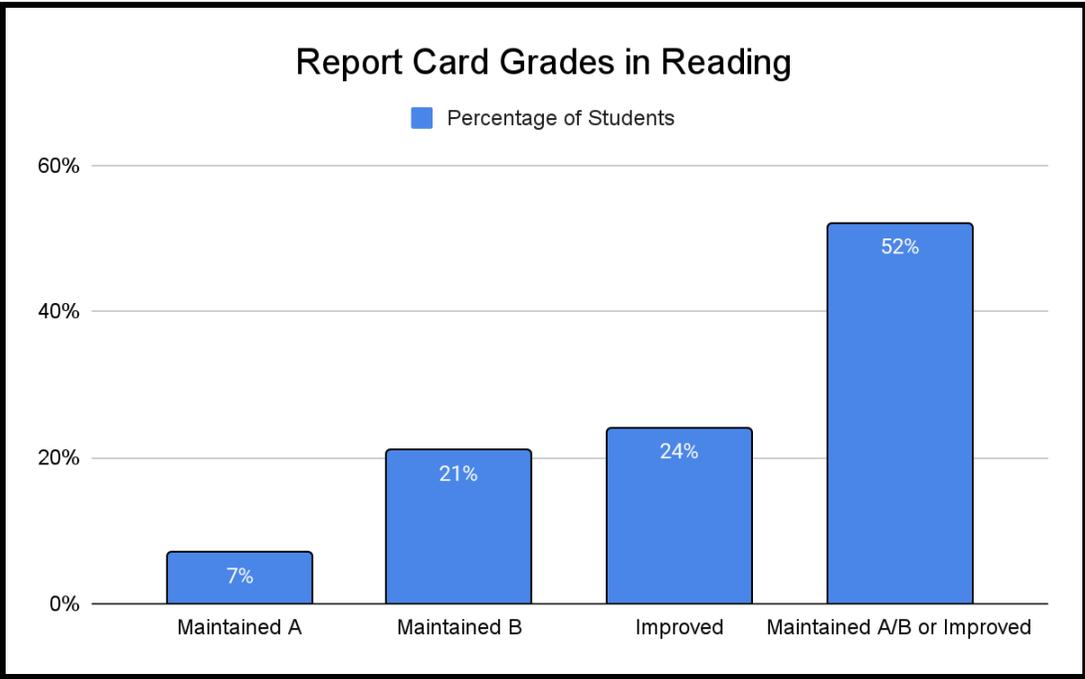
Objective 4.1: 65% of regularly participating students (attending the program 30 days or more) families participate in at least one parental involvement activity offered monthly.	This Objective was Not Met at 32%.
Objective 4.2: 50% of regularly participating students (attending the program 30 days or more) families will volunteer at the program at least one time annually.	This Objective was Not Met at 18%.

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 % of regularly participating students scored as Developing, Proficient, or Distinguished Learners in Reading on the Georgia Milestones assessment, n=. The objective was *

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.

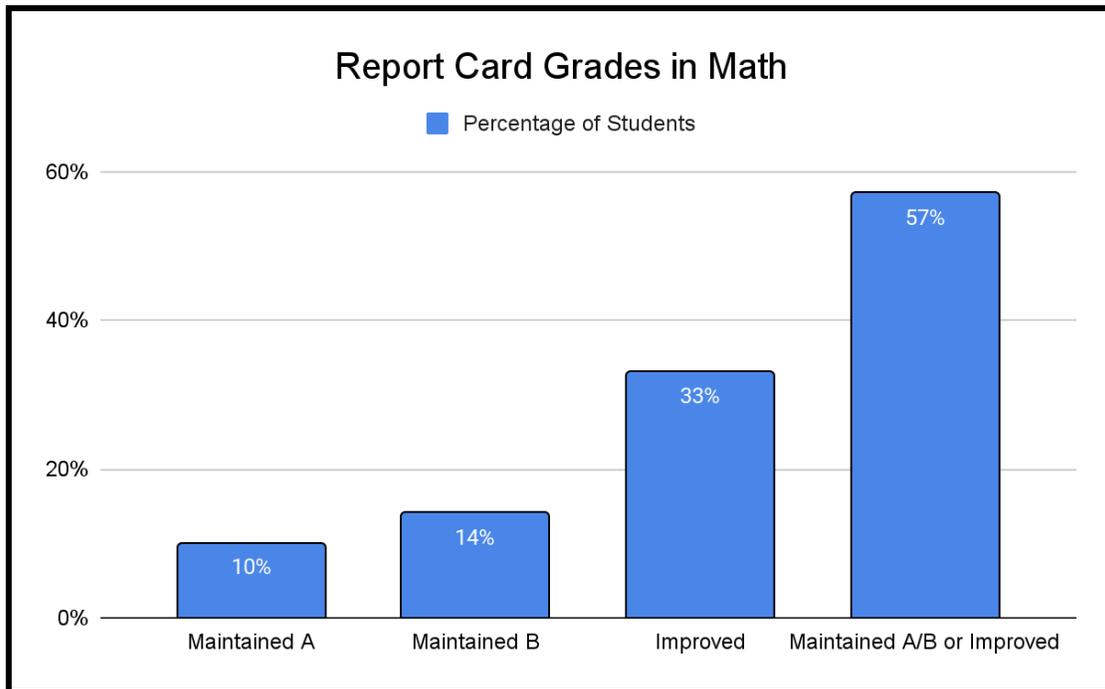
The data shows that 29% (n = 12) of regularly attending students maintained an “A” or “B” grade in reading on their report card, and 24% (n = 10) improved their grade for a total of 52% maintaining an “A” or “B” or improving their grade in reading. This objective was met.



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 % of regularly participating students scored as Developing, Proficient, or Distinguished Learners in Math on the Georgia Milestones assessment, $n=$. The objective was *

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 24% ($n = 10$) of regularly attending students maintained an “A” or “B” grade in math on their report card, and 33% ($n = 14$) improved their grade for a total of 57% maintaining an “A” or “B” or improving their grade in math. 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 2021) 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 (2022). Seventy-two students participated in the Career Launch program and 41 of those were regular attenders. The data shows that 73% (n=30) of regularly attending students improved their knowledge and skills. This objective was met.

Goal 1 Findings and Recommendations

Three out of five of the Goal 1 Objectives were met. Objective 1.1 and 1.3 can not be measured at this time since the Milestones test results are still pending. This is the third time in a row that the reading and math objectives 1.2 and 1.4 have been met. In addition, the report card collection percentage was much higher this year for both reading and math. In addition, the College and Career Readiness objective was met at 73%. Both the Diplomas 2 Degrees and Career Launch programs were presented weekly and students were able to learn about themselves and how to match a career to their personal interests. Although this was a decrease from last year, there were more participants this year than last year.

It is recommended that the BGC 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 next 9-weeks. Students who meet their goals should be recognized at the end of each 9-weeks. In addition, the BGC 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, BGC 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 BGC cultivate relationships with businesses in the community so that students can expand their career planning resources. Finally, the BGC 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 2021) 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 (2022). There were 65 students that completed both the pre and post test and 42 of those were regular attenders. The results show that 62% increased their cardiovascular fitness (N=26).

A Healthy Habits pre-test was administered to all students at the beginning of the school year (Fall 2021) 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 (2022). The total number of students that participated in the program was 70 and 39 of those were regular attenders. The data shows that 92% (n=36) of regularly attending students increased their knowledge. 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 2021) 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 (2022) to measure knowledge growth. There were 50 students that completed both the pre and post test and 35 of those were regular attenders.. The results show that 89% (n=31) of regularly attending students increased their knowledge of risk-taking behaviors. 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 2021) and again at the end of the school year (Spring 2022).

It is recommended that the BGC 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. It is also 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. 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. It is also



recommended that a calendar that includes pre and post test dates for all programs is set early in the year. 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.

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 63 students that participated in the program and 34 of those were regular attenders. In addition, 15 of the 34 regular attenders scored a 100 on both the pre and post test. These students were not included in the data. Therefore 19 students were used in the data. The data shows that 100% (n=19) of regularly attending students increased their knowledge. 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 21-22 school year. Each of the students contributed a minimum of 1 hour of volunteering. The data shows that 86% (n = 43) of regularly attending students increased their civic engagement. 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 (2022) with 46 males participating in the Passport to Manhood program and 38 females participating in the SMART Girls program. Thirty of the males and 17 of the females were regular attenders. The data shows that 75% (n=33) of the students increased their knowledge (Passport to Manhood n=27 and SMART Girls n=6). Please note that 3 students scored 100% on both the pre and post test so they were not used in the data. 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. BGC 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 BGC 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 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 34 families of regularly attending students and 32% (n = 11) 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 61 families of regularly attending students and 18% (n = 6) of the families volunteered at the program during the 2021-2022 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 BGC 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, BGC 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 parent participation was very low again this year at 32% and parent volunteering was even lower at 18%. This is a decrease from last year.

It is recommended that the BGC continue to offer monthly opportunities for parental engagement and volunteering activities. Club directors 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 BGC serves a high concentration of low-income, minority students. In an effort to accommodate the needs of the families, BGC 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 using a standard assessment form to assess program delivery and student engagement. The evaluator used the 21st CCLC Grant Goals and Objectives to guide observations and report strengths and challenges in the program. The observations were discussed with the club director and the program director.

Club site observations included:

- Lesson plans were posted outside each classroom and near open areas such as the gym.
- Lesson plans were in line with the 21st CCLC Great Futures Goals and Objectives.
- Activities were offered that addressed physical, social, and academic needs.
- The designated space for each activity was appropriate.
- Students were aware of the club rules and followed them.
- Students were provided a healthy snack.
- A healthy dinner was served to students.
- Students appeared to be having fun!



Success Story

Member: Ta’Nija

School: Lucy Laney High School

Grade: 10th Grade

Ta’Nija’s Story

Ta’Nija lives with her grandparents and has three younger siblings that do not live with her. Her hobbies include NJROTC, basketball, and community service. She is on the basketball team and she enjoys being out in the community helping whenever and wherever she can. Her favorite part of the Boys & Girls Club is taking the college tours. She hopes to attend college and would like to join the military.

When Ta’Nija first came to the Boys & Girls Club she was very quiet and stayed to herself. She did not like to participate in the activities. Over the eight years she has attended the Boys & Girls Club she has grown to be quite mature. She is very observant, kind, friendly and motivated to get into college. She is still quiet but is always willing to participate in activities. She is very helpful around the club and is friendly to everyone. She said the Boys & Girls Club is her family away from home.

Progress Toward Sustainability

The Boys & Girls Clubs of Greater Augusta Great Futures Program has made progress towards sustainability over the 2021-2022 school year. The program has created 11 partnerships with a variety of agencies such as Augusta National Golf Club, Amerigroup, Chick-Fil-A, Future Successors, Augusta Recreation and Parks Department, Augusta State University, DRJ Ministries, Fleming Mock Tennis Lessons, Paine College, Richmond County School System and Simply Juantia. These partners have contributed \$32,300.00 cash and in-kind donations to support ongoing work of the club.

Partners

Augusta National Golf Club
Chick-Fil-A
Future Successors
Amerigroup
Augusta Recreation and Parks
Department
Augusta State University
DRJ Ministries
Fleming Mock Tennis Lessons
Paine College
Simply Juantia
Richmond County School System

Surveys

Teacher Survey Results

- 40% (n=2) reported that they saw an improvement in homework completion efforts.
- 40% (n=2) of teachers surveyed reported an improvement in class participation and attentiveness.
- 60% (n=3) of teachers surveyed reported an improvement in the motivation to learn.

Parent Survey Results

- 64% (n=29) of parents surveyed reported that the program helped their child's behavior improve.
- 73% (n=33) of parents surveyed reported that the program helped their child complete and turn in their homework on time.
- 64% (n=29) of parents surveyed are satisfied with the Boys & Girls Club 21st Century Community Learning Centers Program.
- 78% (n=35) of parents surveyed reported that the program helped their child's reading skills improve.
- 67% (n=30) of parents surveyed reported that the program helped their child's math skills improve.

Student Survey Results

- 92% (n=46) of students surveyed like the Boys & Girls Club 21st Century Community Learning Centers Program.
- 88% (n=44) of students surveyed reported that their overall behavior has improved because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 80% (n=40) of the students surveyed reported that the program helped them complete and turn-in their homework on time.
- 90% (n=45) of students surveyed reported that they are doing better in school since they started attending Boys & Girls Club 21st Century Community Learning Centers Program.
- 94% (n=47) of students surveyed reported that they feel better about themselves because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 82% (n=41) 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. BGC 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.

BGC effectively implemented one out of five Goal 1 Objectives. Objectives 1.1 and 1.3 could not be measured because Georgia Milestones test results were not available at the time of this report. This data will be added to the report and addressed when the results are available.

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

- Create a data team that reviews all required 21st CCLC data that meets four times a year, once after each 9 weeks. Data team should include one member of each club, 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 innovative programming that addresses 21st Century skills.

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

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

- A data team should be created that includes the club director, a data clerk and the program director. This team should meet four times a year after each report card distribution to monitor and plan accordingly.
- Since every club member should participate in Fitnessgram, club directors and staff should develop a plan to continue to increase participation in the future. The pre and post activities could be presented in a field day format to make participation more appealing.
- Incorporate healthy lifestyles information in newsletters and family activities in order to educate parents/families on the importance of incorporating healthy behaviors in everyday life.

BGC successfully administered all program pre and post assessments for the Goal 3 Objectives and all three objectives were met. This is the first year all three objectives were met and the first year objective 3.1 was met.

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

- Give students a voice and a choice by allowing them to decide on the service projects for the year.
- Continue to offer multiple opportunities for students to volunteer throughout the year.

Although BGC effectively implemented both Goal 4 Objectives in FY20, they were unable to meet these objectives in FY21 and FY22. The restrictions put in place by the clubs to keep the staff and students healthy during the COVID-19 Pandemic may have limited parent/guardian participation. This may have had an effect on these objectives.

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.
- Provide a survey asking parents to share a skill or talent they have and might want to present at a “Parents take the Stage” event.
- Consider offering a weekend activity or two to accommodate those parents that may be unable to attend during the week due to work schedules.